Mayville State University

RN-to-BSN Program
Student Handbook

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Handbook Disclaimer

This Student Handbook is neither a contract nor an offer to make a contract. While every effort has been made to ensure accuracy of the information enclosed, the handbook is updated as necessary. The Mayville State University Nursing Program reserves the right to make changes at any time with respect to course offerings, degree requirements, services, policies, and/or any other subject addressed in this document. Amendments may be added as deemed necessary. The information enclosed is provided solely for the convenience of students and readers.

This Student Handbook supersedes all previous versions of the handbook. Students are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within. When a change is adopted into the handbook, students will be emailed the change. Faculty may also include the change in the course syllabi and/or highlight the change within nursing program Blackboard courses.

Welcome and Introduction

Welcome to the RN-to-BSN program at Mayville State University (MSU). Your decision to continue your nursing education is an investment in your future. It is also an investment in the profession of nursing and evolving health care environment.

The need for more nurses prepared at the baccalaureate level has been identified by the Institute of Medicine (IOM).[1] In their 2010 report, *The Future of Nursing: Leading Change, Advancing Health*, they established the goal of a nursing workforce comprised of 80 percent baccalaureate-prepared nurses by 2020, with the goal of 100 percent. Their rationales for this recommendation are that nurses possess the unique ability to act as partners with other health professionals and to lead in the improvement and redesign of the health care system and its many practice environments, including hospitals, schools, homes, retail health clinics, long-term care facilities, battlefields, and community and public health centers. Nurses are poised to help bridge the gap between coverage and access, to coordinate increasingly complex care for a wide range of patients, to fulfill their potential as primary care providers to the full extent of their education and training, and to enable the full economic value of their contributions across practice settings to be realized. Nurses are called to lead in the development of effective strategies for improving health across the nation, especially for those underserved individuals, neighborhoods, and communities.[3]

Mayville State University RN-to-BSN faculty recognize the value of the Associate Degree preparation for entry into nursing practice and view the RN-to-BSN program as an opportunity for practicing nurses to continue their education in pursuit of their baccalaureate degree. Nurses who achieve a baccalaureate degree provide a "wider range of competencies in such vital areas as leadership, systems thinking, evidence-based practice, health policy, and teamwork and collaboration" [2] (p. 3-2).

You are the future of nursing. The MSU RN-to-BSN program is designed to provide you with the knowledge and skills to lead the profession as the health care environment continues to evolve. Learning in an online venue will allow you earn your baccalaureate degree and apply your learning to your practice environment. Congratulations on accepting the challenge to become a professional nurse contributing to designing and implementing the future of health care. While this journey may be difficult and challenging at times, the rewards will be well worth the effort.

There are two tracks for the RN-to-BSN program. Following the full-time plan of study, the nursing courses can be completed in one calendar year (12 months). The part time plan of study is designed for the student who chooses a slower pace and can be completed in two calendar years (24 months). Choose the program designed just for you! Welcome to the RN-to-BSN program!

1. Institute of Medicine (IOM) (2010). *The Future of Nursing: Leading Change, Advancing Health.* Available at https://pubmed.ncbi.nlm.nih.gov/24983041/
2. Institute of Medicine (IOM) (2015). *Assessing Progress on the Institute of Medicine Report The Future of Nursing.* Available at: http://www.nationalacademies.org/hmd/Reports/2015/Assessing-Progress-on-the-IOM-Report-The-Future-of-Nursing.aspx
3. National Academies of Sciences, Engineering, and Medicine (2021). *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity.* Washington, DC: The National Academies Press. https://doi.org/10.17226/25982.

Mayville State University Mission

Mayville State University is dedicated to excellence in teaching, service, and scholarship in dynamic, inclusive and supportive learning environments that are individually focused. We offer quality undergraduate, and master's programs enriched with practical experiences to prepare all learners for a global economy.

RN-to-BSN Program Mission

The mission of the RN-to-BSN Nursing Program is to educate nurses to serve clients, health care systems, and the profession of nursing by leading and managing care and contributing to advancement of the profession. The learning environment educates the baccalaureate nurse generalist to build on previous learning and is characterized by personalization, collaboration, and integration of technology that promotes lifelong student learning, pursuit of graduate studies, and development as a professional nurse. Students will engage in scholarship that supports the development of critical thinking, creative problem solving, and innovative leadership in care delivery. Students will embrace professionalism and professional values in the care of individuals and populations across diverse cultures, ages, and environments.

Mission Congruence

Mayville State University	Nursing Program
Mayville State University is dedicated to excellence in teaching, service, and scholarship…	The mission of the RN to BSN Nursing Program is to educate nurses to serve clients, health care systems, and the profession of nursing; leading and managing care contributing to its advancement.
… in dynamic inclusive and supportive learning environments that are individually focused.	The learning environment educates the baccalaureate nurse generalist to build on previous learning and is characterized by personalization collaboration, and integration of technology …
We offer quality undergraduate, and master's programs enriched with practical experience to prepare all learners for a global economy.	… promotes lifelong student learning, pursuit of graduate studies, and development as a professional nurse.

RN-to-BSN Program Mission Alignment with Baccalaureate Domains[1]

Mission Statement	Baccalaureate Domains
The mission of the RN-to-BSN Nursing Program is to educate nurses to serve clients, health care systems, and the profession of nursing by leading and managing care and contributing to advancement of the profession	Domain 5, 7
The learning environment educates the baccalaureate nurse generalist to build on previous learning and is characterized by personalization, collaboration, and integration of technology that promotes lifelong student learning, pursuit of graduate studies, and development as a professional nurse.	Domain 1, 8, 6
Students will engage in scholarship that supports the development of critical thinking, creative problem solving, and innovative leadership in care delivery	Domain 1, 5, 7 & 4
Students will embrace professionalism and professional values in the care of individuals and populations across diverse cultures, ages, and environments	Domain 6, 9 & 10

American Association of Colleges of Nursing (AACN). (2021). The Essentials Domains & Concepts. Retrieved from: https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

North Dakota University System (NDUS) Vision

Leading the nation in educational attainment through access, innovation, and excellence.

Division of Nursing Vision

Through professional preparation, interprofessional collaboration, and advanced nursing education, the vision of the Mayville State University Division of Nursing is to be known for continuing academic excellence, positively impacting the health of individuals and populations across diverse cultures, ages, and environments while advancing nursing knowledge, responsiveness, and leadership.

Mayville State University Purposes

- To provide academic programs and services that address contemporary career and workforce opportunities.
- To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota.
- To deliver flexible programs, instruction, and student services to meet the needs of the individual.
- To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity.

RN-to-BSN Program Goals

1. Provide nurses prepared to fulfill baccalaureate nursing leadership roles.

2. Prepare graduates for ongoing and advanced nursing degrees.

3. Promote a commitment to addressing the health care needs of the citizens of North Dakota.

4. Recruit and retain qualified and diverse students committed to academic excellence and professional development.

5. Recruit and retain qualified faculty who contribute to the university, the profession, and other arenas through activities associated with education, service and scholarly endeavors.

6. Implement educational strategies and practices conducive to the personal and professional development of students.

RN-to-BSN Program Student Learning Outcomes

1. Build on a foundation of the liberal arts, integrate nursing science theory in addition to knowledge from other disciplines.
2. Demonstrate knowledge of current and emerging forces within systems-based practice that enhance quality and safety of healthcare while effectively coordinating resources.
3. Engage in evidence-based practice as a means of enhancing the quality of patient care.
4. Use information technologies to gather data, guide decision making, and support professionals to improve healthcare outcomes.
5. Engage in culturally and equitably appropriate approaches that promote health and prevent disease/injury in diverse populations.
6. Apply holistic, evidence-based care with an emphasis on person centered care (person, family, community, population) and recognize the importance of respecting characteristics that make each person unique.
7. Demonstrate intentional collaboration across disciplines to advocate for patients, the nursing profession, and the healthcare system.
8. Discover professional nursing identity by incorporating professional standards to support the use of leadership principles to engage in lifelong learning.

RN-to-BSN Program Outcome Alignment Table

Mayville State University RN-to-BSN Program Student Learning Outcome	Corresponding Essentials of Baccalaureate Education[1]	Corresponding Quality and Safety Competencies for Nursing (QSEN)[2]
1. Build on a foundation of the liberal arts, integrate nursing science theory in addition to knowledge from other disciplines.	Domain 1: Knowledge of Nursing Practice Domain 5: Quality & Safety Domain 7: Systems-based Practice	Teamwork and Collaboration Quality Improvement
2. Demonstrate knowledge of current and emerging forces within systems-based practice that enhance quality and safety of healthcare while effectively coordinating resources.	Domain 4: Scholarship for Nursing Practice	Evidence Based Practice
3. Engage in evidence-based practice as a means of enhancing the quality of patient care.	Domain 8: Informatics and Healthcare Technologies	Informatics Teamwork and Collaboration
4. Use information technologies to gather data, guide decision making, and support professionals to improve healthcare outcomes.	Domain 3: Population Health	Patient-Centered Care Teamwork and Collaboration Evidence Based Practice Safety
5. Engage in culturally and equitably appropriate approaches that promote health and prevent disease/injury in diverse populations.	Domain 2: Person-Centered Care	Patient-Centered Care
6. Apply holistic, evidence-based care with an emphasis on person centered care (person, family, community, population) and recognize the importance of respecting characteristics that make each person unique.	Domain 6: Interprofessional Partnerships	Teamwork and Collaboration
7. Demonstrate intentional collaboration across disciplines to advocate for patients, the nursing profession, and the healthcare system.	Domain 9: Professionalism	Teamwork and Collaboration
8. Discover professional nursing identity by incorporating professional standards to support the use of leadership principles to engage in lifelong learning.	Domain 10: Personal, Professional Leadership Development	Teamwork and Collaboration Evidence Based Practice

1. American Association of Colleges of Nursing (AACN). (2021). *The Essentials Domains & Concepts.* Retrieved from: https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

2. QSEN Institute. (2013). *QSEN Undergraduate Knowledge, Skills and Attitudes (KSAs).* Retrieved from: http://qsen.org/competencies/pre-licensure-ksas/.

RN-to-BSN Program Admission Criteria
To expedite the admission process, the following are recommended to take place concurrently:

Step 1 of admission process:
- Admission to Mayville State University
    - Applicants must meet [university admission requirements for transfer students](#)
    - Be in good academic standing (not on dismissed or suspended status) at the most recent college or university you have attended.
    - Have a minimum GPA of 2.0 at the conclusion of any semester in which the number of institutional and transfer hours attempted reaches or exceeds 64 semester hours.
        - Note: minimum cumulative GPA of 2.5 required for nursing program admission
    - Complete the Mayville State University Application for Admission – [Online](#) Application
    - Submit a non-refundable, one-time $35 application fee. No admissions decisions will be made until the application fee is received.
    - Submit official transcripts from all previously attended institutions. These must be sent directly from the institution and must show all courses attempted and grades earned. Transcripts must be signed by a school official and contain the official school seal.

