MINNESOTA STATE UNIVERSITY, MANKATO

PRE-LICENSURE PROGRAM

Nursing Student Handbook

SCHOOL OF NURSING

Spring 2025

Disclaimer
Every effort has been made to ensure the accuracy of the material contained within this handbook. However, all policies, procedures, and program information are subject to change. The provisions of this handbook do not constitute a contract between the student, the college, or the School of Nursing. Students will be responsible for and held to changes in the Nursing Student Handbook. Nursing students will be notified of handbook changes.

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Welcome

The School of Nursing staff and faculty of Minnesota State University, Mankato welcomes you as you begin your academic and professional journey as a nursing student. The Nursing Student Handbook is an essential resource for you and informs you of the School of Nursing's Pre-Licensure Program requirements, policies, and resources. The Handbook will assist in your communication, understanding and overall academic success as a nursing student.

School of Nursing Organization and Leadership: The Pre-Licensure Program

The School of Nursing is part of the College of Allied Health and Nursing. The Dean is the academic administer with overall responsibility and oversight of academic programs within the college, including the School of Nursing.

The School of Nursing has a Department Chairperson who is elected from the faculty. The Department Chairperson meets established standards and qualifications to be the Director of Nursing programs at Minnesota State University, Mankato.

The Pre-Licensure Program has Director(s) who are responsible for the day-to-day operations and communication with faculty and students in the program regarding academics and clinical.

The University and The Pre-Licensure Program Academic Leaders for 2024-2025

University President: Dr. Edward Inch
Provost & Senior Vice-President for Academic Affairs: Dr. David Hood
Dean, College of Allied Health and Nursing: Dr. Patricia Marincic
Interim Associate Dean, College of Allied Health and Nursing: Dr. Megan Mahowald
School of Nursing Chairperson: Dr. Marilyn Swan
Pre-Licensure Program Director: Dr. Maya Bastian
Director of Undergraduate Nursing Clinical Placement: Dr. Christianne Bixby
Maverick Family Simulation Center Coordinator: Dr. Megan Dohm

Program Approvals

Minnesota State University, Mankato, is approved for accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800-621-7440

The Bachelor of Science, Nursing (Pre-Licensure) is approved by the Minnesota Board of Nursing.

1210 Northland Dr. #120
Mendota Heights, MN 55120
Phone: 612-317-3000
Email: nursing.board@state.mn.us

The baccalaureate degree in nursing at Minnesota State University, Mankato is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Vision and Mission

The School of Nursing is an intellectual community that strives for innovation and excellence within education, scholarship, and practice in family and societal nursing.

Mission

The mission of the School of Nursing is to influence health care for the individual, family, and society through the advancement of nursing science, the promotion of clinical scholarship, and innovative education of practitioners and clinical leaders.

Statement of Values

As a School of Nursing, we value the individual, family, and society, innovation and excellence, empowerment, social justice, and the discipline of nursing.

Family and Society

- Facilitate health and healing of individuals, families, and society by integrating evidence, clinical reasoning, inter-professional perspectives, and client value preferences in providing nursing care.
- Providing quality and compassionate health care to individuals, families, and society within a dynamic environment.
- Focus on development, validation, and dissemination of nursing practice models that attend to the unique nature of individuals, families, and society.
- Support the scholarship of nursing practice with emphasis on advancing family and society health and healing.
- Provide leadership in the development of educational models and policies to improve family and societal nursing within a global health context.
- Support individual, family, and societal health as the central purpose for the nursing discipline.

Innovation and Excellence

- Recognize and embrace the importance of change, creativity, courage, flexibility, inquisitiveness, and perseverance in our journey toward excellence.
- Value the use of simulation, technologies, information, and communication systems in supporting safe quality nursing practice.
- Create a culture of safety and promote quality initiatives by anticipating and responding to changing issues and trends influencing policies and practices in health care.
- Promote experiential learning through a variety of pedagogical approaches.
- Support the work of the Glen Taylor Nursing Institute for Family and Society and the International Family Nursing Association (IFNA).

Empowerment and Social Justice

- Exemplify personal and professional accountability by modeling nursing values and standards.
- Respect variations and complexity of care across the continuum of health care

- environments and allocation of resources in caring for all.
- Demonstrate tolerance for uncertainty within the world and its effect on health care.
- Enhance the quality of health for all people.
- Integrate knowledge of health care, policy, finance, and regulatory environments to enhance political awareness, fiscal responsibility, and advocacy for social justice.
- Strive for ethical decision-making in the application of social justice.

The Discipline of Nursing

- Provide a scientific basis for nursing actions that guides practice to support family and societal health.
- Advance the discipline by developing and disseminating knowledge that enhances nursing scholarship and the quality of health for all people.
- Use philosophical foundations to reflect values and beliefs that support family and societal health.
- Incorporate the pattern of knowing to promote individual, family, and societal health.
- Utilize evidence-based practice to promote individual, family, and societal health.
- Disseminate paradigms and products of inquiry that promote family and societal health.

Program Outcomes

The graduate of the Minnesota State University, Mankato baccalaureate of Science in Nursing is able to:

1. Synthesize knowledge for nursing practice to facilitate equitable health of individuals, families and society.
2. Demonstrate person-centered care to promote, maintain, sustain, and regain equitable health of individuals, families and society.
3. Implement population health interventions to promote equitable population health outcomes.
4. Apply scholarship for nursing practice to improve health and transform healthcare.
5. Employ quality and safety principles to enhance quality and minimize the risk of harm to patients and providers.
6. Examine effective interprofessional partnerships to collaboratively optimize care, enhance healthcare experiences, and strengthen outcomes for all including those who are historically marginalized.
7. Apply knowledge of systems-based practice to provide safe, quality and equitable care to diverse populations.
8. Utilize information and healthcare technologies effectively to manage and improve the delivery of safe, high-quality, efficient and equitable healthcare.
9. Demonstrate professionalism to reflect nursing's identity, characteristics and values.
10. Develop personal, professional, and leadership skills to promote self-care, nursing expertise and leadership.

UCC 4/10/2010 (2/2/12); Updated 12/2017; 9/2023;10/2024; 0/1025.

Standards for Professional Nursing

The School of Nursing adheres to The Essentials of Baccalaureate Education for Professional Nursing Practice. (see Appendix A). The International Family Nursing Association (IFNA) Family Nursing Competencies: Generalist (2015), and the ANA Code of Ethics (2025) serve as additional standards and guidelines (or components thereof) that are current and relevant to the program offerings. (See Appendix M). Together, these professional practice statements are foundational to professional nursing and guide our program. Students are expected to integrate and demonstrate these professional standards while in the School of Nursing.

Community Advisory Council

The Minnesota State Mankato School of Nursing Community Advisory Council (CAC) serves as a vital link between the School of Nursing and the practice world. Ongoing and rapid changes in health care, nursing, government, and technology create the need for communication and collaboration between nursing education programs and the communities they serve. CAC provides insight into trends affecting nursing practice, nursing job development, and job placement.

The advisory council role is purely advisory, and has no administrative, management, personnel, or budgetary authority or responsibility; it is not a policy making body. The sole function is to provide support and advice for the faculty teaching the nursing education programs offered by the School of Nursing.

School of Nursing Committees

The School of Nursing has a Pre-Licensure Program Committee (PLPC) that addresses issues related to curriculum, admissions, progression, and student life. Membership for many of these committees includes student representation.

Affirmative Action Plan

Minnesota State University, Mankato and the School of Nursing is committed to Minnesota's statewide affirmative action efforts and providing equal opportunity. View Affirmative Action Plan

Equity, Access, and Inclusion

Minnesota State University, Mankato and the School of Nursing are committed to providing meaningful inclusion, access, and equity in education opportunities. To learn more, visit the Office of Equal Opportunity & Title IX webpage.

Access for Individuals with Disabilities

The University will provide access to programs, services and activities to qualified individuals with known disabilities as required by law. The university shall make reasonable

semester as possible to discuss the necessary accommodations, and/or contact Accessibility Resources.

Academic Advising

A nursing faculty member will be assigned as the academic advisor to nursing students. Academic advising is an ongoing process where the student and advisor(s) work together to clarify goals, establish meaningful educational plans, effectively use resources, and seek opportunities. The end goal is for you to be an involved, independent, self-directed life-long learner. Students may request a change in their faculty advisor by emailing the Pre-Licensure Program Director. The Pre-Licensure Program Director will follow-up with the student request.

Student Responsibilities for Advising

- Take time to meet and get to know your faculty advisor.
- Be an active participant in the advising experience.
- Accept responsibility for your decisions.
- Follow through with recommended actions and referrals from the faculty advisor.
- Provide advisor with accurate information about interests, abilities, and goals.
- Come prepared to each advising session with questions and materials for discussion.
- Learn and understand the nursing program's progression and graduation requirements.
- Read and assume responsibility for understanding the contents of the Nursing Student Handbook.
- Check MavMAIL daily and be aware of important dates, deadlines, clinical onboarding responsibilities, and opportunities.
- Know how to access and interpret information on E-services including registration, billing, grades, and Interactive Degree Audit (DARS).
- Monitor DARS report to ensure that all goal areas are fulfilled for graduation.

Counseling

The School of Nursing recognizes the value of physical and mental health in a nursing student. Minnesota State University, Mankato Counseling Center offers confidential help to assist students in resolving personal, social, and educational concerns that may be interfering with their ability to succeed at the university. Services include short-term counseling, educational programming, crisis intervention, consultation, testing, and referral to outside resources. The Center is located in Centennial Student Union, Room 285. For more information on Counseling Center services and hours, visit: http://www.mnsu.edu/counseling/

Student Health Services

Student Health Services provides a limited amount of health care for all university students. For more information, visit http://www.mnsu.edu/shs/

Communication

Communication with students is essential at Minnesota State University, Mankato and within the School of Nursing. Students are expected to practice professional communication with peers and faculty.

- Email Communication should be professionally written, using punctuation. Emails should be respectful and courteous. Please avoid using all capital letters (yelling via email) and limit the use of popular text message abbreviations. If you are upset, it is often best to not use email. We encourage students to go to the person you are upset with and have a conversation. Direct communication often deescalates and diffuses issues.

- Professional behavior includes engaging in clear communication with the individual who can help address an issue or concern. Students should consult with their faculty advisor regarding academic concerns.

  1. Students who have issues with a course, or the faculty teaching the course, have a responsibility to contact and meet with the faculty about their concerns.
  2. If the student feels that the course faculty was not responsive to their concerns, the student should then meet with the PLP Director. If there is no resolution, the student should meet with the School of Nursing Chairperson, then if not resolved, with the Dean of the College of Allied Health and Nursing would be contacted.
  3. Students with feedback on the overall student experience in the curriculum should contact their cohort student representative(s) to the Pre-Licensure Program Committee (PLPC).