Step 2 of admission process:
- Admission to the RN-to-BSN Program
    - Completion of the Online RN-to-BSN Program application
        - Admission Deadlines:
            - Applications are accepted on an ongoing basis
            - Priority consideration will be given to applications received by March 1st for fall semester and October 1st for spring semester
        - Submit $25.00 program application fee paid by check or money order, or by calling the MSU Business Office at 701-788-4757
    - Earned nursing degree leading to RN licensure (AAS, AS, or Diploma) from a regionally accredited institution (nursing program accreditation not required).
    - Active unencumbered RN licensure required throughout program enrollment
        - Submit RN license information including license number and state of issuance with program application.
            - Must be licensed by July 15th for Fall semester start/November 15th for Spring start (later date allowed only by Chair of the Division of Nursing approval).
            - Conditional program acceptance will be granted to applicants who apply in final semester of RN program until the AAS/AS-RN degree has been posted and RN licensure is secured.
        - Should a final transcript or licensure status indicate the applicant has not met the above admission requirements, conditional acceptance will be withdrawn, and the student will be required to reapply to the program in a future semester. Enrollment in courses outside of the nursing major (Essential Studies courses, 300/400 level courses, and a statistics course) will be encouraged.
    - Minimum cumulative GPA of 2.5 or better on a 4.0 scale

- o Conditional admission granted if University admission requirements met. Full acceptance to the RN-to-BSN program pending 2.5 cumulative GPA on program start or approved DON Appeal. A subsequent 'C' grade or higher in NURS 350 will be required.
- o Minimum grade of "C" required for all previous nursing courses
- o Two professional letters of reference addressing nursing role performance (use RN-to-BSN Program Reference form).
    - References must be submitted in sealed envelope, with signature of reference source across the seal or may be emailed, by reference source, to shannon.skovlund@mayvillestate.edu, Nursing Programs Transfer Specialist.
- o Identification of public health clinical site/s available local to student residence for required clinical course, NURS 442.
    - Applicant must indicate potential public health agency locations on program application.
    - Applicant from a state other than ND or MN must be a resident of a state where Mayville State University is authorized to offer online degree programs, see MaSU State Authorizations Website. In addition, approval for student clinical experiences from the board of nursing within the state of residence will be necessary prior to being granted program admission. Instructions on how to obtain this approval will be provided to applicable applicants.
- o Clearance for clinical practice verified within a criminal background check
- o Following program admission, submission of the following will be required within the program's approved platform:
    - Proof of current healthcare provider approved CPR certification
    - Proof of all current immunizations.
    - Signed confidentiality agreement
    - Proof of health insurance/health insurance waiver
- o Access to a computer with high-speed Internet and virus protection
    - Personal computer requirements will be provided upon request

Admission is competitive and is based on a point system. Points are given based on cumulative GPA, earned nursing credit GPA, reference information, previous application to the program, RN nursing graduation from a North Dakota institution, residency in North Dakota or employment as and RN in North Dakota, and existence of an articulation/affiliation agreement. The number of students admitted each semester is limited. The Nursing Program reserves the right to deny admission. Failure to disclose previous or pending convictions or falsification of information may lead to denial of admissions or may be considered grounds for dismissal from the program.

Admission Notification:
- The Nursing Programs Transfer Specialist will notify applicants of their admission to MSU.
- The Division of Nursing will notify applicants of their admission status to the nursing program.

Division of Nursing Program Readmission Policy

This policy will apply to nursing students following complete program withdrawal after the University's established drop date. For the sake of consistency, this policy will also apply to nursing students seeking readmission into the same nursing track and will begin anew if the student begins a new nursing track at a higher education level. For example, this policy will apply to a RN-to-BSN student seeking readmission into the RN-to-BSN track. The policy will begin anew if the same student later enrolls as a Masters' degree seeking student.

1. Readmission to the nursing program is dependent on:

   a) Collaborate recommendations from the Nursing Division Chair, SAP Committee, and the student's previous nursing advisor.
   b) Readmission to the nursing program is dependent upon space availability and curriculum placement. If the number of readmission requests exceed space availability, the readmission applicants will be accepted on a first come, first in basis as they qualify.
   c) The Student Admissions and Progression (SAP) Committee reserves the right to deny a request for readmission if the student was dismissed from the nursing program for issues relating to academic integrity, past academic performance, unsafe patient care, inappropriate conduct, or dismissal from a college or clinical site.

2. A nursing student requesting readmission to the nursing program must:

   a) Apply to the Nursing Program as a new student (this process will include a complete application to Mayville State University).
   b) Complete the Mayville State University Nursing Readmission Request Form and provide supporting letter(s) of documentation. A failure to complete this form in its entirety or failure to provide the required supporting letter will result in denial of the readmission application request.
   c) Meet the Nursing Program admission requirements at the time of the readmission application.
   d) Participate in a meeting for development of progression plan if requested by the Nursing Division Chair, SAP Committee, or the student's nursing advisor.

3. Students seeking readmission will be admitted under the catalog of the current academic year.

4. The completed Nursing Readmission Request Form and Supplemental Form will be placed in the student's nursing file.

5. No student will be eligible for a third readmission.

Division of Nursing Readmission Request Form

Complete all information as listed. Failure to complete this form in its entirety, including attachments, will result in denial of the request.

Name of Student: _____   Student ID#: _____

Address: _____

Phone #: _____   E-mail address: _____

I am requesting permission to continue progression in the Mayville State University Nursing program.

      ☐ I withdrew from the Mayville State University Nursing program, and I am requesting for permission to resume my enrollment in the following program:

        _____ RN-to-BSN Program   _____MSN Program

Attach a letter to the form addressing the following two statements:
- Discuss the barriers which prevented you from completing the course successfully.
- Outline a specific plan to be successful in the nursing program.

Please attach any additional letters of support or documentation of extraordinary circumstances to this request.

Student Signature/Date: _____

<u>Submit this form and supporting letter(s) to:</u>

Shannon Skovlund, B.A., BUS
Nursing Programs Transfer Specialist
Mayville State University Division of Nursing
330 Third St NE
Mayville, ND 58257
Email: Shannon.skovlund@mayvillestate.edu
Fax: 701-788-4748

<u>For office use only:</u>

This is the student's first readmission _____ second readmission_____(no third readmissions permitted).

Overview of RN-to-BSN Program Curriculum

A minimum of 120 SH credits are required by Mayville State University to earn a baccalaureate degree.

- Minimum of 60 SH credits awarded for completion of nursing degree leading to RN licensure from a regionally accredited institution.
    - Must meet MSU Essential Studies (General Education) requirements
    - Other credits, including essential studies courses, may transfer from prior degrees or additional approved course work
    - Students must earn a minimum of 30 SH credits from MSU to meet the residency requirement
    - Students transferring 300 or 400 level nursing credits will be evaluated by the Division of Nursing faculty for applicability to the RN-to-BSN curriculum (with a maximum of 4 credits). Such nursing courses cannot be more than seven years old by the time of graduation.
- Minimum of 36 SH upper division (300/400 level) credits required.
    - 28 SH credits RN-to-BSN core courses
    - 8 SH credits upper division non-nursing courses
        - 3 SH credits statistics course (300 level at MaSU)
            - Transfer credit substitution of equivalent statistics course upon approval, however, must still meet 36 SH 300/400 level credit requirement.
        - 5 SH credits elective courses

MSU Essential Studies Requirements	RN-to-BSN Requirements	Potential Transfer from ADN Program	Other potential transfer options
English (6 credits)	English (6 credits)	Composition 1 (3 credits) Composition 2 (3 credits)	Expository Writing courses Literature courses APA Writing courses
Speech (3 credits)	Speech (3 credits)	Speech/Oral Communication (2-3 credits)	Public Speaking courses
Computer Information Systems (1 credits)	Program Waiver for this requirement	Variable	
Humanities (6 credits)	Humanities (6 credits)	Variable	Variable
Social Sciences (6 credits)	Social Sciences (6 credits)	Intro to Psych (3 credits) Intro to Sociology (3 credits) Developmental Psych (3 credits)	Variable
Humanities/Social Sciences (3 credits)	Humanities/ Social Sciences (3 credits)	Variable	Variable
Mathematics (3 credits)	College Algebra (3 credits)	College Algebra (3 credits) Finite Math (3 credits)	
Science (4 credits)	Science (4 Credits)	Microbiology (3-4 credits) Anatomy & Physiology I (3-4 credits) Anatomy & Physiology II (3-4 credits) Advanced Physiology (2 credits) Intro to Chemistry (3-4 credits)	
Mathematics/Science (4 credits)	Mathematics/Science (4 credits)	Variable	Variable
Total: 36 credits			

Overview of RN-to-BSN Program Curriculum (Continued)

RN-to-BSN core courses, statistics and elective credits can be completed in as few as 12 months.

- Two plans of study are available: full-time 12-month and part-time 24-month options
- Nursing core courses are offered in 5-week blocks with the exception of one 10-week clinical course to allow the student to focus on one to two courses at a time
- All other non-nursing courses are scheduled across the entire semester
    - Maximum allowed credits for enrollment each semester for nursing students is limited to 19 SH credits.
    - Students are encouraged to work with the financial aid department to ensure that they are registered for the appropriate number of credits per semester for their individual financial aid and/or scholarship award.
- Requests to change a plan of study from full-time to part-time or part-time to full-time requires written request by the student as well as Program Advisor and Division of Nursing Chair for approval.

Course Substitution/Course Validation

Requests for course substitution and course validation will be processed through the student's advisor. Requests for course validation must be submitted and processed a minimum of one semester prior to the course offering. It is the student's responsibility to discuss any anticipated requests with his/her advisor. The validation process will be available during the academic year only. CLEP exams are also possible as course substitutions in non-nursing courses, as available and approved by respective departments.

Mayville State University RN-to-BSN Program (Updated 5/2017)
Full-Time Course Rotation Plan of Study

Fall Start

Fall Semester (14 cr.)			Spring Semester (13-14 cr.)			Summer Semester (8-9 cr.)	
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2
**Additional Course (3)			**Additional Course (2-3)			**Additional Course (2-3) if needed	
N350 (3)	N310 (2) N460 (3)	N450 (3)	N360 (4)	N370 (3)	N441 (4)	N470 (4) N442 (2)	

Spring Start

Spring Semester (12-15 cr.)			Summer Semester (6-7 cr.)		Fall Semester (12-15 cr.)		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3
**Additional Course (3)			**Additional Course (2-3)		**Additional Course (2-3) if needed		
N350 (3)	N360 (4)	N370 (3) N310 (2)	Off	N470 (4)	N441 (4)	N450 (3) N442 (2)	N460 (3)

Part Time Course Rotation Plan of Study

Fall Start

Fall Semester (8 cr.)			Spring Semester (7-10 cr.)			Summer Semester (4 cr.)		Fall Semester (9 cr.)			Spring Semester (6-7 cr.)			Summer Semester (2 cr.)	
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2
**Stats (3)			**Stats (3) if needed					**Additional Course (3)			**Additional Course (2-3)				
N350 (3)	N310 (2)	Off	N360 (4)	N370 (3)	Off	N470 (4)	Off	Off	N460 (3)	N450 (3)	Off	Off	N441 (4)	N442 (2)	

Spring Start

Spring Semester (5 cr.)			Summer Semester (6 cr.)		Fall Semester (6 cr.)			Spring Semester (7 cr.)			Summer Semester (4 cr.)		Fall Semester (8-9 cr.)		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3
			**Stats (3) **Additional Course (3)										**Additional Course (2-3)		
N350 (3)	Off	N310 (2)			N441 (4)	N442 (2)		Off	N360 (4)	N370 (3)	Off	N470 (4)	Off	N450 (3)	N460 (3)

*Statistics Requirement (3 SH Credits):
MATH 323: Probability and Statistics
UNIV 350 Statistical Methods for the Social Sciences
BUSN 416: Business Statistics & Research
PSYC 310: Statistics for the Social Sciences

**Additional 300/400 Level course Requirement (5 SH credits)

Degree Requirements**:** Minimum 120 SH credits*
- 60 SH credits (minimum) RN Associate Degree in Nursing
  - 36 SH credits Essential Studies (General Education)
- 36 SH credits of 300-400 level courses
  - 28 SH credits RN-to-BSN core courses
  - 3 SH Statistics course (300 level)
  - 5 SH non-nursing credits
- Residency requirement: 30 SH credits (minimum) from MSU over a (minimum) two semesters
- Program requirement of 36 upper division credits supersedes the university's lower requirement of 30 SH credits.