- Students should use and update as needed an email signature within Microsoft Outlook that includes their name, semester in the program, and clinical section. If you choose not to include the clinical section, please refer to it in the subject line of your email. Please see examples below.

  Example 1:
  Mai Lee, CNA
  Semester 2-Clinical Section 3
  Pre-Licensure Nursing Student Minnesota State University, Mankato

  Example 2:
  John Doe
  PLP Section 3, Semester 4
  School of Nursing
  Minnesota State University, Mankato

  Example 3:
  Sumeya Ali
  PLP Section 1, Semester 1
  Minnesota State University, Mankato

The School of Nursing uses a variety of ways to facilitate communication between faculty and students. The Minnesota State University, Mankato assigned email address will be used as the primary method of communication. Therefore, it is essential that nursing students access their MSU email. Failure to do so may result in missing important information. Forwarding your university email to another account may also lead to losing important information. Therefore, students should not forward mail from the MSU account. If the student chooses to forward email

sent to the University email account, they are still responsible for all information, including attachments. Students can access and use the MSU email account from off-campus sites throughout the year through MavMail at http://mavmail.mnsu.edu/. This access requires knowledge of the star ID and password.

To facilitate effective communication, students must provide current name, local and permanent addresses, phone numbers, and email addresses. When there are changes, it is the responsibility of each student to inform the School of Nursing office of name, address, and/or telephone number changes. In addition, students are to make these updates in the Student Passport System database.

Awards and Scholarships

Over the years, many individuals have contributed to and nurtured the growth and development of the School of Nursing. These contributions have resulted in significant endowed funds used for scholarships and awards that have been established to support nursing education. In addition, nursing alumni and School of Nursing faculty have contributed to these funds. Current scholarships/awards are listed on the Scholarship Finder website where applications are accepted.

Mu Lambda Sigma Chapter, the International Honor Society of Nursing

The Minnesota State University, Mankato Honor Society of Nursing was chartered as Mu Lambda Chapter #297 of Sigma Theta Tau International on May 4, 1990. In 1922, six nursing students from Indiana University Training School of Nurses (which is now Indiana University School of Nursing) formed the first nursing honor society. The Greek letters they chose were storgé, tharsos and timé: love, courage, and honor. Today, the Honor Society of Nursing, Sigma Theta Tau International (STTI), or Sigma, serves 135,000 active members in more than 90 countries and the nursing profession at large. It is the second largest nursing organization in the United States and among the five largest and most prestigious in the world.

The society exists to:
- Recognize superior achievements in nursing.
- Encourage leadership development.
- Foster high nursing standards.
- Stimulate creative work.
- Strengthen the commitment to the ideals of the profession.

Sigma Theta Tau International is committed to improving the health of people worldwide through the development, dissemination, and deployment of nursing knowledge. In support of this mission, the Society advances nursing leadership and scholarship, and supports the use of research in clinical practice and public policy.

Senior students in the School of Nursing who meet established criteria may be invited to membership in the spring of each year. Invitations are extended to students who have achieved a GPA of at least 3.0 and who are in the top 35% of their senior class. In addition, community nurse leaders who have a minimum of a baccalaureate degree and have demonstrated achievement in nursing education, practice, research, or publication are invited to membership.

Nominations are initiated by members of the Mu Lambda Chapter and processed by members of the Governance Committee.

Student Nurses Association (SNA)

The SNA is a Registered Student Organization at Minnesota State University, Mankato. For information on University Registered Student Organizations.

SNA is a student led organization consisting of nursing and pre-nursing students. The local chapter is part of the National Student Nurses' Association; SNA contributes to nursing education, influences health care through legislative activities, encourages community activities that improve health care and foster relationships.

SNA leaders are selected by the members; get involved! SNA is an excellent way to promote support for our fellow students, to give and receive advice, and to have fun!

Policies for Students

In addition to the student policies outlined in the Minnesota State University, Mankato Catalog, and the Pre-Nursing Student Handbook, the following policies are in effect for nursing students.

Electronic Signature

An electronic signature conducted using a secured process is considered the same as a handwritten signature.

Pre-Licensure Program Student Representatives

Students accepted into the program will be given the opportunity within the first month of their first semester in the program to apply for the role of student representative. Students will apply through a Qualtrics™ survey. They will very briefly describe why they would be best suited for this role. Pre-Licensure Program Committee members will then review the applications and then invite the chosen student to serve on the committee the duration of their time in the program.

The Meredith Scholar for each cohort will also be invited to serve as a student representative, fulfilling the leadership role outlined in the conditions of the scholarship.

Read the Pre-Licensure Program Student Handbook

Admitted students to the School of Nursing are expected to have knowledge of the policies and procedures contained in this Nursing Student Handbook. On admission to the program, students will provide an electronic signature via a Qualtrics™ survey that they have read the student handbook:

> *I affirm that I have read the Minnesota State University, Mankato School of Nursing Pre- Licensure Program Student Handbook and am aware of the policies and procedures containedin the document.*

> *I understand that The Pre-Licensure Program Student Handbook may change at the discretionof the faculty and academic leaders.*

> *Further, I understand that I am responsible and accountable to adhere to the policies,procedures, and expectations of The Pre-Licensure Program.*

Professional Conduct and Behavioral Expectations

Students are responsible and accountable for professional behaviors in the classroom, throughout experiential learning, and their scholarship. Failure to demonstrate professional behaviors may result in a failing grade for the activity and/or course, and/or dismissal from the experiential learning site, and/or the nursing program.

The expectations outlined below demonstrate professional behaviors by students. Students are to abide by the expectations outlined below and know it is not inclusive of all professional behavior expectations.

- The student is responsible for knowing and following the policies of the agency in which experiential learning experience is obtained. This includes agency policies outside of the building, such as parking and smoking.
- Students will be responsible for personal hygiene and to follow the School of Nursing dress code.
- Students will refrain from chewing gum, candy and using profanity or disrespectful language, or behavior, when working with the public and representing the School of Nursing.
- Students will complete a thorough pre-clinical, or pre-simulation, preparation and be fully prepared to provide care.
- Students will be timely and be ready to provide care at the assigned activity start time.
- Students will be engaged and actively participate in experiential learning activities. As such, students will not be allowed to complete homework during experiential learning activities, unless the work is pertinent to the experiential learning outcomes and approved by faculty.

Cell phone use at Clinical

The possession and use of personal cell phones varies depending on the clinical agency. When possible, we recommend that cell phones not be carried or used in clinical. Ideally, students should place their cell phone in a secure location (i.e., locker). If a secure location is not available and/or the student wants to carry their cell phone, students should follow these guidelines:

- If a clinical partner has a cell phone policy that is stricter than the guidelines listed, the clinical partner's policy will be followed. Allina facilities prohibit students from carrying a cell phone during the clinical experience.
- Students are prohibited from using personal cell phones for personal calls and/or text messages, except for an emergency, in patient care areas during clinical time.
- All personal cell phones must be turned off or in "silent" mode during clinical time (i.e., no vibration).
- Phones with photo/recording capabilities should not be used in areas where personal privacy is expected. Use of cell phones to photograph, video tape, or transmit any patient or portion of a patient's body or confidential information, is prohibited.

Incivility

Incivility is defined as rude or disruptive behaviors that may cause psychologic, and/or physiologic distress for the people involved. Incivility in the educational setting alters the teaching and learning process and violates the MSU Statement of Student Responsibilities and the ANA Code of Ethics. Incivility is a serious issue as it affects the well-being of students and faculty. As such, uncivil and unprofessional behaviors may result in being asked to leave a class until the issue is remedied and/or, if severe, being dismissed from the program.

The following outlines expected student behavior in the classroom, clinical, or experiential learning settings between peers, faculty, and staff at clinical agencies. The student will:
- Role model civility towards peers and faculty in written, verbal, and non-verbal communication.
- Refrain from gossip and/or spreading falsehoods about students and/or faculty. The student understands it is inappropriate to speak ill of faculty and students in public areas.
- Share concerns about a course with the course faculty (see section on Communication for more information).
- Use respectful language towards peers and faculty and avoid racial, ethnic, sexual, gender, and religiously biased terms and connotations.
- Arrive to class on time and stay for the duration. If absent, will accept responsibility for missed content.

MSU Statement of Academic Honesty

For an academic community to teach and support appropriate educational values, an environment of trust, cooperation and personal responsibility must be maintained. As members of the University community, students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility includes avoiding inappropriate activities such as plagiarism, cheating or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering a grade, failing of a course, etc.) and disciplinary sanctions (such as suspension, expulsion).

It is the intent of Minnesota State University, Mankato, to encourage a sense of integrity on the part of students in fulfilling their academic requirements. To give students a better understanding of behaviors that may constitute academic dishonesty, the following definitions are provided.

Plagiarism – Submission of an academic assignment as one's own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student. Plagiarism includes but is not limited to:
- Submitting the work of others as your own
- Submitting others' work as your own with only minor changes
- Submitting others' work as your own without adequate footnotes, quotations, and other reference forms
- Multiple submission of the same work, written or oral, for more than one course without both instructor's permission, or making minor revisions on work which has received credit and submitting it again as new work.

Cheating – Use of unauthorized material or assistance to help fulfill academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from another student, etc. [In the School of Nursing cheating also includes falsification of research data and/or fabrication of clinical data.]

Collusion – Assistance to another student or among students in committing the act of cheating or plagiarism. [Note: Some of the assignments for certain courses in the School of Nursing involve collaborative work. This is not collusion. The student bears the responsibility to adhere to the guidelines of the assignment(s) as described in the course materials.]

Source: Academic Honesty Policy of Minnesota State University, Mankato. Other examples of academic misconduct are outlined in the Statement of Student Responsibilities located on the website of the Office of Student Conduct. To formally report an incident of academic dishonesty, complete and submit an online Silent Witness Report form.

In the School of Nursing, consequences of academic dishonesty may include one or more of the following:
- Reduced points for a test, assignment, or presentation in question
- Receiving a zero for the test, assignment, or presentation in question
- Being asked to leave a classroom
- Receiving a failing grade for the course
- Documentation of the incident in the student's permanent file
- Disciplinary action as determined by the University Judicial Board
- Dismissal from the School of Nursing

On entry into the Pre-Licensure Program, students will read and sign a Code of Conduct Pledge that will be kept in their permanent School of Nursing file (See Appendix B).

Progression, Retention, and Grade Requirements
The student has rights which must be protected. These rights include, but are not limited to, fair evaluations, advisement and counseling, and assistance in identifying and meeting learning goals.

Student Goal-Directed Behaviors
- With reference to learning and professional activities, the student is expected to demonstrate and maintain goal-directed behavior by:
- Identifying verbally, or in writing, personal learning objectives and needs which are within the framework of course outcomes.
- Taking personal responsibility for his/her own actions relative to behaviors which facilitate, impede, or interfere with the achievement of learning objectives.
- Demonstrating effort to understanding one's own behavior as this relates to the achievement of learning objectives.
- Demonstrating collaborative behavior regarding teaching-learning activities that have been designed to achieve course outcomes by taking the responsibility for:
  - Utilizing faculty as resource persons.

- Communicating with an appropriate faculty person when it is necessary to be absent from a planned learning activity (clinical practice, seminar, simulation, etc.)
- Communicating with appropriate people when difficulties with faculty-student relationships are such that progress toward learning is impaired.
- Taking the personal responsibility for managing information about course requirements, announcements, and assignments (dates these are due, etc.)
- Periodically evaluating, verbally or in writing, his/her own behavior relative to progress toward learning objectives.
- Completing assigned written work on or before the specified date.
- Offering constructive criticism or alternatives to faculty when certain learning activities are perceived as in need of change.

Pre-Nursing Grade & Course Requirements

The grade, course repeat, and other progression policies outlined in the Pre-Nursing Student Handbook remain applicable upon entry into the Pre-Licensure Program.

Transfer Students from Other Nursing Programs

Students who wish to transfer to the School of Nursing from other nursing programs must meet the same criteria as all other students, including the cumulative GPA requirement.

A transfer student who has received two grades of "C-," "D +/-," "F," "No Pass," "No Credits," or "Withdraws" from a nursing course or required related course(s) may not be considered for admission to the School of Nursing. If these courses have been retaken and successfully completed at another institution, the student will have to appeal to the Pre-Licensure Program Committee for admission. The student must include in their petition how they have changed at-risk academic behaviors and provide evidence of academic success to be considered for provisional admission.

A student who has been unsuccessful in another nursing program may not be considered unless she/he has had a least one quarter/semester absence from that program and has appealed to the Pre-Licensure Program Committee for admission. To be considered for admission, the appeal must be received at least by the second week of the semester PRIOR to the semester for which admission is requested.

Students who wish to transfer nursing credits from other nursing programs must provide course syllabi for the courses for which they are requesting transfer credits. These must document the number of credits and the number of contact hours spent in the classroom and in experiential learning. These documents must be submitted at the time of application and will be reviewed by the Pre-Licensure Coordinator and by the Pre-Licensure Committee, who will determine if the courses for which the student is requesting credit are comparable. If these courses are not comparable, the student will need to retake the courses at Minnesota State University, Mankato.

Standard Grading Scale

The standard grading scale uses straight A, B, C, D and F letter grades, in addition, faculty members have the option of using +/- for further differentiation of achievement. Every grade carry with it a certain number of 'quality points' used for GPA calculation.

Grade	Quality Points	Grade	Quality Points	Grade	Quality Points
A+	4.00	A	4.00	A-	3.67
B+	3.33	B	3.00	B-	2.67
C+	2.33	C	2.00	C-	1.67
D+	1.33	D	1.00	D-	.67
F	0.00				

Dropping or Adding a Course

The School of Nursing adheres to the University policy of drop/add dates for complete session courses. Students are expected to follow the dates as printed in the class schedule.

Progression

Courses in the nursing curriculum are sequentially arranged and progression is based on successful completion of the pre-requisite course(s). Nursing courses in each semester of the program are pre-requisite courses for the following semester (see Four-year Academic Plan of Study). Students must successfully pass or receive a minimum grade of a "C", all the courses listed in a semester before progressing into the next semesters' courses. The one exception to this policy is in the final semester of the fourth year of the program. Students must successfully complete NURS 463 and 464 before taking N466.

Students who have been exited or dismissed from the Pre-Licensure Program may not reapply for admission to the program.

Grade Requirements for Progression

Once provisionally or fully admitted to the School of Nursing, the student must:
- o Achieve at least a "C" or "Pass" in each required nursing course.
- o Achieve at least a "C" in required related courses.
- o Maintain a minimum of a "C" average in all courses for the semester.

A grade of "C-," "D +/-," "F," "No Pass," "No Credits," and/or "Withdraws" from a nursing course or required related course(s) while enrolled in the nursing major, will receive "no credit" and is considered an unsuccessful attempt at the course. A student who is unsuccessful in two (2) courses (any combination of these in nursing, or the required related courses) will not be allowed to continue in the nursing program.

Students who have earned two "No Credit" grades cannot reapply to the nursing major.

Repeating Nursing Courses

A student can repeat the same nursing course only once. If a nursing course is not successfully completed after the second attempt, the student will not be allowed to continue in the nursing program.

A student who must repeat a clinical experience may not do so with the instructor who assigned an unsuccessful grade except with the written permission of the instructor and approval by the Pre-Licensure Program Committee.

Procedure After an Unsuccessful Attempt at a Course

When a student has been unsuccessful in a course (see Grades Requirements for Progression), follow this procedure:
1. Make an appointment to talk with your advisor to discuss options.
2. Complete the Change in Progression form (see Appendix C); be sure to obtain the advisor's signature.
3. Notify, and submit the signed Change in Progression form, to the Pre-Licensure Program Director. The PLP Director will present the progression form to the Pre-Licensure Program Committee.
4. The Pre-Licensure Program Committee makes recommendations regarding requests. While an alternative plan may be approved, taking a course is dependent on available space (see Appendix D for Guidelines for Reviewing Student Requests for Returning to the School of Nursing).
5. The student can expect a written response from the PLP Director within one week following the date of the committee review.
6. If the student is dissatisfied with the Pre-Licensure Program Committee's recommendation, the student may appeal to the School of Nursing Chairperson.
7. When the repeated course has been successfully completed, the PLP Director will direct the student regarding registration options dependent on the clinical space available.

Extenuating Circumstances Affecting Progression

In the event of extenuating circumstances that affect progression, the student may petition the Pre-Licensure Program Committee requesting permission to continue in the nursing program. The procedure to follow is outlined below:
1. Make an appointment with your faculty advisor to discuss options.
2. Complete the Change in Progression form (see Appendix C); be sure to obtain the advisor's signature.
3. Notify, and submit the signed Change in Progression form, to the Pre-Licensure Program Director. Documents must be submitted one week prior to the next regularly scheduled Pre-Licensure Program Committee meeting. This allows Pre- Licensure Program Committee members time to carefully review all materials prior to the meeting.
4. The Pre-Licensure Program Director will notify the Pre-Licensure Program Committee Chairperson(s) to add the upcoming appeal to the meeting agenda.
5. The student has the right to present information at the meeting where recommendations are made regarding their progression in the School of Nursing. The student will be given 15 minutes of committee time to present this information. The student may be accompanied by another individual. If the student chooses to be accompanied by another

individual, the student must inform the Pre-Licensure Program Director by 4:30 p.m. the day before the meeting as to who will be attending. It is recommended that no more than one additional person be present at the meeting.

6. The Pre-Licensure Program Committee will make a recommendation for progression based on a review of the:
   - Change in Progression request
   - Academic record of the student
   - Factors contributing to the student's failure(s)
   - Supporting documentation, if provided by the student
   - Student advisor and faculty member statements
7. The Pre-Licensure Program Committee Chairperson will notify the Pre-Licensure Program Director of the Committee's recommendation.
8. The student can expect a written response from the Pre-Licensure Program Director within one week following the date of the committee review.
9. If the student is dissatisfied with the Pre-Licensure Program Committee's recommendation, the student may appeal to the School of Nursing Chairperson.
10. For successful appeals, when the repeated course has been successfully completed, the PLP Director will direct the student regarding registration options dependent on the clinical space available.

Grade Appeal Process

The student has the right to appeal decisions on academic matters. Grade appeals are reviewed in instances where the student perceives that a final course grade is unfair, arbitrary, or capricious. Students have the right to ask an instructor to explain any grade received.

Students are strongly encouraged to talk to the instructor before beginning the formal appeal process to attempt informal resolution of the matter. If there is no satisfaction, the student should follow the University grade appeal process.

However, note that the appeal must be filed within one week (excluding breaks) of written notification by the nursing faculty of the course grade earned by the student. This differs from the university policy which states appeals must be filed within two weeks of university notification of a final grade. The reason for the earlier filing deadline is to facilitate student scheduling in our sequential nursing curriculum and experiential learning experiences.

Students needing assistance at any step in appealing or filing a complaint may contact the Academic Affairs Coordinator of the Student Senate (CSU 280, 507-389-2611).

Dismissal

A student who fails to meet the stated requirements of the School of Nursing regarding grades, progression, and retention may be advised to change career goals or be required to leave the program.

A student may be dismissed from the nursing major for behavior or actions which threaten the health or safety of clients/patients, including incivility. This includes behaviors indicative of substance abuse disorders. Students in this situation are encouraged to seek counsel from the

faculty advisor.

Evidence of academic dishonesty, which can include plagiarism, false documentation or cheating, constitutes grounds for dismissal.

Leave of Absence (LOA)

A student may request a personal or academic Leave of Absence (LOA) after the successful completion of the first semester courses. The LOA can be for a minimum of one academic semester and a maximum of one academic year. While registered in the School of Nursing, students will be allowed to take a maximum of two LOAs.

Students are not permitted to initiate a Leave of Absence (LOA) request to circumvent disciplinary actions or escape the consequences of unsatisfactory academic or professional performance. If an LOA request coincides with ongoing or pending disciplinary proceedings or unsatisfactory performance evaluations, the request will be deferred until the resolution of these matters. In such cases, the PLP reserves the right to investigate the timing and rationale for the LOA request. LOA requests found to be submitted in bad faith or to evade accountability may result in denial of the LOA and additional disciplinary measures, up to and including dismissal from the program. Students with extenuating circumstances affecting their ability to meet program requirements should engage in a discussion with their faculty advisor or the Pre-Licensure Program Director to explore appropriate options.

The procedure for initiating a LOA request is as follows:

1. Make an appointment to talk with your faculty advisor to discuss implications for progression and ramifications of the LOA.
2. If the LOA request still is the preferred action, complete the Change in Progression
3. Form (see Appendix C). Be sure to obtain your faculty advisor's signature on the form.
4. Notify, and submit the signed Change in Progression form, to the Pre-Licensure Program Director.
5. The Pre-Licensure Program Committee makes recommendations regarding LOA requests.
6. The Pre-Licensure Program Committee Chairperson will notify the Pre-Licensure Program Director of the Committee's recommendation.
7. The student can expect a written response from the Pre-Licensure Program Director within one week following the date of the committee review.
8. If the student is dissatisfied with the Pre-Licensure Program Committee's recommendation, the student may appeal to the School of Nursing Chairperson.