Nursing and Statistics Course Descriptions

The required curriculum for the nursing major is comprised of nine nursing courses total 28 semester hour (SH) credits. Three additional credits are allocated for a course in statistics: three options are provided below to meet this statistics requirement. Upon approval, alternative transfer courses many be accepted to meet this statistics course requirement. All of the courses in the nursing curriculum are sequentially arranged. Students are required to recognize and follow the prerequisite and co-requisite requirements for each of the required courses and to register accordingly. Students much earn a minimum grade of "C" in each required course listed below to reflect satisfactory course completion (all NURS prefix courses and Statistics course). Repeating the course may only occur once during program enrollment, only one course can be repeated during enrollment. Failure to earn a "C" grade for any prerequisite course will require the student to repeat the course and demonstrate satisfactory completion prior to being permitted to enroll in subsequent courses.

NURS 310 Health Care Informatics & Technologies **(2 SH credits)** Introduction to informatics as a means to improve information management in health care. Consideration of various technologies and ethical and financial criteria in relation to quality health care outcomes (Prerequisites: None, Co-requisite: NURS 350 or HPER 280 and junior standing)

NURS 350 Baccalaureate Role Development: Provider of Care, Manager of Care, and Member of a Profession **(3 SH credits)**
Consideration of the four concepts of the nursing metaparadigm utilizing knowledge of nursing science, theory, and evidence-based practice to achieve healthcare equity for all individuals with adherence to a culture of civility. Special emphasis is on the nature of a profession and professional values. Pre-/Co-requisites: NURS 310; RN-to-BSN acceptance

***NURS 360 Holistic Health Promotion* (4 SH credits)** This course focuses on the nursing process and promotion of holistic care. Concepts of therapeutic communication, relationship building, and person-centered care, including health literacy, will be explored with the development of an evidence-based plan of care. In addition, applying knowledge regarding holistic perspectives will be emphasized. Pre-/Co-requisites: NURS 310 and NURS 350.

***NURS 370 Evidence-based Practice* (3 SH credits)** Overview of the research process as a foundation for utilizing research in health care disciplines. Consideration of health care related questions and the evidence available to answer them. (Prerequisites: NURS 310 and NURS 350 or HPER 280, Co-requisite: MATH 323, UNIV 350, BUSN 336, OR PSYC 310, or other approved statistics course, and junior standing. Recommend statistics course as pre-requisite).

***NURS 441 Population-focused and Community-based Nursing Care: I* (4 SH credits)** Exploration of population-focused nursing care in various settings with an emphasis on health promotion and illness prevention to engage in advocacy that promotes the best interest of the individual, community, and profession. Special emphasis on the nurses' role in social justice, health equity, and health literacy. Pre-requisites: NURS 310, NURS 350

***NURS 442 Population-focused and Community-based Nursing Care: II* (2 SH credits)** Application of principles of population-focused nursing care in a population-health setting. Assigned clinical projects will be completed under the direction of the faculty. Requires 40 hours in a population-health setting supervised by a qualified nursing preceptor. Hours can be completed within the ten-week block assigned for 442. Prerequisites: NURS 441

***NURS 450 Issues in the Health Care System: Focus on Rural Health* (3 SH credits)** Consideration of the current and emerging forces that will affect the quality of health care delivered to the population, particularly those residing in rural settings. Issues related to health-care relevant policy, finance, and regulation will be included. (Pre/co-requisites: NURS 310 and NURS 350, Co-requisites: None)

***NURS 460 Ethical Dilemmas in Health Care* (3 SH credits)** This course will provide practical application scenarios related to the American Nurses Association *Code of Ethics for Nurses.* Overview of ethical standards within the social context of healthcare. Students will examine the influence of personal values, social responsibility, bias, and reflection in ethical decision making. Tools to promote self-care and resilience will also be discussed. Pre-requisites: NURS 310, NURS 350

***NURS 470 Nursing Leadership* (4 SH credits)**
An exploration of the concepts of leadership and management contributing to student growth in the professional setting. Apply principles of team dynamics to facilitate effective team communication in collaboration and promotion of safe, effective care practices. Leadership concepts relating to emotional intelligence, bias, resilience, organization, and management are explored. Pre-requisites: NURS 350, NURS 310

Statistics Requirement includes one of the following courses:

BUSN 416 Business Statistics & Research (**3 SH credits**) This course examines and applies foundational concepts of probability and statistics in a business research setting. Included are the research processes of problem formulation; research design; data analysis; and appropriate reporting of research results. Data analysis includes inferential statistics techniques such as estimation; hypothesis testing; analysis of variance; simple and multiple regression; and a limited number of non-parametric procedures. It is strongly recommended that students have a knowledge of Excel before taking this course.

PSYC 310 Statistics for the Social Sciences (**3 SH credits**) This course will introduce the students to the concepts of measurement and probability, descriptive and inferential statistics, and hypothesis testing as applied to measurement and experimentation in the social sciences. Various measurements of central tendency and variability will be presented and both non-parametric and parametric tests and their uses will be explored. (Prerequisite: PSYC 111, MATH 103, PSYC 460; junior or senior standing) (available on-campus only)

MATH 323 Probability and Statistics (**3 SH credits**) A course beginning with the study of probability and continuing with the mathematical theory of statistics from the set theoretic point of view. (Prerequisite: MATH 103, or equivalent)

UNIV 350 Statistics for the Social Sciences (**3 SH credits**) This course is designed to familiarize students with fundamental statistical concepts and techniques. The course covers many of the common statistics used in the social sciences and highlights data analysis and research applications. Although this course is designed for the social sciences, the concepts and techniques presented in this course apply broadly to other disciplines. (Pre-/Co-requisites: MATH 103, or equivalent)

Note: Each of the above statistics courses has a pre-requisite requirement of MATH 103: College Algebra, or equivalent. All transfer students who have not yet completed College Algebra, or equivalent, will be required to complete this pre-requisite requirement prior to statistics course enrollment.

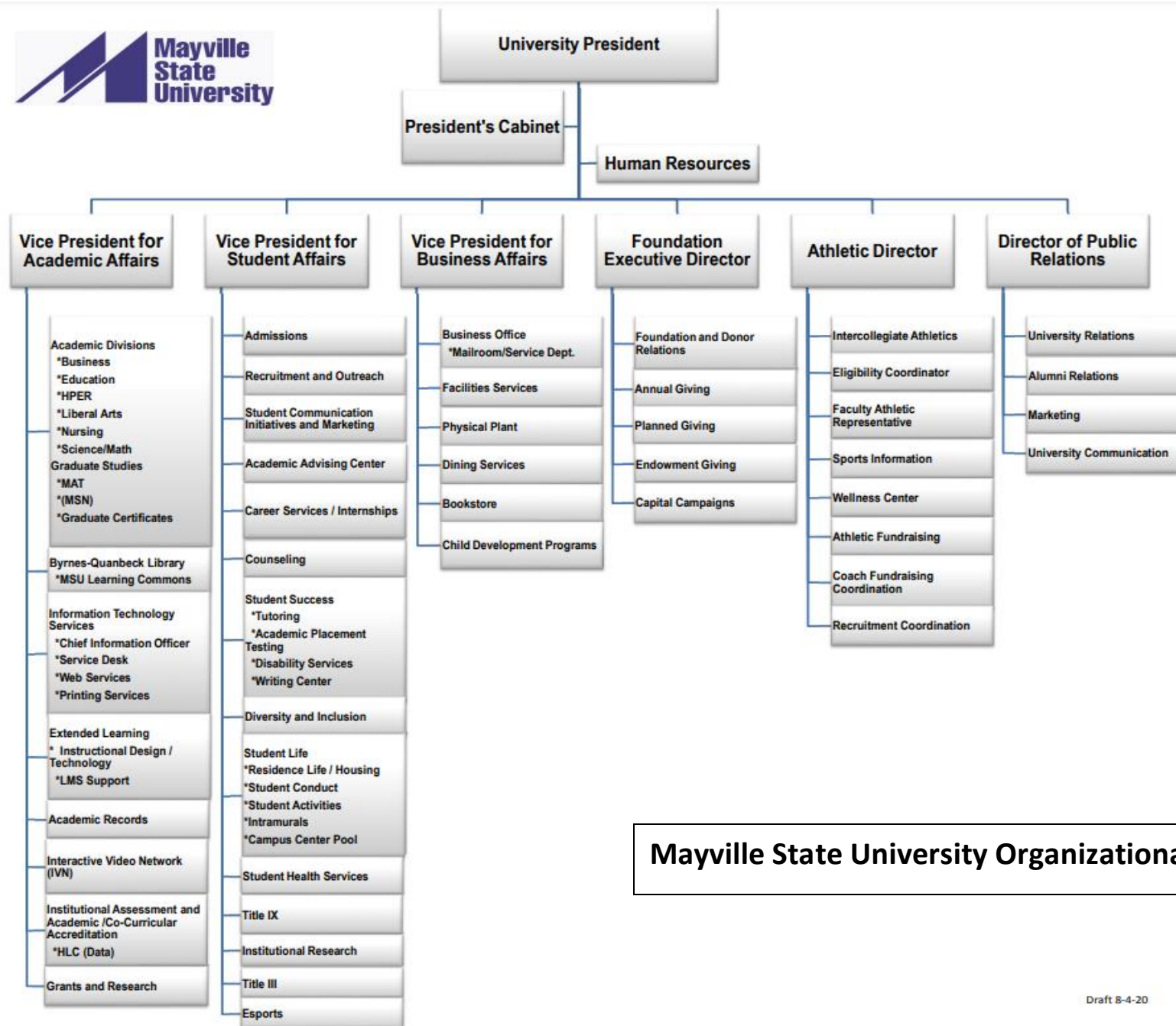## Mayville State University Policies and Procedures

Refer to the following Mayville State University resources for student policies and procedures. All campus and academic policies for the RN-to-BSN program are consistent with the University.

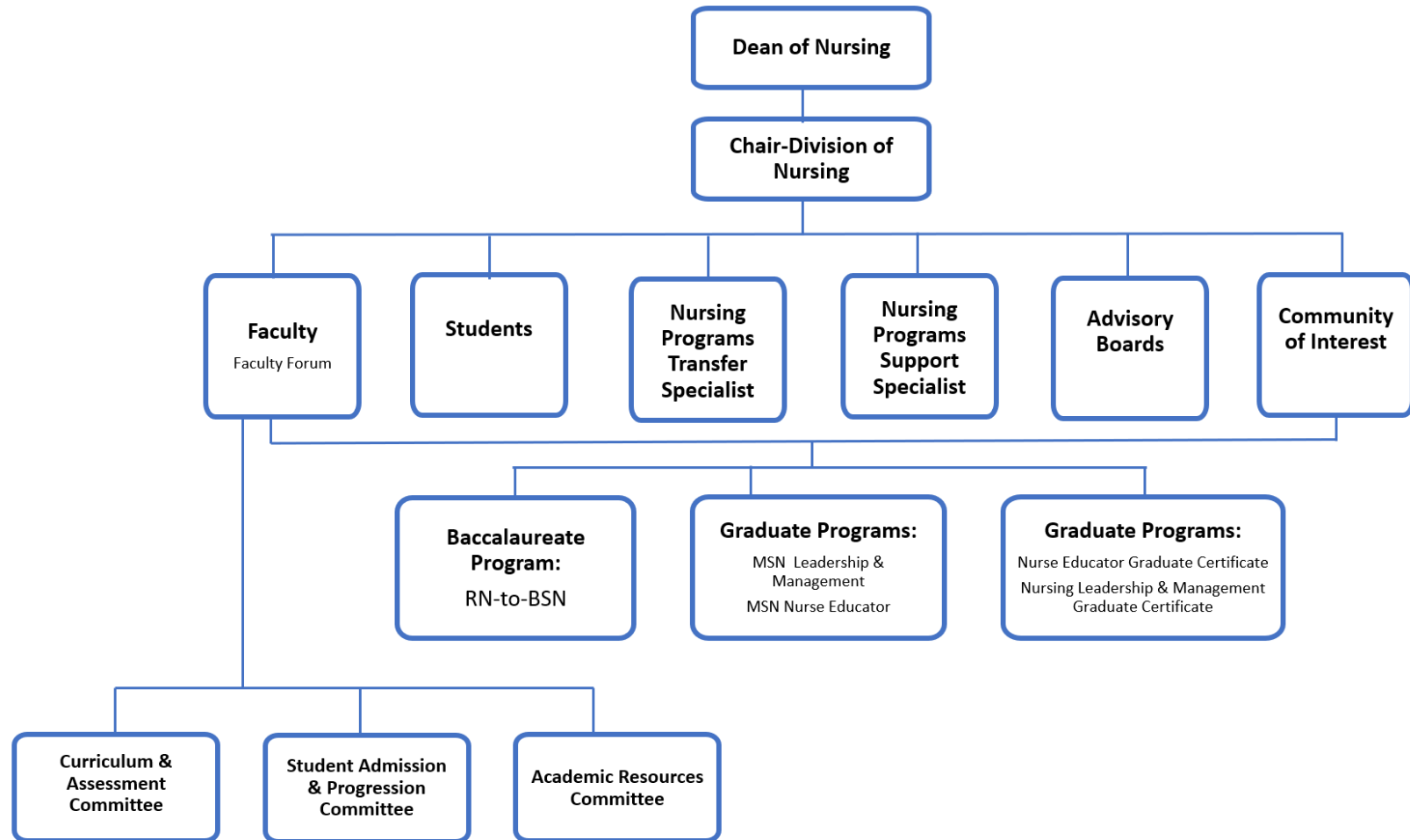[MSU Reports and Policies](#)

[Distance Student Handbook](#)

[University Student Handbook](#)

[Academic Catalog & Calendar](#)

Mayville State University

University President

President's Cabinet

Human Resources

Vice President for Academic Affairs

Academic Divisions
*Business
*Education
*HPER
*Liberal Arts
*Nursing
*Science/Math
Graduate Studies
*MAT
*(MSN)
*Graduate Certificates

Byrnes-Quanbeck Library
*MSU Learning Commons

Information Technology Services
*Chief Information Officer
*Service Desk
*Web Services
*Printing Services

Extended Learning
* Instructional Design / Technology
*LMS Support

Academic Records

Interactive Video Network (IVN)

Institutional Assessment and Academic /Co-Curricular Accreditation
*HLC (Data)

Grants and Research

Vice President for Student Affairs

Admissions

Recruitment and Outreach

Student Communication Initiatives and Marketing

Academic Advising Center

Career Services / Internships

Counseling

Student Success
*Tutoring
*Academic Placement Testing
*Disability Services
*Writing Center

Diversity and Inclusion

Student Life
*Residence Life / Housing
*Student Conduct
*Student Activities
*Intramurals
*Campus Center Pool

Student Health Services

Title IX

Institutional Research

Title III

Esports

Vice President for Business Affairs

Business Office
*Mailroom/Service Dept.

Facilities Services

Physical Plant

Dining Services

Bookstore

Child Development Programs

Foundation Executive Director

Foundation and Donor Relations

Annual Giving

Planned Giving

Endowment Giving

Capital Campaigns

Athletic Director

Intercollegiate Athletics

Eligibility Coordinator

Faculty Athletic Representative

Sports Information

Wellness Center

Athletic Fundraising

Coach Fundraising Coordination

Recruitment Coordination

Director of Public Relations

University Relations

Alumni Relations

Marketing

University Communication

Mayville State University Organizational Chart

Draft 8-4-20

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Division of Nursing Organizational Chart

Dean of Nursing

Chair-Division of Nursing

Faculty

Faculty Forum

Students

Nursing Programs Transfer Specialist

Nursing Programs Support Specialist

Advisory Boards

Community of Interest

Baccalaureate Program:

RN-to-BSN

Graduate Programs:

MSN Leadership & Management

MSN Nurse Educator

Graduate Programs:

Nurse Educator Graduate Certificate

Nursing Leadership & Management Graduate Certificate

Curriculum & Assessment Committee

Student Admission & Progression Committee

Academic Resources Committee

Organization chart updated 4/2020

RN-to-BSN Program Advisory Board

Purpose: Consistent with the program's mission, the board will be a resource in creating and maintaining a program that has its primary goal the education of nurses to serve those in their care and to contribute to the profession of nursing. One of the unique contributions of the board is to assist the program in maintaining relevancy in the lives of students, the health care system, and the academic community.

Functions
1. Consider issues in health care and nursing education that have an impact on the preparation of students for the practice of professional nursing.
2. Provide additional perspectives on the nursing curriculum.
3. Promote meaningful learning and practice experiences for students.

Membership
1. Dean and/or Chair of the Division of Nursing (Committee Chair).
2. All full-time faculty members from the nursing program.
3. One faculty member within the university from a related academic division.
4. Maximum of five representatives from partner nursing programs.
5. Maximum of five members from the health care community.
6. Maximum of two members from rural communities.
7. Maximum of five members from local public health clinical agencies.
8. One member from the Office of Extended Learning.
9. Maximum of two current students representing different admissions.
10. Maximum of two alumni of the program.
11. Ex-officio member: MSU Vice President for Academic Affairs

Meetings
1. Held annually each spring semester, additional meetings may be held as appropriate. Program updates will be provided each fall semester in newsletter format.
2. Are scheduled a minimum of two weeks in advance of the meeting with invitation to all members.
3. Convened by the Chair of the Division of Nursing who with input from the nursing program faculty and relevant board members creates an agenda and distributes it prior to the meeting.

Nursing Program Committees

The RN-to-BSN program promotes a shared governance model through active implementation of a robust committee structure. Incorporating faculty and student partnership, this committee structure includes an overarching Faculty Forum, composed of all full and part time nursing faculty, two student representatives who are currently enrolled in the nursing program, and at times, designated faculty members from related Academic Divisions. Three sub-committees of the Faculty Forum including the Student Admissions and Progression Committee, the Curriculum and Assessment Committee, and the Academic Resources Committee, each with specific roles and responsibilities, ensure full implementation of the program's plan for continuous quality improvement and report directly to the Faculty Forum.

Student Representation at Faculty Meetings
Two student representatives will be selected by the enrolled student group to represent their class at faculty meetings, especially where curriculum and student activities are discussed. Meetings will be scheduled for the Faculty Forum and all sub-committees outlined above across the semester. Student representatives will be encouraged to attend all or a portion of each of these meetings, depending upon the exact nature of the agenda items. Student representatives will not be permitted to sit in during closed sessions where confidential information is discussed. All enrolled students will be notified of the semester schedule for each of these faculty meetings within the Nursing Student Forum. Students are encouraged to notify the student representatives of any items desired for discussion within these meetings. The student representatives serve in an ex-officio role without voting rights. The representatives may initiate ideas and recommendations on policies, procedures, or concerns related to the nursing program. Representatives may also respond to recommendations made by faculty or students.

Student Support Services

Nursing Program Advisement: Please reach out to your Nursing Advisor with specific questions regarding your program enrollment.

Library Services: The following online resources are provided by the Mayville State University Library:

Books and More: Catalogs and databases for books and eBooks
Articles and More: Articles from newspapers, journals, and other periodicals
Multimedia Resources: Find videos, pictures, and other multimedia resources
Online Reference Sources: Online encyclopedias and tutoring services
Resources for Specific Classes: Librarian-designed pathfinders for specific courses
Video How-Tos: Videos that will show you how to use the library and its resources

For additional information relate to library services:

Use the following link to access the Division of Nursing Library Resource Guide DON Library Resource Guide

Information Technology Services Support

Online students are encouraged to contact the Information Technology Services for any technology related needs. Use the following link to access the Information Technology Services and to identify specific hours of availability:

The North Dakota University System Information Technology Services, NDUS Help Desk, is open 24 hours, 7 days a week and provides technical support for the following systems and applications:
- NDUS Account IDs and passwords
- ConnectND applications, including Campus Solution/Campus Connection, Financials, and HRMS
- ALT applications of Blackboard, Blackboard Collaborate.
- Office 365:
  - Password changes
  - 'How To' support for Exchange Email & Calendar
  - MS Teams
  - Support for SharePoint, Unified Communication and Presenter, or creating new resources or distribution lists is currently not provided
- Live@EDU--Best effort 'How To' support

Student Success and Disability Support Services

Remote access to both the **Student Success Center** and the **Writing Center**, including a variety of hours of availability and access of services via phone, Blackboard Collaborate are available to ensure online students have access to these resources.

Student Success Center

The Student Success Center provides focused content-area developmental instruction, peer tutoring, traditional study groups, disability support services and counseling referrals for students (see Student Success Center Website). Services in various areas of support are available to any student who would like to enhance his or her academic experience at Mayville State University. Services and resources include:

- FREE traditional study groups and individual tutoring.
- Supported instruction in core classes such as math, history, and psychology as well as discipline specific classes.
- NetTutor online tutoring services for all students. Nursing students primarily utilize this tutoring service for math tutoring as well as the Nursing Essays tutor which allows for review and feedback on student papers by a minimum master's prepared nurse educator.
- Referral to counseling services.
- Services for students with documented disabilities which can include, but are not limited to extended testing time, testing in a quiet room, test reader, note-taker, or a scribe.
- COMPASS testing.

Writing Center

The MSU Writing Center staff help students with brainstorming, research, organization, paragraphing, word choice, style, editing and documentation in course assignments. The Writing Center (see MSU Writing Center Website) helps students work through ideas, access their knowledge stores, and effectively put their ideas on paper. The writing center employs a rhetorical approach to the writing process, helping to achieve specific student goals for a particular audience, in the context of an academic course. The Writing Center is useful for every writer, at every level, and in any discipline. The Writing Center offers access to writing consultants with diverse academic backgrounds, one-on-one sessions focused on brainstorming, clarifying ideas, developing drafts, revising, editing, and documentation, thirty-minute appointments that are free of charge to students and feedback forms may be sent to instructors to communicate work done at the writing center as desired or required.

Eligibility for Disability Support Services

Reasonable Accommodations:

There are conditions for which accommodations may be appropriate under the American with Disabilities Act. The RN-to-BSN Program will make all reasonable accommodations required by law for otherwise qualified individuals. To receive accommodations, the student must contact the Director of Student Success and Disabilities Services.

Written professional documentation, not an IEP, substantiating a student's disability is required to access specialized services. This information is used to determine appropriate and reasonable accommodations for students with disabilities in the North Dakota University System.

For more information related to available disability support services refer to: MSU Disability Support Services.

Any student who, because of a disability, may require special arrangements to complete course requirements should contact the instructor as soon as possible in order to make the necessary accommodations.

Online Program Computer/Technology Requirements

Background Knowledge

To take online courses through Mayville State, you should be familiar with the following:

- Basic operation of a computer.
- An Internet browser such as Mozilla Firefox or Chrome.
- Sending and receiving e-mails.
- Microsoft Word.
- Access to Computers and the Internet

To complete online courses, you will need regular access to a computer and internet access. High speed internet access is highly recommended for all courses and is required for some courses.

Technology Requirements (mayvillestate.edu)

Internet Access

Distance learners must secure their own Internet Service. Consult local listings for Internet Service Providers. Free access to the Internet may be available at some businesses.