Returning from a LOA

The following procedure will be used for students planning to return from a LOA (see Appendix D):

Notify the Pre-Licensure Program Director of intentions to return by completing the Change in Progression form with the assigned faculty advisor (see Appendix C). Change in progression deadlines are the:

1. First Friday of the prior spring semester, if planning to re-enter the nursing program fall semester.
2. First Friday of the prior fall semester if planning to re-enter the nursing program spring semester.
3. The Pre-Licensure Program Director will notify the Pre-Licensure Program Committee and the Director of Undergraduate Nursing Clinical Placement of the

student's request to return to the program. During this time, clinical placement possibilities will be determined.

4. Students will be admitted into the nursing course(s) **IF THERE IS SPACE AVAILABLE**.

5. If a student left the nursing program without requesting an LOA, or a LOA was denied, and later the student desire re-admission to the SON, the student must petition the Pre-Licensure Program Committee using the Change of Progression form (see Appendix C).

6. A student who is planning to re-enter the School of Nursing is required to meet with their advisor or the Pre-Licensure Program Director prior to registering for nursing courses. The purpose of this meeting is to develop a plan for successful completion of the nursing major. Students may be required to demonstrate competent clinical skills/practice and/or register for independent study credits to ensure safe nursing practice

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Student Performance Contract

The Student Performance Contract serves to promote clear communication in situations when a student has not met the expected professional behavior, conduct, or performed at the expected level in any nursing course/experiential learning environment. The goal of this intervention is to improve student success and program completion.

The faculty will provide written information on the student behavior concerns to clearly identify and communicate the at-risk behaviors as outlined on the form. The corrective actions taken and an action plan that establishes student expectations for improvement will be identified.

Faculty will notify a student when a Student Performance Contract is being initiated and set up a time to meet. Students will have an opportunity to provide written comments. At the end of the semester, or when the corrective action plan is deemed completed, the faculty member and student will meet again to determine resolution of the issue or the need for ongoing monitoring. The student will have an opportunity to provide written comments. When the contract is completed, the contract will be submitted to the Pre-Licensure Program Director and placed in the students' SON file.

Student Performance Contracts that involve concerns with experiential learning will be communicated and shared with the following semesters' lead course faculty and experiential learning faculty.

The School of Nursing promotes and enforce student responsibilities in accordance with state, federal and local laws as well as policies within Minnesota State University, Mankato, and the Minnesota State System. For more information, visit https://www.mnsu.edu/student-conduct/

Clinical Placements

The Director of Undergraduate Nursing Clinical Placement and the PLP Director will meet with students to discuss and answer questions regarding the upcoming semester's clinical rotations. Following the meeting, a Qualtrics survey link will be sent to students. Students will submit their top clinical section choices for consideration by the Director of Undergraduate Nursing Clinical Placement and/or the PLP Director. The School of Nursing does not guarantee that a student will receive one of the submitted requests. Priority will be given to student athletes who are eligible to compete, and military personnel.

 N466 Capstone placements will be determined using a Qualtrics survey for students to identify location and unit preferences. The Pre-licensure Program Director and faculty advisers for the cohort will review the survey responses and assign placements accordingly. Priority placement consideration will be given to competition-eligible student athletes and military personnel who require local placements to meet obligations outside of their clinical responsibilities.

Once placements have been assigned, if a student has significant extenuating circumstances rendering their capstone placement unmanageable, they have 48 hours to find a peer to switch capstone placements with. Both students must email the Pre-licensure Program Director and the Undergraduate Clinical Placement Director indicating they approve the switch. After 48 hours, no more switches or changes will be allowed.

Clinical Onboarding

Prior to each clinical experience, students will be expected to complete the clinical site requirements for each clinical experience in which they participate. Completing these requirements often occurs over the summer months or the semester breaks. Students who do not complete the clinical onboarding by the assigned date may be denied access to the clinical rotation at the site. Students who do not complete the clinical experience, regardless of the reason, may not be able to complete the course. As a result, the student may need to withdraw from the course; thus, forfeiting their spot in the cohort. See the progression policies for more information.

Additionally, student rosters are submitted according to the schedule established by the clinical agency. This may occur 2 months prior to the planned student clinical experience. Student personal information is included on the roster, varying by clinical agency, and may include, but is not limited to, name (first, middle, last), home address, date of birth, Social Security Number (SSN), gender, school email address, and cell phone number. The SON takes precautions to protect student information sent electronically. An Authorization for the Release of Education Records to Clinical Facility form gives permission for the SON to release student data (See Appendix E).

Maverick Family Nursing Simulation Center

Students will participate in experiential learning activities in the Simulation Center. The Simulation Center has policies and procedures that students need to follow to ensure proper handling of mannequins and equipment. Students will be required to read and be knowledgeable about how to function in the simulation center; for more information, visit with the Maverick Family Nursing Simulation Coordinator.

Confidentiality and Patient Privacy

Students are required to protect private and confidential patient information. Students who violate patient privacy and confidentiality, with or without a HIPAA violation, may be dismissed from the program, and/or fail a course.

Students will be held to the professional standards, and expectations, for protecting patient information. Students are only allowed to access the healthcare records of their assigned patient. Students will protect sensitive, private, and confidential information obtained during all learning experiences; this includes using patient initials on documents, holding knowledge of a simulation experience in confidence; and following all rules and regulations on confidentiality. Students will report breaches in confidentiality, or unprofessional behavior, to the instructor, program coordinator, or department chair.

In addition to professional standards, each healthcare facility has policies that must be followed to protect patient privacy and confidentiality. The Health Insurance Portability and Accountability Act (HIPAA) rule protects identifiable health information in any form. The HIPAA privacy rule is not intended to impede work, and the rule does permit certain incidental uses and disclosures of protected health information to occur when reasonable safeguards and the

minimum necessary policies and procedures are in place. Students are considered "workforce members" and must be grained on HIPAA rules, which includes maintain patient privacy and confidentiality. Additionally, the Minnesota Nurse Practice Act (148.261) states, "Revealing a privileged communication from or relating to a patient except when otherwise required or permitted by law" as grounds for disciplinary action.

Students will read and sign a Nursing Student Confidentiality Agreement as part of the admission to the Pre-Licensure Program (see Appendix F). In addition, students will complete HIPAA training as part of their admission paperwork to the SON. See Student Documentation Required for Experiential Learning.

N95 Masks

The Pre-Licensure Program requires senior students, having clinical in 3rd and 4th semesters, to be fit tested for N95 masks for clinical and/or experiential learning activities. Clinical agencies set their own mask requirements and may require students be fit tested for an N95 mask. Students may be required to travel to a clinical agency prior to the start of the clinical start test for fit testing and/or may need to pay for N95 fit testing at University Health Services.

Social Media

Students are responsible for the content placed on social media platforms or networks. Social media platforms are defined as technology tools and online spaces for sharing and/or integrating user-generated content to engage in conversations and allow students to participate in content and community creation. Examples include, but are not limited to, Facebook©, X©, Instagram©, Snapchat©, LinkedIn©, TikTok ©, Be Real©, and YouTube©.

The use of social media platforms has created emerging issues for nursing. While these are popular and have many benefits for nursing, there are potential issues related to patient confidentiality, cheating/collusion on course assignments, and professional boundaries. The misuse of a social media platform could jeopardize a student's future career in nursing, including employment opportunities, if not used with thoughtful care.

- Below are suggestions to help guide the use of social media platforms:
- Be aware of patient confidentiality and HIPAA rules when posting comments.
- Respect your audience, your fellow students or work colleagues. The School of Nursing, and Minnesota State University, Mankato, has students and faculty representing diverse backgrounds, experiences, customs, values, cultures, and views. Be yourself but be respectful of others and their views. Avoid topics that are private, or which may be objectionable or inflammatory.

Be thoughtful about how you present yourself. Students are preparing for a career which serves the public good. Future employers will hold students to a high standard of behavior. Be sure that the content posted, and connected to your name, is consistent with your professional goals.

Unsafe Student Conduct

Maintaining patient safety is an essential foundation to nursing practice. The rights of patients and the public to safety surpass and supersede student learning and skill attainment. A failure to maintain safety may result in failure of the course or dismissal from the nursing program.

Demonstrating a pattern of failures in safety, although not life-threatening, may also result in failure of the course or dismissal from the nursing program.

A student may be required to withdraw from a clinical or experiential learning course at any time during the semester when their clinical performance is such that the student jeopardizes patient safety, or requires an excessive amount of supervision, which interferes with the instructor's ability to adequately supervise other students in the experiential learning/clinical group. The student must then seek counsel from their advisor. The student may petition the Pre- Licensure Program Committee following the Grade Appeal Process.

Students apply nursing knowledge and principles in simulated environments. Simulation provides an environment where a student can apply patient care principles, and make mistakes, however, unsatisfactory clinical performance is not necessarily dangerous. Unsafe conduct and behavior are unacceptable, even in a simulated environment. Unsafe student conduct is always unsatisfactory; patient safety and protecting the public requirements extend into the simulated environment. Student conduct in an authentic clinical environment should not differ from a simulated environment.

Safety concerns may include, but are not limited to: patient neglect or abuse, being under the influence of alcohol, recreational drugs or medications that impair judgment in the classroom or experiential learning setting, violent or disruptive behavior, dishonesty with patient data or own actions, in adequate preparation for experiential learning activities, denying responsibility for one's actions, placing a patient at risk through inappropriate behavior, including but not limited to, not practicing safe medication administration, leaving an at risk patient alone in an unsafe situation, or failure to seek appropriate help, or other unsafe practice as deemed by faculty.

Substance Use and Alcohol

The School of Nursing follows the university policy, [Alcohol and Other Drugs](). Students will not possess and/or transport cannabis products, including cannabis in flower form, for recreational purposes, while at a clinical or experiential learning activity.

Expectations for Theory and Experiential Learning Courses

Experiential learning experiences include, but are not limited to clinical hours, service learning, simulation experiences, shadowing/observation experiences, field trips, workshops, and laboratory experiences.

Attendance

Students are expected to attend all scheduled classes, experiential learning activities and mandatory School of Nursing events. Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Excused absences include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Excused absences do not include: celebrations, such as weddings and anniversaries; and vacations.

Instructors must be notified at the beginning of the term about such planned absences and

arrangements made to make-up required work. Instructors are not required to accommodate makeup of laboratory experiences or examinations to suit students' personal convenience or to accommodate unexcused absences. Make-up work is determined at the sole discretion of the instructors; and they are not obligated to afford or arrange clinical make-up times for any unexcused absences.

Faculty may require supporting documentation from the student for excused absences and missed experiential learning experiences. Students should request absences or tardiness to the respective instructor at least one hour prior to the designated time, or as soon as the occurrence is known. If a student is absent from a course, the student is responsible for the content of the class, as well as material and announcements which were part of that class. Students are responsible for announcements posted as electronic news items.

Attendance is mandatory for all scheduled experiential learning experiences, including but not limited to conferences, seminars, and training sessions. Students are expected to be prepared and to arrive at designated times for all scheduled experiential learning experiences, including simulation. Making-up clinical hours on clinical units or switching clinical groups is not allowed unless approved by faculty. Students unable to achieve the learning outcomes of any course due to an absence may receive a failing grade for the course.