Minimum Requirement: 56Kbs (sustained data transfer rate)
Recommended Service: 256Kbs or higher (achieved via DSL, Cable service, or wireless services)

For assistance related to computer/technology requirements please contact the Information Technology Services on campus.

Population Health Clinical Requirements: All Population Health Clinical Requirements are noted within the Population Health Clinical Handbook

Essential Functional Abilities

As required by Section 504 of the Rehabilitation Act, appropriate and reasonable accommodations will be made for all students with documented disabilities. If you need accommodations while enrolled in the program because of a disability, please inform the Chair of the Division of Nursing upon admission. You must also contact the Disability Support Services Director

Nurses must possess the knowledge, skills, and abilities to provide safe and effective nursing care. The essential functional abilities necessary have been identified by the National Council of State Boards of Nursing and the Mayville State University nursing program adheres to these standards. Students are required to be able to perform the functional abilities and activities with or without reasonable accommodations as required by law. The nursing program is committed to providing reasonable accommodations and creative access in assisting nursing students who have disabilities to fulfill clinical and professional requirements. Recognizing that technical skills are but one component of holistic care the nursing program is willing to address certain special needs of the students. Some limitations in ability can be accommodated with special devices or special circumstances; others cannot. The ultimate determination regarding the reasonableness of accommodations will be based upon the preservation of client safety and the resources of Mayville State University nursing program.

Essential Functions:
1. Must have verbal and writing skills sufficient to respond promptly in communications with clients and health care workers.
2. Must have sufficient close and distant visual acuity and color perception to observe the condition of the client.
3. Must have sufficient hearing to respond to auditory instructions and requests when not able to see lips, to monitor equipment and to perform auditory auscultation.
4. Must be able to maintain balance, stand and walk for 80% of the clinical time.
5. Must be able to push or pull 25 pounds.
6. Must have the ability to stoop and squat.
7. Must have physical strength and mobility to safely lift and maneuver clients without injury to the client, self, or other health care workers and respond to medical emergencies such as performing CPR.
8. Must have fine motor skills and dexterity to manipulate equipment such as that used to prepare and administer medications and carry out sterile technique.
9. Must have reading ability sufficient to comprehend 10th grade level writing and arithmetic competence at an 8th grade level.
10. Must have the emotional stability to perceive and deal appropriately with environmental threats/ stressors and continue to function satisfactorily during high stress periods.
11. Must be able to protect oneself and others from hazards in the health care environment, including needles and other sharp instruments.

The intent of this list of essential functions is not necessarily to restrict but to help individuals get a better idea of potential barriers to successful completion of the nursing program.

Procedure for Requesting Accommodation

Reasonable accommodations may include adjustments in course materials, instructional methods or physical environments that do not change the essential nature or academic and technical standards of the course or clinical experience.

1. Students will be informed of the Essential Functional Ability Policy upon admission.

2. The student will identify his/her capacity to meet the functional abilities.

3. If limitations in functional abilities are identified, the student is responsible for consulting with a qualified practitioner for further evaluation.

4. If a limitation is verified by the practitioner, the student must present suggested accommodations in writing to the Chair of the Division of Nursing for consideration.

5. The faculty, in consultation with the Disability Support Services Director will determine which accommodations are reasonable, available, and preserve patient safety.

Personal Safety and Injury Prevention

Throughout clinical experiences, personal safety and injury prevention remain of utmost importance. See the RN-to-BSN Community/Public Health Clinical Experience Handbook for specific policies and procedures related to personal safety and injury prevention during the student clinical experience. Should an event related to personal safety or injury occur, the student and clinical preceptor, in collaboration with the clinical instructor, are to implement the incident reporting process outlined within the clinical experience handbook.

Protection of Student Information

Confidentiality of Student Information

The nursing program complies fully with the Family Educational Rights and Privacy Act. (FERPA). In keeping with FERPA, the privacy of students' educational records is protected and the rights of the students to inspect and review their educational records are guaranteed. Guidelines for the correction of inaccurate and misleading data can be obtained in the Registrar's Office at Mayville State University. Educational information is released only upon the written request or authorization of the student, or in compliance with FERPA. (Exceptions may include university officials, faculty, advisors, accrediting agencies, student emergencies, and for financial aid purposes.) Mayville State University may also provide public information, referred to as "directory information," in accordance with the provisions of FERPA. Students may withhold certain directory information by notifying the Registrar in writing at the beginning of each semester. A complete statement of a student's rights under FERPA is available in the office of the Registrar. The educational records of nursing students are kept in locked filing cabinets in the nursing program office.

Departmental Student Folder

Student folders are maintained in the office of the Chair of the Division of Nursing and within the secure online server. Clinical placement information and required documentation are maintained within a secure data management system made available by a contracted vendor, Verified Credentials, Inc. Student folders are initiated with receipt of admissions materials to the nursing program. Student folders for persons who are accepted to the nursing program and subsequently begin enrollment in nursing courses will be maintained for five years following program completion, as per the NDUS Records Retention policy 1912.7. While the student is actively enrolled in the nursing major, the student folder will include, but not be limited to:

1. Admission Application Materials for the Major
2. Transfer evaluation documents including copies of official transcripts and cumulative GPA calculation worksheet
3. Decision documentation and letters regarding program admission status
4. Evidence of current RN licensure and CPR certification
5. Approved Plan of Study and associated advising documents
6. Miscellaneous correspondence such as public service, academic status, scholarships/awards, recommendations, and testing.
7. Documentation associated with program related disciplinary action
8. Clinical placement information and required documentation
9. Clinical course evaluation documentation (preceptor feedback and instructor evaluation)

Note: Any print documentation received relating to the Criminal background checks will be confidentially maintained in a folder separate from the student folder and accessed only by the Chair of the Division of Nursing and individuals designated by Mayville State University to review such information.

Upon receipt of written request, the student may review his/her student folder. Appeals may be submitted to the Faculty Forum Committee for removal of items considered to be inaccurate, misleading, or otherwise in violation of privacy or other rights. If the appeal fails, the student has the right to add a written rebuttal to the record and/or proceed through the student concerns process as described in the *MSU Student Handbook.*

After program completion, some information from student folders will be transferred into cumulative confidential departmental files for purposes of program evaluation. Students, upon graduation, will be asked to sign the "Permission to Use Student Work" form. Any student identifiers will be removed from these documents prior to sharing any of his/her work with any individuals outside of the program faculty or staff. Students who are unwilling to provide this consent will not be required to share his/her work. A record of graduates' addresses will be maintained to facilitate contact with alumni, program evaluation and other such activities. Graduates desiring references related to their school career will be required submit written request for reference completion, using the Consent to Serve as a Reference form, to the associated course faculty. Failure of completion of this consent will result in faculty refusal to complete requested reference. Reference requests received directly from outside institutions/parties will not be honored without submission of a completed consent form. Faculty reserve the right to decline completion of reference request and will provide rationale for declination as indicated. A permanent transcript is maintained in the Records Office. Requests for copies of the MSU transcript should be made to the MSU Records Office.

Student Folder Procedures
1. Student folders will be maintained in a supervised area and secured in a locked file cabinet accessed only by faculty and staff of the Nursing Department.
2. Student folders are to be used by departmental faculty and staff only.
3. If a student wishes to review his/her departmental folder, it will be secured from and reviewed in the presence of the department faculty or staff and returned for secure filing.

4. Items as described in the student folder policy may be placed in the student folder by the departmental staff. Students may submit records of honors, awards, published articles, and other such items to their faculty advisor for inclusion in the student file.

Student folders begun for persons who do not enroll in courses for the nursing major within three years of applying for admission, will be destroyed, as per the NDUS Records Retention policy 1912.7. Folders to be destroyed will first be reviewed by the Faculty Forum Committee and Chair of the Division of Nursing to determine if for some reason the folder should be retained. If an inactive student wishes to reactivate application for admission within that three-year period, s/he will be asked to submit updated application materials. Should a past applicant desire to enter or reenter the nursing program after the three years, it will be necessary to generate a new student folder with current application materials.

Mayville State University Division of Nursing

PERMISSION TO USE STUDENT WORK

I, the undersigned, am a current student at Mayville State University, and hereby give permission to Mayville State University to use my papers, course assignments, or other student created materials for accreditation or teaching purposes.

I understand my name will be removed from the student work. I understand that my student work will not be given out for other students to keep and will be kept on file either on paper within the nursing program or electronically but not in a public file.

Name: _____ Signature: _____ Date: _____
(*Please Print)*

Mayville State University
Division of Nursing
Consent to Serve as a Reference

I have requested _____ to write (or verbally

provide) a recommendation for the position of _____

to the following institutions and/or individuals:

_____ I waive my right to examine this recommendation.

_____ I do not waive my right to examine this recommendation.

_____
　　　　　(Applicant's Signature)　　　　　　　　　　　　　　　　(Date)

Date of Faculty Receipt _____

Outcome of Reference Request:

□ Reference request completed

□ Reference request denied

□ Student notified

Code of Ethics

In addition to the *Code of Ethics* in the MSU Student Handbook, nursing students are expected to comply with the [American Nurses Association (ANA) *Code of Ethics for Nurses with Interpretive Statements*](#).

Preface | Code of Ethics for Nurses

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The ANA *Code of Ethics for Nurses* serves the following purposes:

- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- It is the profession's nonnegotiable ethical standard.
- It is an expression of nursing's own understanding of its commitment to society.

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including humanist, feminist, and social ethics, adhering to ethical principles, and cultivating virtues. The ANA *Code of Ethics for Nurses* reflects all these approaches. The words "ethical" and "moral" are used throughout the ANA *Code of Ethics for Nurses*. "Ethical" is used to refer to reasons for decisions about how one ought to act, using the above-mentioned approaches. In general, the word "moral" overlaps with "ethical" but is more aligned with personal belief and cultural values. Statements that describe activities and attributes of nurses in the ANA *Code of Ethics* are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The ANA *Code of Ethics for Nurses* uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to "one who suffers," reflecting a universal aspect of human existence. Nonetheless, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in healthcare facilities as well as in communities. Similarly, the term *practice* refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in the ANA *Code of Ethics for Nurses* apply to nurses in all roles and settings.

The ANA *Code of Ethics for Nurses* is a dynamic document. As nursing and its social context change, changes to the ANA *Code of Ethics* are also necessary. The ANA *Code of Ethics for Nurses* consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing. Consequently, the interpretive statements are subject to more frequent revision than are the provisions. Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

The ANA *Code of Ethics for Nurses with Interpretive Statements* provides a framework for nurses to use in ethical analysis and decision-making. The ANA *Code of Ethics* establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The ANA *Code of Ethics* reflects the proud ethical heritage of nursing, a guide for nurses now and in the future.

Provision 1
The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2
The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3
The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4
The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5
The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6
The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7
The nurse, in all roles and settings, advances the profession through research and scholarly

inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8
The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9
The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Nursing Program Critical Standards

The following are considered to be Critical Standards, in addition to satisfactory academic achievement, within the program:

1. The Nursing Program and affiliated agency policies, procedures, and communication protocols are followed.
2. Critical incidents are recognized and reported to appropriate agency personnel and program faculty.
3. The student confidentiality of client records and situations is appropriately maintained.
4. Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, and misrepresentation) may result in disciplinary action. According to the Council of Writing Program Administrators, plagiarism is defined as the following: "In an instructional setting plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers." Possible disciplinary actions for academic dishonesty may include failure for part or all of a course, as well as suspension from the nursing program and/or University. All students and faculty are expected to treat everyone with respect and can expect to be treated courteously by others.
5. The student's physical and emotional health, conduct, values, and attitudes must not threaten the safety or welfare of self, clients, students, and others within the department and affiliated agencies.
6. Nursing practice is conducted safely within the scope of practice as established by the state Board of Nursing by which the student is licensed as a Registered Nurse.
7. All students will follow ANA *Code of Ethics for Nurses* (See *Code of Ethics* policy on previous pages).
8. Students will remain actively involved in enrolled online courses completing all required course activities as outlined within each course.
9. Students will identify when assistance or further preparation is needed prior to engaging in clinical experiences, refrain from participating in activities for which one is not adequately prepared and seek consultation from faculty and/or agency personnel.
10. APA Writing Format: The most current *Publication Manual of the American Psychological Association (APA)* serves as the format for all papers, citations and references pages written in the MSU Nursing Program.
11. Current unencumbered RN licensure is maintained according to the state board of nursing

requirements in the student's state of residence and state of employment throughout program enrollment. Additional state licensures as required for clinical placements.

12. Clearance for nursing practice within State and Federal background studies is required upon program admission and repeated only if continuous enrollment is not maintained.
13. Documentation of current immunizations are kept on record with the nursing program.
14. Students are required to have proof of current healthcare provider approved CPR certification.
15. It is the responsibility of the student to conform to conduct conducive to learning by being prepared, prompt, attentive, and courteous in the online classroom and conforming to policies set by the faculty to maintain an academic decorum. Students are expected to uphold behaviors outlined with the Net Etiquette policy.

Failure to meet any of the above Critical Standards will be considered a critical incident and will result in implementation of disciplinary action. Refer to Disciplinary Action Policy included on the next page.

Disciplinary Action Policy

Upon identification of a critical incident, the following process with be implemented:

1. Nursing Faculty promptly notifies the student of evidence of misconduct or critical incident:
   -*Misconduct* includes those violations listed in MSU Student Handbook
   -*Critical incident* includes, but is not limited to, violation of any of the above Critical Standards, unsafe practice, breach of confidentiality, lack of professionalism, lack of integrity, failure to follow parameters set forth by the nursing faculty.
2. Nursing Faculty in collaboration with the student to create a plan of corrective action to remedy the situation. First situation of documented misconduct or critical incident to be implemented as outlined below.
3. Upon second and subsequent situations of documented misconduct or critical incident Nursing Faculty will implement the *Terms of Probationary Status Form* with consultation with the SAP Committee Chair and the Chair of the Division of Nursing.
4. Nursing Faculty will review the completed *Terms of Probationary Status Form* with the student and place a copy in the student file.
5. SAP Committee Chair will track situations of documented misconduct or critical incident and communicate with course instructor student status of prior situations.
6. All situations of document misconduct or critical incidents will be documented within the university's designated advisement and retention platform. As determined necessary, Chair of the Division of Nursing will communicate to appropriate university officials program decisions resulting from probationary processes.

Consequences based upon the nature of the event:

_____First situation of documented misconduct or critical incident will result in:
- Instructor to work with the student on a one-on-one basis to resolve the issue. Instructor discretion will be used to determine if incident automatically warrants advancement to second situation of documented misconduct or critical incident. Documentation of incident and instructor follow-up to occur within program advising Plan of Study document. Notification of SAP committee Chair.

_____Second situation of documented misconduct or critical incident will result in:

- Implementation of probationary status with completion of Terms of Probationary Status Form below.
- Failure of exam or assignment, or failure of clinical evaluation (midterm/final) as appropriate
- Implementation of probationary status for the duration of program enrollment

_____Third situation of documented misconduct or critical incident:
- Failure of the course
- Continued probation for duration of the program

_____Fourth situation of documented misconduct or critical incident:
- Withdrawal of student from the program

TERMS OF PROBATIONARY STATUS FORM

Student Name: _____ Date of Probationary Notice: _____

Assessment:
Date of incident: _____

Course: _____ Course Faculty: **_____**

Critical Incident Occurrence:
_____First situation of documented misconduct or critical incident
_____Second situation of documented misconduct or critical incident
_____Third situation of documented misconduct or critical incident
_____Fourth situation of documented misconduct or critical incident

Nursing Faculty Description of Situation:

Student's Description of the Situation:

Plan:

Implementation:

Evaluation:

Signatures:

I _____ (student) hereby acknowledge understanding of situation and   consent to the probationary terms.

Student Signature & Date: _____

Nursing Faculty Signature & Date: _____

* Electronic signatures will be permitted within this form.
* Appeal of Probation: If a student feels he/she has valid reasons to appeal above probation, he/she may follow the grievance process outlined in the RN-to-BSN Program Student Handbook.

□ Signed form to be filed within the student advising folder.
□ Signed copy of form to be sent to the student's nursing advisor, SAP Committee Chair, and the Chair of the Division of Nursing.

RN-to-BSN Program Chain of Command
Problem Resolution

In assuring a positive environment for learning, the RN-to-BSN program has detailed the appropriate steps to be taken to identify problems and give faculty and students an opportunity to solve them. When something becomes a problem for you while enrolled in the MSU RN-to-BSN program, bring it to the attention of the people who are in a position to resolve it. Therefore, problems should be addressed by following the steps detailed below:

Step 1: The first step is to discuss the problem with your immediate course faculty in the area in which the problem occurred.
Step 2: If you and the course faculty are unable to come to a satisfactory solution, you should contact the Chair of the Division of Nursing.
Step 3: If you and the Chair of the Division of Nursing are unable to come to a satisfactory solution, you should contact the Dean of the Division of Nursing.
Step 4: If you and the Dean of the Division of Nursing are unable to come to a satisfactory solution, you should initiate the Student Grievance/Appeals process, as outlined below, for additional review and consideration.
Step 5: If you are still dissatisfied at Step 4, you should activate the student complaint process as detailed in the MSU Student Handbook and online: MSU Online Student Complaint Process.
Step 6: If you are still dissatisfied at Step 5, you should contact the Vice President for Academic Affairs (VPAA).

The following definitions serve to differentiate a student grievance from a student complaint:

Student Grievance
A grievance is a claim of a violation of a Mayville State University rule, policy, or established practice that affects a student's education. To begin formally filing a grievance, a student should be directed to the Vice President for Student Affairs to review the grievance process, submit appropriate documentation, and consult as needed.

Student Complaints
A complaint is a report of an issue, concern, or problem on an academic or administrative issue that affects a student's experience both in and out of the classroom. Documentation of the issue or concern may be requested so that a statement outlining the details of the complaint (who, what, where, when, etc.) is available for review for those involved in the resolution process. In the event of a student complaint, the steps outlined above should be completed as appropriate.

It is considered unprofessional behavior to discuss problems with other faculty/staff not directly involved in this process. Unprofessional behavior is addressed in the following areas of this handbook:
A. Code of Student Conduct in the MSU Student Handbook
B. *Code of Ethics*
C. Critical Standards

The concept of following the **chain of command** is a vital component to the nursing profession. It is a nurse's responsibility to be familiar with the chain of command throughout his/her nursing career.

For additional information related to the student complaint process at Mayville State University: [Student Complaint Procedure.](#)

Student Grievance/Appeal Process

Discuss the grievance with appropriate course faculty.

A Student will be allowed to appeal based only on: 1) the evidence presented did not support the decision; 2) there is new information that wasn't considered in the case; or
3) the sanctions were not justified by the nature of the offense(s).

A formal written letter from the student is required to be addressed to the program's Student Admissions & Progression (SAP) Committee and Chair and/or Dean of the Division of Nursing. The request will include:

A. Description of the request in 500 words or less

B. Justification for the request

C. Any documentation necessary to support the justification (catalog description, course content, resource manual/handbook, School of nursing website, etc.)

The Student Grievance/Appeal Form must be submitted within 10 business days after receiving notifiation of the incident, allowing up to 4 weeks for a SAP Committee response.

Appeals filed during summer session will be reviewed by the SAP Committee as determined necessary by the Chair and/or Dean of the Division of Nursing.

A review of the appeals will occur at next scheduled SAP Committee meeting after the appeal has been formally filed. Students will be emailed the date and time of the meeting. Students will have 48 hours to either state they will accept or decline attendance at the meeting. In the event a student chooses to attend the meeting, they will have five minutes during the meeting to present their appeal.

The student will receive a formal letter describing the decision of the SAP Committee. The course faculty and student advisor, involved with the appeal, will receive a copy of the SAP Committee decision.

After the SAP Committee has made their appeal decision and the student still has concerns regarding their appeal, it is then the student's responsibility to present their appeal/concern to the Chair of the Division of Nursing within 10 business days of the SAP Committee's appeal reply. The Chair of the Division of Nursing may uphold or deny the appeal and will respond to the student in writing within 72 hours of the usual work week. Further review by the Director of Extended Learning and the Vice President of Academic Affairs if continued student concern regarding their appeal.

RN-to-BSN Program Student Grievance/Appeal Form

A Student will be allowed to appeal based only on:
1) The evidence presented did not support the decision.
2) There is new information that wasn't considered in the case; or
3) The sanctions were not justified by the nature of the offense(s).

NAME: _____ **STUDENT ID #**_____

Date: _____

Street Address: _____City/State_____ Zip_____

Phone: _____

Please respond to the following. Attach additional sheets if necessary. Describe your concern.

_____

_____

_____

What steps have you taken to resolve the concern?

_____

_____

_____

What action are you seeking to resolve this concern?

_____

_____

_____

....
Office Use Only
Concern Received By:
_____Date:_____
What steps were taken to resolve this concern? (Attach notes from other staff if applicable.)

How was the concern resolved? Include dates of actions taken.

Date of follow-up contact with Student: _____

RETURN THIS FORM TO THE CHAIR OF THE DIVISION OF NURSING

Enrollment Options

Students may enroll in the nursing major on a part-time or full-time basis. Full-time students and students enrolled in the major courses the previous semester are given preference respectively for enrollment space in courses. Students must self-register for courses and appear on the official class roster in ConnectND in order to complete courses associated with the nursing major. All required clinical documentation must be submitted and verified by program faculty and staff in order for the student to enroll in the clinical course (NURS 442).

Discontinuing Enrollment

Students not continuing enrollment in nursing courses, other than by dismissal, are requested to communicate with their advisor about their decision to discontinue enrollment.

RN-to-BSN Program Progression Policies

Program Completion Timeframe
Students enrolled in the major and who do not complete all nursing program course requirements within a five-year period after initial enrollment in nursing courses may be required to repeat or take selected courses. These circumstances usually develop as a result of curriculum changes.

NURS 441 Course Completion Timeframe
Because the NURS 441 course provides students with the didactic preparation necessary for the NURS 442 clinical experience, NURS 441 must be completed within 2 semesters of NURS 442 enrollment.

Concurrent NURS Blocked Course Enrollment
Students are expected to follow the established course rotation schedule/plan of study for either the full or part-time enrollment path designated for the fall or spring semester cohort for which they were originally admitted. Please refer to the Course Rotation Schedule/Plan of Study. Enrollment in NURS courses in a manner other than indicated within this schedule requires approval from the student's advisor and the Chair of the Division of Nursing. Unless otherwise approved, students will not be permitted to enroll in NURS 450 and NURS 460 in same block in fall semester or in NURS 360 and NURS 370 in same block in spring semester.

Incomplete NURS Course Grade Allowance
While students are expected to complete enrolled NURS courses on time and within the established 5-week block for the course, an incomplete course grade may be necessary in the event of unexpected or unavoidable personal circumstances. Course instructor permission is required for an incomplete grade to be issued, and all university processes must be followed in order to formalize the incomplete grade request. Students are to contact the course instructor should an incomplete grade request be necessary. However, a maximum of 2 incomplete NURS course grade allowances will be permitted during program enrollment before the student will be required to meet with his/her advisor to establish an alternative plan of study (i.e., decrease from full-time enrollment to part-time enrollment).