Mandatory School of Nursing Events and Exams

Students may be required to attend mandatory School of Nursing events that are scheduled outside of normal class or experiential learning times. Mandatory student events typically contain knowledge or information that will contribute to student success at the School of Nursing. Missing these events increases the burden placed on classmates and faculty. Similarly, students may be required to take periodic, standardized exams. Examinations are used for student self-evaluation and faculty evaluation of teaching and learning. Students are expected to attend pre-scheduled mandatory events and exams. Failure to attend a mandatory School of Nursing event may result in the initiation of a Student Performance Contract, up to program dismissal.

Travel and Severe Weather

In case of severe weather, students and faculty may need to make decisions regarding travel. If you feel the weather is too threatening, contact and consult with your course faculty and/or clinical faculty. When the MSUM campus is officially closed, all classes (including clinical/experiential learning) are cancelled. Before traveling, please check the weather reports and road conditions such as https://hb.511mn.org/ . Students and faculty are asked not to travel to clinical or other off campus experiences if travel is not advised by weather service or state law enforcement.

Communicable Disease

Students with a communicable disease may not be in an experiential learning setting. The instructor may require a student to provide written verification from the health care provider for clearance to return to the setting.

Student Documentation Required for Experiential Learning

Students are required to submit personal documentation, required by clinical agencies, prior to attending experiential learning activities. Similar to a licensed professional, students are expected to monitor their documentation for expiration dates and must maintain current clinical documentation requirements in order to participate in experiential learning experiences. Students with incomplete documentation at the School of Nursing office will not be allowed to attend experiential learning activities. Missing one day of clinical related to incomplete or expired data may mean that the outcomes of a course may not be met and may result in course failure.

Students are expected to retain hardcopy and digital records of their program documentation. Once submitted, the SON does not release documents back to students/graduates or any other entity.

To comply with Minnesota State law and clinical agency requirements, the School of Nursing requires the following information:

Background Study

Admission and/or progression is contingent upon completion of a successful background study through Minnesota State University, Mankato. Minnesota State law requires background studies on all persons who provide services involving direct contact with patients and residents in facilities and programs approved by the Minnesota Department of Human Services (DHS) or the Minnesota Department of Health (MDH). Students must pass, or be qualified, by the Minnesota Department of Health to provide direct patient care. Students will be asked to complete an online background study form and be fingerprinted upon entering the program. DHS background studies are good for 24 months. Students who are enrolled in the major longer than 24 months may need to pay to redo the DHS background study.

The School of Nursing can monitor a students' "qualified" status using the Minnesota Department of Health website. If requested, the School of Nursing must provide a student(s) background study results to the clinical agency where the experiential learning activity occurs.

An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in an experiential learning experience, including clinical placement in a health care facility. Failure to participate in an experiential learning experience, including clinical placement required by the School of Nursing, could result in ineligibility to qualify for a degree in this program, and may affect the ability to obtain professional licensure post-graduation. Students who have a disqualification must meet with their assigned faculty advisor and the Pre-Licensure Program Director.

By law, the State of Minnesota requires a criminal background check prior to issuing a registered nurse license. This legislation is done to meet the public expectation that health care providers are safe, ethical, and competent. The criminal background check will involve a review of the licensure applicant's criminal history by using fingerprint-based state and federal systems. For more information, visit https://mn.gov/dhs/general-public/background-studies/

Professional Liability Insurance

All nursing students must carry professional liability insurance; insurance fees will be attached to courses that require insurance. Students who pay for liability insurance at any time during the academic year are covered until the end of summer. Minnesota State professional liability insurance policy meets clinical agency requirements. The policy protection is limited to those nursing activities that are performed during experiential learning experiences and supervised by School of Nursing faculty or mentored by faculty arrangement. The student needs to be aware that this insurance does not provide protection for nursing actions that are performed as an employee in a health care agency.

Health Insurance Portability and Accountability Act

Students admitted to the School of Nursing are required to demonstrate an in-depth understanding of patient confidentiality and privacy. Prior to beginning core nursing classes, admitted students are required to complete online HIPAA training offered by the Minnesota Department of Health. Students are required to complete the following modules:
Data Security & Privacy (15 minutes) and the corresponding assessment link.
How to Protect Information (35 minutes) and the corresponding assessment link.

After each learning module, students must take the course assessment and obtain a "passing" score on the assessment. When the course is passed, print the page with the passing score (press control-P simultaneously to print the screen). The printed assessment documents, indicating the passing score, must be turned in to the *Clinical Requirements* D2L. (see detailed instructions in Appendix G).

Basic Life Support

Students must be certified in professional two-rescuer cardiopulmonary resuscitation (CPR) of adults and children before scheduled experiential learning experiences (only American Heart Association Basic Life Support for Healthcare Providers or American Red Cross CPR/AED for Professional Rescuers and Health Care Providers are accepted). Written evidence that CPR certification is current must be submitted to the School of Nursing office. Students will not be allowed into the clinical agency until current CPR certification is verified.

Personal Health Insurance

Students are required to provide evidence of current health insurance coverage by submitting a photocopy of their insurance card; students are required to update the School of Nursing with any changes in their health insurance information. If a student has an insurance company that does not issue cards, the student may complete and submit the School of Nursing's Medical/hospitalization Insurance Coverage form (see Appendix H). For more information on student health insurance options, visit http://www.mnsu.edu/shs/studenthealthinsurance.htmlAny health care costs incurred during experiential learning and other course activities is the responsibility of the student.

Health

Students enrolled in the nursing major must be in good physical and mental health to provide safe and effective care. In the presence of evidence to the contrary, the individual faculty

reserves the right to ask the student to seek professional assistance, to withdraw from the program, or to take a leave of absence from the nursing curriculum. If there is disagreement between the student and a faculty member that cannot be resolved, then the Pre-Licensure Program Committee, or Pre-Licensure Program Director, may be consulted for definitive action.

Essential Functional Abilities

Provisionally and fully admitted students in the Pre-Licensure Program must be able to perform essential functional abilities. The essential functional abilities reflect work completed by the National Council of State Boards of Nursing (1996; https://www.ncsbn.org/1996_Part4.pdf).

Students must be able to meet all the essential functional abilities; if a student cannot meet one or more of the abilities, with or without reasonable accommodations, the student will need to forfeit their admission to the Pre-Licensure Program. The Pre-Licensure Program in conjunction with Minnesota State University, Mankato's Accessibility Resources will determine, on an individual basis, whether a reasonable accommodation can be made.

Students will complete the Essential Functional Abilities checklist and form, providing a self-evaluation for each essential functional ability (See Appendix I). The student, indicating if accommodations are requested or not, must complete an Essential Functional Ability Statement by Student. Last, the student is responsible to take completed aforementioned documents to a health care provider for review. A Statement of Physical and Emotional Health by Provider must be completed. All forms must be submitted to the School of Nursing.

Provisional and fully admitted students in the Pre-Licensure Program will be required to verify that they understand and meet these essential functional abilities, or that they believe that the essential functional abilities can be met with specific accommodations. Minnesota State University, Mankato's Accessibility Resources will evaluate a student who indicates that they could meet the program's essential functional abilities with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student state they can meet the essential functional abilities with accommodations, then Minnesota State University, Mankato and the School of Nursing will determine whether it agrees that the student can meet the essential functional abilities with reasonable accommodation. A review will include whether the accommodations requested are reasonable, considering the effect of the requested accommodation on student and patient safety, clinical site requirements/limitations, and/or the impact on the student/faculty experience in didactic and experiential learning activities.

Health requirements may be obtained at the University Health Service by appointment, or, if the student wishes to pay the fee, from a private health care provider. Students are responsibility for obtaining health provider signatures and any expenses related to required program immunizations, and functional abilities assessment.

Immunizations

Evidence of current immunizations and Mantoux tests is required by clinical agency partners and must meet the standards outlined below. Immunization requirements may change without

notification at the request of the clinical agency. All immunization documentation must be provided fully in English. Records submitted in other languages will not be accepted even if portions of the document are in English. Students may be asked to use the World Health Organization (WHO) International Certificate of Vaccination or Prophylaxis (commonly referred to as the "Yellow Card"), which includes information in multiple languages, as acceptable documentation.

Tuberculosis Screening

Completion of a 2-step Mantoux (with the two skin tests being done 1-3 weeks apart) or a negative blood test (E.g., IGRAs: QuantiFERON-TB Gold or T-SPOT) will be done on admission. The student will then submit a 1-step Mantoux or a blood test result that will be completed within 12 months following the initial screening. If the Mantoux test is positive, a negative blood test documentation completed within the past year is required. Submitted document(s) must include the medical source name, dates, and student name.

If a student has a history of a positive tuberculin skin test (Mantoux), a subsequent negative chest x-ray report and negative SON Positive TB Screen Follow-up form are needed; the SON Positive TB Screen Follow-up form for must be submitted annually (see Appendix J).

Students with latent TB must have medical clearance to begin clinical courses. The SON Positive TB Screen Follow-up form must be submitted annually.

MMR Immunity

2 MMR vaccinations, or a positive titer result for all three diseases—measles (rubeola), mumps, and rubella. Submitted document(s) must include the medical source name, dates, and student name.

Tdap/Td Vaccination

Must have received one adult dose of Tdap (tetanus, diphtheria, and pertussis), or Tdap over 10 years ago with Td (tetanus) in the past 10 years. Submitted document(s) must include the medical source name, dates, and student name.

Influenza Vaccination

Vaccination for current flu season by September 30th annually, or a written medical exemption signed by a healthcare professional and approved by the clinical agencies the student is conducting clinicals.

Submitted document(s) must include the medical source name, dates, and student name.

Hepatitis B Vaccination

A two or three dose series of Hepatitis B vaccine (2-dose series only applies when 2-doses of Heplisav are used at least 4 weeks apart), or positive titer blood test results. Submitted document(s) must include the medical source name, dates, and student name.

Varicella Immunity

Two vaccinations or positive titer blood test results. Self-reports of chickenpox immunity are not accepted. Should a titer not indicate immunity, the vaccine will need to be administered again. Submitted document(s) must include the medical source name, dates, and student name.

COVID-19 Vaccination

The School of Nursing recommends that students receive vaccination and boosters to protect

against serious illness related to COVID-19. For more information, visit the CDC COVID-19 website.

Immunization Exemptions

Any student wishing to decline vaccinations and/or testing must have a signed and approved exemption with the clinical agency prior to attending clinical experiences.

The School of Nursing does not determine vaccination exemptions for clinical agencies. The School of Nursing does not determine when the clinical agencies will notify students of their religious/medical exemptions for vaccinations and/or testing have been honored.