Retention in the Program

The Nursing Program reserves the right of retaining in the major only those students who, in the judgment of the nursing faculty, satisfy requirements of scholarship, behavior, and health characteristics suitable for the profession. Students who achieve less than a "C" in a required course (or course withdrawals) for the major are required to repeat the course to progress in the program while continuing to meet all pre/co-requisite course requirements. A course may only be repeated once, but any subsequent course failures will necessitate program withdrawal.

Scholarships

A variety of scholarship opportunities are available for Mayville State University students. Use the following link to identify currently available scholarships:
Mayville State University Scholarships

Additional information regarding nursing specific scholarships is available within the Blackboard Nursing Student Forum course.

Program Orientation

All students will complete a program orientation process prior to beginning the first semester of program enrollment. This process will include:

1). Review of materials posted within the MSU Student Orientation Blackboard course shell. This course will provide you with an overview of Blackboard, our primary learning management system, and also provide practice opportunities for you to become more familiar with the online learning environment using Blackboard.

2). Review of materials posted within the Nursing Student Forum Blackboard course shell. This Blackboard course will continue to be an avenue for ongoing communication between students and the Chair of the Division of Nursing and will be the official location for posting of all program's related information and announcements. Students are encouraged to monitor the activity within this course shell at least weekly throughout program enrollment.

- **MANDATORY**: The RN-to-BSN Program Student Handbook is located and maintained within this Nursing Student Forum Blackboard course. All students will be required to complete an associated Student Handbook Quiz located in this course. This quiz will serve to verify evidence of student review of the handbook and understanding of his/her responsibility for following the included information, policies, and guidelines. Electronic consent and signature will be obtained and tracked by completion of this quiz with a final quiz question included to specifically address acknowledgement and consent.

  Each student will be required to complete this quiz prior to the start of the first semester of program enrollment. Failure to complete this quiz by the established due date/time will delay the student's progression in the major as he/she will not be permitted to participate in course activities within the first nursing course, NURS 350.

- **MANDATORY**: Viewing of Nursing Program Orientation video recording (this recording is located in the "YuJa" tab in the Nursing Student Forum Blackboard course. **Note**: All students must view this entire recording- verification of review will take place using associated completion logs. Failure to view this recording by the established due date/time will delay the student's progression in the major as he/she will not be permitted to participate in course activities within the first nursing course, NURS 350.

3). Complete all submission requirements within Verified Credentials as outlined within the Nursing Student Forum Blackboard course shell.

To access the above Blackboard courses, the student will need to first "Claim his/her NDUS Account" and then, using the login information created within this process, log in to Blackboard. Refer to the MSU Distance Student Handbook for instructions on how to "Claim your NDUS Account" and how to access Blackboard courses.

4). Attend OPTIONAL on-campus program orientation.
With each new fall or spring cohort start, an optional face-to-face program orientation will take place at MSU. Students will be invited to come to campus to meet program and university faculty and staff as well as other students enrolled in the program. Faculty and staff will discuss various components of the program orientation information presented earlier in an online format and will be available to answer any existing student questions. Students are encouraged to bring a laptop computer, if available, to campus on this day so that he/she may follow along/log in to the various online course/program electronic resources that will be discussed. Students may also plan to meet with any desired student support services and may also purchase eBook bundles and any other needed course books/supplies when on campus (books can also be purchased away from campus- see eBook section below). Because of the online nature of the program, this orientation is OPTIONAL. Students who are unable to attend can be assured that the online orientation provided within the MSU Student Orientation Blackboard and Nursing Student Forum Blackboard courses, described previously, includes all essential program orientation information.

Program Evaluation

Assessment of student learning is an important part of the nursing program. Assessment helps the program plan for continuous quality improvement and assists individual students to partner with faculty in the process of diagnosing and remedying academic deficiencies. Baccalaureate Essential Mastery Assignments have been designated as key assessments that, upon successful completion, reflect achievement of student learning outcomes. Essential mastery assignments for the program will be identified in nursing course syllabi. Student achievement of the program outcomes will be measured through use of these assignments. Students will be required to demonstrate outcome achievement by earning a minimum "C" assignment grade and by submitting each of these assignments within TaskStream. Students are also requested to participate in individual course and program evaluations at various intervals. Evaluation surveys and procedures are provided by nursing program.

Course Policies

Note: All course related policies/information included within this section are used to guide development of nursing course syllabi. However, the course syllabus, during actual course enrollment, will supersede any variations in the information included below.

Grading Policies

1.   The established Nursing Program grading standard for use in all NURS courses is as follows:

92-100	=	A
84-91.99	=	B
76-83.99	=	C
68-75.99	=	D
<68	=	F

2.   The grading standard will be included in every NURS course syllabus.
3.   *Mastery Assignments:* Students must earn a minimum "C" grade for all Baccalaureate Essential Mastery Assignments. Students who do not achieve this grade upon initial submission will be required to resubmit until this grade is achieved. However, the initial assignment grade will be recorded and used for calculation of the overall course grade. Mastery assignments will be identified within associated NURS course syllabi.
4.   *Team assignment projects:* Courses that have team projects will include a team peer evaluation, and this evaluation will influence each student's team project grade. Instructors reserve the right to determine final team project grades based upon all feedback received and will provide rationale to team members for final grade determination as necessary.
5.   *Final Grade*: Students who are issued a faculty grade for an assignment will not be allowed to repeat the assignment for a better grade. It is the instructor's expectation that the student's initial submission will be reflective of the student's best work.
6.   *Rounding:* There is no rounding of points awarded for grade. Extra credit activities or assignments will not be created in attempt to raise final grades.
7.   *Feedback* on assignments will be provided within 5 business days after the submission deadline.
8.   *Incompletes:* An incomplete will be given only when the student has made a request to the course faculty in addition to meeting the university requirements for request of an incomplete found in the University Student Handbook.
9.   *Passing Grade:* The student must achieve a grade of "C" or better to pass each course required for the nursing major. This applies to all NURS prefix courses (28 SH credits), and the statistics course (3 SH credits) requirement. Students who achieve less than a C in a course required for the major (All NURS prefix course and the statistics requirement) are required to repeat the course. Only one course may be repeated during program enrollment (2 course repeats will not be permitted during program enrollment).
10.   *Grievance/ Appeal:* Students may appeal a course grade by initiating the Student Grievance/Appeal process.
11.   *Participation:* Participation points will be awarded to those who view the "weekly overview recordings" each week. Completion logs will be monitored by the instructor for each recording. Students who watch the entire recording within the assigned week will be

awarded 2 points per week for a total of 10 points in the 5-week course. Students who do not watch a recording in its entirety will not be awarded any points and will receive a zero for that weekly recording.

12.   Weekly content for each nursing course will be opened per the course schedule on the day of the week noted by 0001. Weekly content *may be* opened up to 12 hours prior to the scheduled day/time at the discretion of the instructor.

Evidence-Based Practice and Resources

Evidence-based practice was originally defined as the conscientious use of current best evidence in making decisions about healthcare[1]. Since then, the definition has evolved and is referred to a lifelong problem-evolving approach to clinical practice integrating critical appraisal of the most relevant and best research, including evidence generated from outcome management and quality improvement projects, and evaluation of available resources necessary to achieve desired patient outcomes[2]. Evidence-based practice "enhances healthcare quality, improves patient outcomes, reduces costs, and empowers clinicians" (p. 7)[3]. This is known as the quadruple aim in healthcare, and healthcare systems across the US are continually striving to reach the quadruple aim and improve safety of care. Students should prioritize using the Mayville State University online library to access evidence-based resources. Faculty at Mayville State University ask that student utilize evidence-based resources when completing assignments.

References
1. Sackett, D. Strauss, S, Richardson, W.S., Rosenberg, W. & Hayes R. (2000). *Evidence-based medicine: How to practice and teach EBM.* Churchill Livingstone, London.
2. Melnyk, B. M. (2017). The foundation for improving healthcare quality, patient outcomes, & cos with evidence-based practice. *Implementing the evidence-based practice competencies in healthcare. A practice guide for improving quality, safety& outcomes.* Sigma Theta Tau International.
3. Melnyk, B. M. & Fineout-Overholt, E. (2019). Evidence-based practice in nursing and healthcare (4th ed.). Wolters Kluwer.

Discussion Board Requirements

Students are expected to read all assignments in preparation for the online discussion each week, including chapters as noted, research articles, etc. Students participate in the discussion forums by responding to the assigned discussion question(s) and providing substantive feedback to peers. The initial discussion post and peer responses are due by 2355 per the weekly schedule or Blackboard course shell. Posts must contain substantial information about the topic and add to the understanding of the topic with citations from evidence-based resources as indicated. Initial post requirements include a word count of 500-800 words and a minimum of two evidenced based practice (EBP) resources (resource needs to be published within the past 5 years, unless it is a landmark source). Student must attach any articles used in the initial post plus a reference page with all citations in APA format. Evidence-based articles from the Mayville State University online library are preferred references but other sources such as open-access articles, textbooks, and web site references can be used. Web site references must be from notable sites such as .gov or .org not .com or Wikipedia. After the initial post has been made, students will substantively respond to three peers with a post that expands the discussion and adds depth to previous information. Each response post will include a word count of 250-500 words (word count does not include the reflection questions) and will be graded based upon its substance. In each response, the student will reflect upon at least 2 of the following:

> 1). How would you use the information included in the post within your current role in industry?

2). How your understanding has changed as a result of the information shared in the post.

3). Provide nursing practice examples directly related to the content of the initial post.

4). Identify differences and/or similarities with evidence from your own professional nursing experiences or initial post.

- Discussion Board Response Posting will vary with low enrollment. During low enrollment students will respond to each other's responses and/ or instructors for a total of at least three responses.
- **See course weekly schedule for established due date/times for initial and response posts.**
- **See the 'Discussion Forum Rubric' for complete description of grading criterion and point distribution related to discussion forums.**

Team Assignments

- All members of the team are expected to **contribute equally** to the end- product.
- If a student fails to participate as an equal member, the other team members should aid in redirecting/encouraging the student to participate equally on the team.
- In cases where redirecting/encouraging is not effective, the team should notify the instructor.
- Members of the team may request to dismiss the non-participating member but only after providing a plan of action in relation to full team participation and notify instructor.
- The dismissed member is responsible for contacting the course instructor. Alternative avenues for assignment completion may or may not be allowed and will be left up to the discretion of the course instructor depending upon the individual situation.
- Courses that have team projects will include a peer evaluation worth 10 points. Each student will be graded on the team project collaboratively and peer evaluation individually. All peer evaluations will be added, and an average score will be added to the assignment rubric score. Instructors reserve the right to determine final team project grades based upon all feedback received and will provide rationale to team members for final grade determination as necessary.
- Teams are randomly assigned with these roles (roles are specific but remember, you are a team and should work as a team, roles can be altered within the team with team members approval):
    a. Team Leader: Initiate and ensure communication between team members, make edits as needed to project, assist other team members in duties as needed, lead team in completion of project as outlined by the course instructor.
    b. Researcher: Find, sort through, and compile evidence-based information to include in the project related to the criteria outlined in the assignment grading rubric. DO NOT send a complete article to the writer to sift through. The researcher finds the relevant information and forwards that specific information to the writer (could be in an outline format, for example).
    c. Writer: Assemble project information as outlined in the assignment grading rubric.
- The assignments for team members will be provided by the instructor. If the team roles and expectations in any course with a team assignment are different than what is outlined above, the course instructor will provide instructions within the course regarding the team project.

Online Course Participation/Communication

Across the semester, students will be required to remain actively involved in enrolled online courses. Active involvement will include daily review of emails sent to the Mayville State University student email account, progression through weekly course content and daily participation in discussion board conversations as appropriate, submission of all assignments and activities in the courses as assigned within the weekly schedule of the course syllabus.