Students wanting more information should contact the Director of Undergraduate Nursing Clinical Placement.

Clinician Nexus is a HIPAA and FERPA compliant database to track student compliance with clinical agency requirements for experiential learning. The site part of The Clinical Coordination Partnership, a statewide consortium of educational and clinical partners used to manage clinical experiences for students. The SON students are managed by program faculty and staff. Student accounts will be created, and each student is required to upload and maintain required program documents, such as immunization data, onboarding, and other documents.

Uniforms and Professional Attire

Students are expected to dress professionally at School of Nursing and University sponsored events, clinical sites, and experiential learning activities.

Avoid faded, frayed, tight-fitting, torn clothing, shorts, short skirts or dresses, and low-cut clothes as they may be seen as unprofessional.

The Pre-Licensure Program has strict expectations for scrub uniforms, polo uniforms, and for professional attire. Students who are dressed inappropriately may be asked by faculty to leave a course activity and will be held responsible for any consequences.

If a clinical partner has a uniform policy or dress code that is stricter than the School of Nursing's uniform or dress code, the clinical partner's policy will be followed.

Scrub uniforms are purchased as a group and the date for ordering will be announced each semester. Nursing program fees pay for:
- 2 Purple scrub tops
- 1 Polo shirt with university insignia
- 1 Photo name badge

Scrub Uniform (worn for most clinicals, laboratory & simulation activities). Unless otherwise directed by faculty, students are to wear scrub uniforms any time they are on site for clinicals.
- Black uniform pants or a mid-calf to ankle length black skirt. Pants or skirts must not drag on the floor and must allow for full movement. For safety, skirts must not have extra

fabric that may catch on equipment.
- Purple MSU (Minnesota State University, Mankato) scrub top
- Black or white shoes. For safety purposes, shoes must be closed-toe, closed heel, made of non-porous material, and be in good condition. We strongly recommend that shoes worn at clinical sites be used exclusively for clinical to avoid potential exchange of pathogens between environments. Socks with images or words that convey violence, discrimination, profanity, or sexually explicit content may not be worn.
- Minnesota State University, Mankato, School of Nursing name badge

Polo Uniform Attire
- MSU polo shirt
- Black or khaki dress pants or mid-calf to ankle length skirts (no scrub pants)
- Black or neutral closed-toed dress shoes
- Minnesota State University, Mankato, School of Nursing name badge

Professional Attire
- Dress pants, skirt, or dress
- Dress shirt
- Dress shoes in good condition
- Minnesota State University, Mankato, School of Nursing name badge

Allowed Additions to Uniforms
- Neutral colored, non-patterned shirts or turtlenecks may be worn under the purple scrub top or polo shirt.
- Purple MSU long sleeve scrub jacket purchased through SNA (Student Nurses Association)

Adaptations
- Students who need adaptations for cultural or religious purposes, pregnancy, or disability should contact their advisor.

Prohibited Additions to Uniforms or Professional Attire
- Denim, spandex, leather, or any light weight, see-through fabrics
- T-shirts or any shirts with insignias, color, or writing
- Head coverings or hats unless for religious purposes or approved by faculty
- Dangling or hoop earrings and bracelets are prohibited at clinical sites as they may pose a safety issue.

Personal Appearance
- Beards and mustaches are allowed but must be trimmed.
- Tattoos of images or words that convey violence, discrimination, profanity, or sexually explicit content must be covered.
- Hair should be clean, away from face, up off the collar, and not in the way of procedures. Students should be aware that some clinical partners have strict policies on hair color that must be followed.

- Fingernails should be short and groomed. For infection control purposes, nail polish and/or artificial fingernails are not allowed.
- The lab, simulation center, and many clinical sites are fragrance free areas. Personal fragrance products that are perceptible to others should not be worn. Odors that are disruptive or offensive to others or may exacerbate allergies are unacceptable.

Stethoscope

Students need to purchase their own stethoscope. Stethoscopes should have a single lumen tube with a bell and diaphragm (double sided). In addition, a name tag should be attached. No electronic stethoscopes are allowed unless required for accessibility purposes.

Valuables at Experiential Learning

Clinical sites have limited space for student belongings (i.e., coats, books, etc.). Students should avoid bringing valuables to a clinical site as the safety and protection of these items cannot be guaranteed.

Student Travel to Clinical/Experiential Sites

The School of Nursing utilizes a variety of clinical or experiential learning agencies in the rural and urban (Twin Cities Metropolitan) areas. Students will be required to travel to these clinical agencies at their own expense. In addition, students who stay overnight at a distance from their home must make their own accommodations at their own expense.

Helpful Information and Resources

Photograph, Video, and Audio Release Form

The School of Nursing uses a variety of media for promotional activities, publicity and during high-fidelity simulation experiences. Students will be asked to read and sign a consent that allows the School of Nursing at Minnesota State University, Mankato, to use video, audio tape, film, photograph, or any other medium for the purposes outlined on the release form pursuant to the consent provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. 1232 (see Appendix E for the release form).

Permission Form

Students will be asked to give permission for the School of Nursing to share copies of scholarly work/accomplishments with members of nursing/university community as deemed necessary and appropriate. The permission includes allowing the School of Nursing to provide requested student clinical documentation to clinical agencies at sites where the student has clinical educational experiences. The permission will be in effect for the duration of a student's time in the School of Nursing (see Appendix L for the Permission Form).

Employment

Students are responsible to meet School of Nursing expectations and course requirements outlined in the Student Handbook. This means that students may need to coordinate their employment/work hours around School of Nursing requirements. Employed students are not allowed to wear any identifiable part of the nursing student uniform while at work.

According to the Minnesota Board of Nursing, students enrolled in a course may function in a nurse role. However, this rule does not extend to students who are employed in health care. Students employed in health care must be mindful that they may not assume professional nurse responsibilities and he/she must function within the job responsibilities as outlined by the employer.

Career Services: Handshake

Students are encouraged to register with and utilize mavjobs.com, the Career Development Center's on-line recruiting system. This system provides access to job postings and information on recruiter visits to campus and other special events. Students can also upload their resume to a database that is searchable by employers.

Student Expenses

For information on tuition and fees, please visit https://www.mnsu.edu/university-life/campus-services/campushub/bills-payment/

In addition to tuition and fees, students may incur expense related to tuberculosis testing, CPR certification, and special fees.

Program Fee

Students in the nursing major are assessed a program fee while they are in the program. Students should be aware of these fees and plan accordingly. Beginning in fall 2023, this fee will be used for the following:

- ATI Optimal Bundle (NCLEX Prep) online materials, review course and assessments
- School of Nursing Uniforms (2 scrub tops and 1 polo shirt)
- Nursing Skills Supply Pack
- Infusion Therapy Supplies
- Name Badge
- Nursing Pin
- SNA Membership (local and national)
- Myers-Briggs type indicator test (N463)
- Respiratory PPE

Additional Expenses

In addition to the Student Travel to Clinical/Experiential Site expenses (outlined earlier), there may be other unforeseen expenses not mentioned that a student has financial responsibility. Nursing students may be eligible to receive an adjustment in their financial aid awards because of the additional costs of the program. Minnesota State University, Mankato has an emergency grant program for students. There are also many scholarships available to nursing students for a listing of the School of Nursing awards and scholarships.

Special Fees

Students are responsible for the expenses and fees associated with graduation and the licensure

examination. Plan for graduation expenses by vising [Preparing to Graduate](#).

NCLEX-RN Licensure Examination: Registration to take the NCLEX-RN examination is approximately $200 ($350 for international students), depending on the state in which the graduate takes the examination, for further information visit: https://www.nclex.com/index.page For more information on the State of Minnesota nursing licensing fees, visit https://mn.gov/boards/nursing/licensure/licensure/fees.jsp

ATI

The SON has selected the ATI review program to enhance student success on the NCLEX. The comprehensive ATI review program offers the following to students:

- An assessment-driven comprehensive review program designed to enhance student NCLEX success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources, such as the ATI Plan that can be accessed from "My ATI" tab. It is
- highly recommended that you spend time navigating through these orientation materials.

Review Modules/eBooks

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading.

Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make source clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning system offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as the hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Focused Reviews/Active Learning/Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to the ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work has completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

Student Responsibilities

Students will need to create and manage their ATI account. All assignments, graded and non-graded, contribute to a student's nursing knowledge and understanding of nursing practice. Thus, students are expected to do their best work when using the ATI products to ensure that an accurate picture of their NCLEX readiness.

Pinning

Each School of Nursing has a distinctive pin, and often, a pinning ceremony at the time of graduation from a nursing program. The Minnesota State University, Mankato School of Nursing pin has been the same since the program graduated its first class in 1956. It symbolizes your identity, having accomplished your goal to be a professional nurse through a school. The pin, therefore, identifies you as a graduate of Minnesota State University, Mankato School of Nursing.

A pinning ceremony is planned by the Pre-Licensure Program Committee for each class in collaboration with students. The ceremony occurs the evening before graduation. This celebration includes students, their guests and faculty. At this time, students receive their purchased Minnesota State University, Mankato School of Nursing pin.

The Pre-Licensure Program Committee works with a Josten's representative for completing an order form for each student.

Licensure Information

More information on the NCLEX examination will be presented to seniors during the last semester in the program.

Public Health Nurse Registration

Graduates from the Pre-Licensure Program will meet the requirements to be registered with the Minnesota Board of Nursing as a public health nurse (PHN) and may use the abbreviation of "PHN" once registered. It should be noted that a registered nurse may practice in Minnesota as a public health nurse without being registered with the Board of Nursing. The registered nurse applicant must:

- Be licensed and currently registered in Minnesota
- Have a baccalaureate or higher degree with a major in nursing
- Have completed course work which included theory and clinical practice in public health nursing (details are available in Minnesota rule part 6316.0100 subpart 4)
- Submit an application, affidavit of graduation, and public health nurse registration with a
- $30 fee.

For more information, visit: https://mn.gov/boards/nursing/licensure/licensure/public-health-nurse-registration.jsp

School Nurse Licensure

To be a licensed school nurse (LSN) in Minnesota, a nurse must obtain a school nurse license issued by the Minnesota Board of Teaching. The Board of Teaching requires submission of the nurse's Public Health Nurse registration as part of the application process for a school nurse license. Information about School Health Services and application for a school nurse license may be found on the MN Department of Education website at: http://education.state.mn.us/MDE/dse/health/svcs/index.htm

Minnesota Rules part 8710.6100 describes the Board of Teaching's requirements for licensure as a school nurse. The license is required according to Minnesota Statues sections 122A.15 and 122A.18. To view the statue and requirements, visit: https://www.revisor.mn.gov/rules/?id=8710.6100

Nursing Student Resources and Links

For more information on student resources, please visit: https://ahn.mnsu.edu/academic-programs/nursing-bs/school-of-nursing/advising/pre-licensure-program-advising/academic-planning- registration#student-handbooks

MINNESOTA STATE UNIVERSITY, MANKATO
PRE-LICENSURE PROGRAM

Four-Year Academic Plan of Study

Pre-Nursing: First Year *BIOL 220 Human Anatomy (4cr) *ENG 101 Composition (4cr) *GEOG 103 Intro to Cultural Geography (3cr)General Education-Goal 1B (3cr) Total Credits: 14	Pre-Nursing: First Year *CHEM 111 Chemistry of Life Processes Part II (5cr) *NURS 101W Courage, Caring, and Team Building (3cr) ~PSYC 101 Psychological Science (4cr)General Education-Goal 10 (3cr) Total Credits: 15
Pre-Nursing: Second Year *BIOL 330 Principles of Human Physiology (4cr) *KSP 235 Human Development (3cr) *STAT 154 Elementary Statistics (4cr) ~FCS 242 Nutrition for Healthcare Professionals (3cr) General Education-Goal 6, 9, WI (3cr) Total Credits: 17	Pre-Nursing: Second Year ~BIOL 270 Microbiology (4cr) ~NURS 282 Pathophysiology for Healthcare Professionals (3cr) ~NURS 284 Pharmacology for Healthcare Professionals (3cr) ~NURS 286 Relationship-based Care in Nursing Practice (3cr)General Education-Goal 6, 7, Diverse Cultures (3cr) Total Credits: 16
Pre-Licensure Program: Third Year NURS 333 Professional Nursing (3cr) NURS 334 Physiologic Integrity I (4cr) NURS 335 Family & Societal Nursing Inquiry (3cr) NURS 336 Assessment and Nursing Procedures (5cr) Total Credits: 15	Pre-Licensure Program: Third Year NURS 363 Critical Inquiry in Nursing (2cr)NURS 364 Physiologic Integrity II (5cr) NURS 365 Nursing Care of Families in Transition I (7cr) NURS 366 Quality, Safety & Informatics in Healthcare (2cr) Total Credits: 16
Pre-Licensure Program Fourth Year NURS 433 Community Oriented Nursing Inquiry (4cr)NURS 434 Physiologic Integrity III (4cr) NURS 435 Nursing Care of Families in Transition II (3cr)NURS 436 Psychosocial Integrity (4cr) Total Credits: 15	Pre-Licensure Program: Fourth Year NURS 463 Nursing Leadership and Management (3cr)NURS 464 Physiologic Integrity IV (4cr) NURS 465 Nursing Care of Families in Crisis (2cr)NURS 466 Professional Role Integration (4cr) Total Credits: 13

Pre-requisite coursework must be completed with a minimum C letter grade
*Core Pre-requisites - Must be complete prior to application to the Pre-Licensure Program.
~Support Pre-requisites- Must be complete prior to beginning the Pre-Licensure Program.

Appendix A

Essentials of Baccalaureate Education for Professional Nursing Practice

Domain 1: Knowledge for Nursing Practice
Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care
Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health
Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Practice
Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety
Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships
Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice
Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies
Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism
Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development
Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Appendix B

Minnesota State University, Mankato

School of Nursing

The Pre-Licensure Program

Code of Conduct Pledge

I affirm that I will adhere to the School of Nursing and Minnesota State University, Mankato's expectations for academic integrity in the completion of all written assignments, examinations,and clinical work as outlined in the School of Nursing Student Handbook, the MSU Policy on Academic Honesty, and the MSU Statement of Student Responsibilities. I will neither give nor receive unauthorized assistance with academic work.

Signed:_____Print Name:_____

Approved by School of Nursing, Prelicensure Program Curriculum Sub-committee faculty on October 19, 2021.

Appendix C

Minnesota State University, Mankato

School of Nursing-Prelicensure Program (PLP)

Change In Progression Request Form

Student Name: _____ **Tech ID**: _____
Student Email: _____ **Telephone**: _____

Student Instructions:
Meet with your advisor to complete this form. Documents must be submitted in an electronic
form by email to your faculty advisor by the Monday following finals at 0700.
The Pre-Licensure Program Committee will review your request at the student progression
meeting held the final duty day of the semester. You may expect to receive awritten response
from the Pre-Licensure Program Director within one week of the meeting.
Change in progression request for:
_____**Leave of Absence,** beginning(date) to_____(date)
_____**Return from Leave of Absence,** Date of return: _____
        Courses to enroll in: _____
_____**Repeat a Course**, Course to repeat: _____
    Other (Please specify): _____
_____

Rationale: (Indicate the reason for your request.)

Supportive documentation: (Attach DARS and any supporting documentation.)

Student signature: _____**Date**: _____

Faculty advisor signature: _____**Date:** _____

Minnesota State University, Mankato

School of Nursing-Prelicensure Program (PLP)

Change In Progression Response Form

Student Name: _____ **Tech ID**: _____
Student Email: _____ **Telephone**: _____
Date of Progression Committee Meeting: _____

Decision of Committee:
_____ Permission granted
_____ Permission granted with stipulations:
_____ Meet with faculty advisor in first week of next semester
_____ Meet with faculty advisor monthly
_____ Center for Academic Success meeting for:
_____ Study skills
_____ Time management
_____ Test anxiety
_____ Test taking strategist
_____ Tutoring for: _____
_____ Other: _____
_____ Permission to change progression denied: _____

Evidence of meeting stipulations must be provided to faculty advisor. Failure to meet the above stipulations may result in reversal of progression permission.

PLP Director (printed name): _____ **Date**: _____
PLP Director signature: _____ **Date**: _____

Appendix D

Minnesota State University, Mankato

School of Nursing

Pre-Licensure Program

Guidelines for Reviewing Student Request for Returning to the SON

The following guidelines will be utilized to process requests from students to re-enter and complete the nursing curriculum. The guidelines describe actions the student will need to taketo re-enter and progress into the program based on the length of the students' absence.

- Students who did not complete the first semester of the curriculum must reapply andwill be placed in the general pool along with new applicants.
- Students who completed at least one semester of the nursing curriculum may return at a point of exit on a "space available" basis.
- Students who receive two "no credit" grades (i.e. two unsuccessful attempts) will not be allowed to progress in the nursing curriculum. Students who have earned two "no credit" grades cannot reapply to the nursing major.
- A student absent from the School of Nursing may be required to complete an independent study course to demonstrate competence in previously learned nursing skills and retention of content from courses completed innursing theory.
- Prior to registration the student must meet with the faculty advisor and/or the Pre-Licensure Program Director to create a plan for successful completion of the nursing program.
- In the event of extenuating circumstances, the student may petition the Pre-Licensure Program Committee requesting permission to reapply to the nursing program.

Approved by UPC: 2/15/02, 11/22/2002 (Revised 10/2021)

Appendix E

Minnesota State University, Mankato

School of Nursing

Pre-Licensure Program

Authorization for the Release of Education Records to Clinical Facility

TO WHOM IT MAY CONCERN:

I,_____, hereby authorize <u>Minnesota State University, Mankato</u> to release and/or orally discuss the education and health records described below about me to any hospital or health care facility where I will be participating in a clinical experience. I understand that clinical agencies may be able to view my personal documentation via Clinician Nexus.

The specific records covered by this release that I give my permission to be released include, but are not limited to:

- First name, Middle initial, Last name
- MNSU Email Address
- Cell Phone Number
- Home Address
- Birth Date
- Background Study Results
- Immunization/Health Information

If requested by facility to establish access to electronic medical records system:

- Social Security Number (SSN) or last 4-digits of my SSN

The persons to whom the information may be released, and their representatives, may use this information for the following purposes: to establish my eligibility for the clinical experience and my access to the facility's electronic medical record system.

I understand that the records information listed above includes information that is classified as private about me under Minn. Stat. § 13.32 and the Federal Family Education Rights and Privacy Act. I understand that by signing this authorization, I am authorizing the university to release to the entities or persons named above and to their representative's information that would otherwise be private and not accessible to them. I understand that without my informed consent, the university could not release the information described above because it is classified as private.

I understand that, at my request, the university must provide me with a copy of any education records it releases to the persons named above pursuant to this authorization. I understand that I am not legally obligated to provide this information and that I may revoke this consent at any time. This consent expires upon completion of the prelicensure nursing program. A photocopy of this authorization may be used in the same manner and with the same effect as the original documents.

I am giving this consent freely and voluntarily and I understand the consequences of my giving this consent.

I understand that if I do not give consent, that I may not be permitted to participate in clinical training at the hospital or health care facility.

Date: _____

Print full name: _____

Signature: _____

Appendix F

Minnesota State University, Mankato

School of Nursing

Pre-Licensure Program

Nursing Student Confidentiality Agreement

I understand that I may have access to confidential patient information and confidential information about the business and financial interests of the clinical facilities where I care for patients. I understand that confidential and private information is protected in every form, such as written and/or electronic records and correspondence, oral communications, and computer programs and applications.

I agree to comply with all existing and future policies and procedures of the clinical agencies to protect the confidentiality of confidential and private information. I agree not to share confidential information through electronic means, such as texting, Facebook ©, Twitter ©, Instagram ©, Snapchat ©, TikTok ©, LinkedIn ©, YouTube ©, Quizlet ©, and other such sites. I agree not to use, copy, make notes regarding, remove, release, or disclose confidential and private information with another individual. This includes patient/family information provided to me during simulations.

I agree not to share or release any authentication code or device, password, key card, or identification badge to any other person, and I agree not to use or release anyone else's authentication code or device, password, key card, or identification badge. I agree not to allow any other person, except those authorized by the clinical agency, to have access to the clinical agency information systems under my authentication code or device, password, key card, or identification badge. I agree to notify the appropriate administrator immediately if I become aware that another person has access to my authentication code or device, password, key card, or identification badge, or otherwise has unauthorized access to the clinical agency's information system or records.

I agree my obligations under this Agreement continue after my role as a student ends.

Student Signature: _____   Date: _____

Date: _____

Print Name: _____

Appendix G

Minnesota State University, Mankato

School of Nursing

Pre-Licensure Program

HIPAA Instructions

Students admitted to the School of Nursing are required to demonstrate an in-depth understanding of patient confidentiality and privacy.

Prior to beginning core nursing classes, admitted students are required to complete online HIPAA training offered by the Minnesota Department of Health. Students are required to complete the following modules:

- Data Security & Privacy (15 min) and the corresponding Assessment link
- How to Protect Information (35 min) and the corresponding Assessment link

Instructions:

1. Access the Minnesota Department of Health and Human Services link at: https://data-securitytraining.dhs.mn.gov/Account/Login

2. Do NOT enter your email address; underneath the login button, select "Login as a Guest".

3. Select the course "Data Security & Privacy" (15 minutes)

4. Following the completion of the course, complete the course Assessment. **Note:** students must obtain a "passing" score on the assessment. When the course is passed, print the page with the passing score (press control-P simultaneously to print the screen).