- Students are accountable for all academic communications sent to their Mayville State University e-mail address.
    - All students are required to maintain and monitor their Mayville State University e-mail address. The MSU e-mail address should also be used in TaskStream. This provides instructors and students a means of timely and consistent communication. When courses are in session students are expected to check email and Blackboard announcements at least once per day. Students are responsible for any communication that takes place in an electronic format. Students are encouraged to "cc" (carbon copy) themselves when sending program or course related emails to others. This will help to ensure that the message has been sent as well as will provide for personal documentation of the communication.
        - Instructors will respond to student email within 2 business days.
        - Instructors will grade student assignments within 5 business days.
    - Email and on-line communication is expected to be professional and respectful.
    - Office hours and instant messaging via MS Teams. MS Teams can also be used for instant messaging anytime an instructor is available. Some instructors may utilize Zoom.
    - The "Nursing Student Lounge" in the course shell is a communication tool that students can communicate with each other regarding appropriate course information. Instructors are not required to respond to this discussion forum.
    - The "Nursing Student Forum" is a programmatic communication tool for students, Chair of the Division of Nursing, and Nursing Programs Transfer Specialist.
    - The "Muddiest Points" discussion thread on the course shell is for general questions directed to the instructor regarding the course, specific or personal concerns should be communicated directly with the instructor, via email.
    - The "Announcements" discussion thread of the course shell is for general information that the instructor wants to alert all students to.

Late assignments and quiz submissions

- All assignments, discussion forums, and quizzes must be submitted by the due date/time.
- Due dates for assignments, discussion forums, quizzes will be identified within the weekly schedule.
- Submission of all assignments will take place in the Blackboard course shell or otherwise specified via the course instructor.
- All assignments associated with a Baccalaureate Essential Assignment (Mastery Assignment) must be submitted and achieve a "C' grade or higher in order to complete the course.

- **Assignments** will be given via the **Weekly Course Schedule.** Submit all assignments in each assignment drop box. *All paper and project learning activities are due as per weekly course schedule below*. All assignments and activities must be submitted by the established due date/time. All late submissions need prior approval from the instructor to receive partial credit for the assignment (20% deduction will be applied) and will be due within 48 hours of the due date and after 48 hours of the due date will be given a zero.

Instructional Strategies:
The following is a list of possible strategies that will be used in each NURS course to facilitate learning:
- Readings from text, web sites, and professional literature
- Recorded instructional delivery of course material
- Asynchronous interactive activities
- Discussion forums and with reflection and inclusion of evidence-based research
- Formative assessments (quizzes)
- PowerPoint presentations
- Written projects and/ or papers formatted with APA
- Individual Assignments
- Team Assignments

Possible instructional technologies utilized in each NURS course:
- Blackboard
- Blackboard Collaborate
- Blackboard Ultra
- YuJa
- NetTutor
- Infobase Learning
- SafeAssign
- Taskstream/Watermark
- MS Teams
- Starfish
- SharePoint
- Qualtrics
- VoiceThread
- Zoom

You can find the most current list of technologies and their descriptions on the MSU website.

Learning Experiences:
Across the semester, students will be required to remain actively involved in enrolled online courses. Active involvement will include daily review of emails sent to the Mayville State University student email account, progression through weekly course content and daily participation in discussion board conversations as appropriate, submission of all assignments and

activities in the courses by the assigned due dates/times as outlined in weekly course schedule within the course syllabus.

Attendance/Enrollment Verification

Enrollment Verification
The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment all online courses. The only way to verify that a student has been in a course is if he or she takes an *action* in the enrolled Blackboard course, such as completing an assignment or a taking a quiz. Logging into Blackboard is NOT considered attendance. In each of your courses you will be required to complete an assigned activity to verify course enrollment (see online course participation section below). If it is not complete your enrollment in the course will be at risk.

- The Course syllabus will be reviewed in week one for each enrolled course and a **syllabus quiz** taken to verify enrollment. Faculty recommends students to complete the syllabus quiz prior to beginning any course activities. The syllabus quiz is due by the established due date/time within the first week of the course and may be repeated until 100% is obtained. Bonus points will be awarded for a 100% quiz score earned prior to the due date/time.

Online Net Etiquette

All discussion and interaction within your online courses must follow the following etiquette:
- Be professional
- Be a leader, not a follower
- Do not be afraid to voice your opinions
- Use appropriate personal/professional experiences
- Using ALL CAPS gives the impression that you are SHOUTING!
- Make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
- Post your discussion within the designated timeframe. Other students are anxiously awaiting your posting so that they can respond as assigned.
- Always support your own opinions with textbook or course content, in addition to outside resources.
- Don't make mechanical/grammatical suggestions in your responses to others' postings.
- Do not make personal attacks during heated debates
- Provide evaluations of others' ideas
- Provide additional suggestions for ideas
- Provide constructive criticism
- Provide positive feedback as well as critical feedback
- Be polite
- Be aware that we are all students and not expert writers
- Read all comments to each question before responding

- Avoid postings that simply say, "Good point" or "I like that idea" – provide rationale for your comments
- Explore any/all outside resources posted by other students. Follow-up postings should include reference to your thoughts when unfolding these suggested resources.

Academic Integrity

Mayville State University Division of Nursing promotes the highest standards of academic integrity and the highest regard for truth and honesty. Violations of academic integrity include the following:

- The attempt by students to present as their own any work not actually performed by them (plagiarism)
- Self-plagiarism (repeated use of own work in subsequent courses or semesters)
- Collusion, fabrication, and cheating on examinations, papers, and other course-related work
- Group work on an independent/individual assignment or sharing of individual assignments
- Stealing, duplicating, or selling course materials or examinations
- Substituting for others in class discussions or examinations
- Producing other students' papers or projects
- Knowingly furnishing false or misleading academic information to college officials on official college records
- Altering information on official college records

Violations of this policy are covered under the Code of Student Conduct found in the University Student Handbook. In accordance with this Code, learners who, after due process, are found to have violated the Academic Integrity Policy, shall be subject to nursing program probationary processes and university sanctions that may include discretionary sanctions, including failure on assignments and/or examinations, suspension, or expulsion.

eBooks

The RN-to-BSN program utilizes electronic textbooks for all required NURS course textbooks. A custom package has been created with Elsevier for you to obtain access to your textbooks as a reduced rate, bundled purchase. All students will purchase one eBook bundle during his/her first semester of enrollment. You can purchase access to your eBook bundle through the Mayville State University bookstore or directly through Elsevier. Students who plan to use financial aid to purchase textbooks will need to purchase the eBook bundle through the bookstore on campus. Students who do not purchase the established eBook bundle will not have access to particular electronic resources included within and available only in the eBook bundles. Such students will be at risk for unsuccessful course completion related to limitation of resources if eBook bundles are not used.

eBooks are accessed within Elsevier's Evolve website, formally referred to as Pageburst. The following links have been provided by Elsevier to get you started with using your eBooks:

Discover all the benefits of Pageburst, as well as how to download to your computer and GO MOBILE with the detailed training link at: [Pageburst Tutorials](#).

Division of Nursing Statement on Writing

Baccalaureate and Master's nursing education are based on a framework of essential outcomes that demonstrate preparedness of the baccalaureate graduate for professional nursing practice and the master's graduate for advanced knowledge in the discipline and leadership skills needed to improve health outcomes in a number of current and emerging roles in the twenty-first century. The 2021 *Essentials* include the transition to competency-based education and competency-based assessment with these Domains: (1) Knowledge for Nursing Practice, (2) Person-centered Care, (3) Population Health, (4) Scholarship for the Nursing Discipline, (5) Quality and Safety, (6) Interprofessional Partnerships, (7) Systems-based Practice, (8) Informatics and Healthcare Technologies, (9) Professionalism, (10) Personal, Professional, and Leadership Development.

Each of these expected outcomes requires proficiency in the ability to communicate effectively with clients/patients, families, health team members, and the general public. Written communication is integral to the nurse's professional role as care provider, health advocate, and educator.

1. *Range of Writing used in the Nursing Discipline*

Courses within the major are designed to integrate the continual development of communication skills throughout the curricula. High standards for communication (oral and written) lie at the heart of professional nursing practice and are reflected in all curricular activities, including online classroom and community-based clinical settings. These include a broad range of writing assignments to provide opportunity for growth in aptitude of this essential skill for the discipline. Writing assignments in the major include but are not limited to annotated bibliographies, case studies, clinical documentation, concept maps; patient teaching/resource materials; portfolios; poster presentations; reflection assignments, and scholarly papers.

2. *Writing Expectations for Undergraduates in the Nursing Discipline*

Writing is an essential component of the communication skills that help define professional nursing practice. A clear, precise, logical, and appropriate expression of ideas, opinions, and values in nursing are required for the provision of quality, evidence-based care to clients/patients, families, and communities. To become proficient in written communication, students need to continually develop their technical, analytical, and persuasive skills. Scholarly papers assigned in the major require the use of American Psychological Association (APA) formatting, the standard used for professional communication by the discipline. Documentation in the clinical setting requires the use of approved medical terminology, standardized abbreviations, and guidelines established by the practice setting (e.g., DARP or SOAP notes for acute care planning and OMAHA charting for population-focused prioritized plans of care). Clinical documentation in a patient chart is a legal document, therefore the ability to demonstrate competency in written communication by being accurate, clear, concise, and comprehensive is

an essential skill for the discipline. These skills are practiced and evaluated across the curriculum through a variety of assignments that strengthen written communication of self-reflection; client/patient, family, general public, health provider, and peer education; and analysis and synthesis of information and acquisition of knowledge.

Writing Professional Papers
- *American Psychological Association* (APA) (7th ed.) formatting is the established writing format used for all papers written in the nursing program. Using this format, papers will be written in a professional manner with title page, introduction, body, conclusion, and reference page with citations cited correctly throughout entire document, Times New Roman, 12-point font, double spacing of entire document; and be free of spelling or grammar errors. For questions regarding how to write a paper and/or use of APA format, please refer to the writing center (MSU Writing Center). If there are further questions, please contact the instructor.

- Plagiarism takes the words and/or ideas from a source and uses those words as their own without giving proper credit to the original source. Students who intentionally or unintentionally plagiarize will receive a zero for that assignment. The course instructor may allow the student to rewrite the assignment for credit. Please refer to the following web site for information on plagiarism: Academic Plagiarism. Other sites to refer to for plagiarism within papers: Plagiarism Tracker or Plagiarism Tracker

- Blackboard course integration with SafeAssign, an anti-plagiarism software that cross-checks student's work for original content, is available for faculty use as desired.

For additional information about the nursing program contact:

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RN-to-BSN Program Student Handbook Verification of Review

This RN-to-BSN Program Student Handbook contains valuable information for your journey through the Nursing Program. It is vital that you read this handbook and follow the policies outlined within.

- Please note the separate confidentiality policy and confidentiality agreement form that requires an additional signature. A copy of this form with your signature is shared with clinical agencies when you start clinical.
- Additional clinical documentation will be necessary during program enrollment and will require student completion and signature/s. Copies of these documents will be shared with clinical agencies when you start clinical.

I have received a copy of the RN-to-BSN Program Student Handbook and I understand that I am responsible for following the information, policies, and guidelines written within.

_____   _____
Student Name   Student Signature
Date

Electronic consent and signature will be obtained and tracked by completion of the Student Handbook Quiz taken in the Nursing Student Forum Blackboard course. Each enrolled student will be required to complete this quiz by the start of the first semester of program enrollment. A final quiz question will specifically address the statement above and will serve as receipt of student acknowledgement and consent.

Created 7/14
Last revised 5/10/2023