5. Return to the home screen and select the course "How to Protect Information" (35 minutes).

6. Following the completion of the course, complete the course Assessment. **Note:** students must obtain a "passing" score on the assessment. When the course is passed, print the page with the passing score (press control-P simultaneously to print the screen).

7. This completes the two modules required for the SON. The printed assessment documents, indicating a passing score, must be turned in with your SON documentation (as directed in your admission information).

Appendix H

Minnesota State University, Mankato

School of Nursing

Pre-Licensure Program Medical/Hospitalization

Insurance Coverage

Students are required to provide evidence of current health insurance coverage by submitting a photocopy of their insurance card; students are required to update the School of Nursing with any changes in their health insurance information.

If a student has an insurance company that does not issue cards, the student should complete and submit this form to the School of Nursing office (WH 360).

Name of Insurance Company: _____

Policy Number: _____

Effective Date: _____

Expiration Date: _____

I declare that the above information is true and accurate to the best of my knowledge.

Student Signature: _____ Date: _____

Print Name: _____

Appendix I

Minnesota State University, Mankato
School of Nursing--Essential Functional Abilities

Student Name: _____ Tech ID#:_____
(First, Middle, Last)

Provisional and fully admitted students in the Pre-Licensure Program must be able to perform essential functional abilities to provide safe and effective care. The essential functional abilities reflect work completed by the National Council of State Boards of Nursing (1996; https://www.ncsbn.org/1996_Part4.pdf). Students must be able to meet all the essential functional abilities; if a student cannot meet one or more of the abilities, with or without reasonable accommodations, the student will need to forfeit their admission to the Pre-Licensure Program. The Pre- Licensure Program in conjunction with MSU, Mankato Accessibility Resources will determine, on an individual basis, whether a reasonable accommodation can be made. By completing this document, I agree and understand that this disclosure is necessary to protect my health and well-being, and the health and well-being of patients and families for whom I may provide care. Identifiable health informationshould be kept confidential and only shared with faculty/staff who have the authority to receive and handle such information.

Student Instructions: Complete a self-evaluation for each essential functional ability by placing a checkmark in the box indicating *Yes*, if you can meet the ability; *Partial*, if you have limitations (pleaseprovide explanation on next page); and, *No*, if you are unable to meet the ability.

Category	Functional Ability Checklist with Examples	Yes	Partial	No
Gross Motor	Ability to move within confined space; maintain balance in multiplepositions; reach out front; reach below waist (e.g., plug electrical appliance into wall outlet)			
Fine Motor Skills	Grasp, pinch, twist, squeeze, hand coordination (e.g., manipulateequipment)			
Mobility	Twist, bend, stoop, squat, move quickly (e.g., in response toemergency); climb stairs, walk (walk with patient).			
Physical Endurance	Maintain physical activity for length of clinical shift.			
Physical Strength	Push, pull and life 25 pounds; move up to 50 pounds of weight; use upper/lower body strength.			
Visual	See objects up to 20 feet away (e.g., visualize information on computer screen, skin, patient in room).			
Hearing	Hear normal level speaking sounds; hear faint voices/whisper.			
Smell	Detect body and environmental odors.			
Tactile	Feel vibrations (e.g., pulse); detect temperature (e.g., skin, liquids, environment, and equipment); feel differences in surface characteristics (e.g. rashes, swelling).			
Environment	Tolerate exposure to allergens (e.g., chemical substances); tolerateheat and humidity (e.g., giving showers).			
Emotional Stability	Ability to provide patient and family with emotional support; adapt to changing environments and stress; focus attention on task; cope with strong emotions in others (e.g., anger, grief); respond to the unexpected (e.g. death emergencies); maintain emotional control.			
Interpersonal Skills	Establish appropriate relationships with patients, families, andcoworkers; respect cultural differences in others; handle interpersonal conflict.			
Communication	Interact with others; speak English; write English; listen and understand spoken and written word.			
Reading	Read and understand written documents (e.g., flow sheets, charts, graphs); read digital displays.			
Math	Add, subtract, multiply, divide; measure; tell time and count.			
Problem-Solving	Know the difference between serious and minor problems; applyknowledge and skill; organize and use information.			

Please explain partial answers on the checklist on the previous page:

Provisional and fully admitted students in the Pre-Licensure Program will be required to verify that they understand and meet these essential functional abilities, or that they believe that the essential functional abilities can be met with specific accommodations. MSU, Mankato Accessibility Resources will evaluate a student who indicates that they could meet the program's essential functional abilities with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student state they can meet the essential functional abilities with accommodations, then MSU, Mankato and the School of Nursing will determine whether it agrees that the student can meet the essential functional abilities with reasonable accommodation. A review will include whether the accommodations requested are reasonable, considering the effect of the requested accommodation on student and patient safety, clinical site requirements/limitations, and/or the impact on the student/faculty experience in didactic and experiential learning activities.

Essential Functional Abilities Statement by Student

Student Directions: Please select and sign the option below that is most appropriate for you.

Option 1: No Accommodations Requested

I certify that I have read and understand the essential functional abilities for selection to the Pre-Licensure Program listed above, and I believe to the best of my knowledge, that I met each of these standards without accommodation. I have no known medical condition that either directly impacts my ability to function safely in the clinical setting or if the medical condition is poorly controlled or managed, changes my ability to function safely in the clinical setting. I understand that if I am unable to meet these standards continually, I will not be allowed to progress in the program.

Printed Name:_____   Signature:_____
Date:_____

Option 2: Request for Accommodations

I certify that I have read and understand the essential functional abilities for selection to the Pre-Licensure Program listed above, and I believe to the best of my knowledge, that I met each of these standards with specific accommodation(s). I understand that if I have a medical condition that either directly impacts my ability to function safely in the clinical setting or if the medical condition is poorly controlled or managed, changes my ability to function safely in the clinical setting, I will make appropriate accommodation to maintain personal and patient safety. I will contact MSU, Mankato's Accessibility Resources (132 Memorial Hall or 507-389-2825; http://www.mnsu.edu/access/) to determine what accommodations may be available. I understand that if I am unable to meet these standards continually, with or without accommodations, I will not be allowed to progress in the program.

Printed Name:_____   Signature:_____
Date:_____

Minnesota State University, Mankato

School of Nursing

Student Health Assessment by Health Care Provider

Student Directions: Take both forms with you to your provider for a health assessment.
- Essential Functional Abilities Checklist and Student Statement form. This form must be completed and signed by the student. Take to provider for review.
- Student Health Assessment by Health Care Provider form. Provider will need to complete and sign the form.
- Submit both completed forms together to the School of Nursing.

Student Name: _ (First, Middle, Last)   Tech ID#:_____

Statement of Physical and Emotional Health by Provider

I have completed an exam with this student who has been accepted to the Pre-Licensure Program at Minnesota State University, Mankato. After reviewing the Essential Functional Abilities checklist and statement completed by the student, it is my judgment that this student(check one):

☐ Is able to physically and emotionally perform the essential requirements for safe and effective nursing practice as specified in the Essential Functional Abilities checklist.

☐ Is able to physically and emotionally perform the essential requirements for safe and effective nursing practice as specified in the Essential Functional Abilities checklist withthe following restrictions or accommodations (list the accommodations):

☐ Is unable to physically and emotionally perform the essential requirements for safe andeffective nursing practice as specified in the Essential Functional Abilities checklist.

Additional Comments or Concerns from Provider:

Provider Signature: _____Date:_____

Below, please print provider name, institution, address, and phone number *(provider stamp or businesscare is acceptable)*:

Appendix J

Positive TB Screen
Follow-up
(Last revised 04.13.20)

Student Name_____Date_____

Part 1: Tuberculosis (TB) Symptom Questionnaire (completed by the student/faculty screened)

In the past year, I have experienced:

1. Cough lasting more than 3 weeks   _____Yes_____No
2. Pain in chest   _____Yes_____No
3. Coughing up blood or sputum   _____Yes_____No
4. Weakness or fatigue   _____Yes_____No
5. Loss of appetite   _____Yes_____No
6. Unexplained weight loss   _____Yes_____No
7. Chills   _____Yes_____No
8. Fever   _____Yes_____No
9. Night sweats   _____Yes_____No
10 Exposure to tuberculosis   _____Yes____No

Part 2: Primary Care Follow-up (completed by the healthcare provider)

This program requires documentation of TB status. This form is being presented because this above-named individual has documentation of a positive TB skin test or blood test. Please complete the following.

I attest that the above-named does not have infectious TB and is fit to participate in their educational program. Baseline chest x-ray was completed following the positive screen and annual surveillance (questionnaire) has been completed. Please provide lab and x-ray results.

Last Chest X-ray	Date	Result		
Healthcare Provider	Full Signature		☐ DO	☐MD
			☐ NP	☐PA
Healthcare Provider	Printed Name (First, MI, Last)		Date	
Agency	Agency Name	Address		

Appendix K

Minnesota State University, Mankato
School of Nursing

Photograph, Video, and Audio Release Form

A. Pursuant to the consent provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, I hereby authorize the State of Minnesota, through its Board of Trustees of the Minnesota State Colleges and Universities on behalf of Minnesota State University - Mankato and those acting pursuant to its authority to:

1. Use my image, likeness, name, voice, and/or comments for educational and/or promotional purposes, worldwide, in perpetuity, and in any and all media now or hereafter known, without compensation; and,

2. Use my Educational Data (as defined by Minnesota Statutes Section 13.32 Subd. 1(a)) stored within a software system for any educational purpose or purposes which the Minnesota State University – Mankato School of Nursing deems appropriate.

B. I hereby release, forever discharge, and covenant not to sue the State of Minnesota, the Board of Trustees of the Minnesota State Colleges and Universities, Minnesota State University - Mankato, or any officers, employees, and/or agents of the aforementioned entities, from and against any and all claims and/or demands arising out of or in connection with the authorizations that I have granted above, including but not limited to any claims for defamation or invasion of privacy.

Name

Address

Phone (   )

Signature

Date

Appendix L

Minnesota State University, Mankato

School of Nursing

Pre-Licensure Program

Permission Form

I give permission for Minnesota State University, Mankato, School of Nursing faculty, permission to share copies of my scholarly accomplishments (i.e. papers, thesis, clinical projects, nursing care plans, or presentation materials) with members of the nursing/universitycommunity as deemed necessary and appropriate.

I also give permission to share information that I have submitted to the School of Nursing regarding my health status, immunization/immunity, and other related documents to agenciesthat are sites for my clinical education.

This permission will be in effect for the duration of my nursing education.

Student Signature: _____   Print Name: _____

Date: _____

Student Performance Contract
Minnesota State University, Mankato
School of Nursing

The Student Performance Contract serves to promote clear communication in situations when a student has not met the expected professional behavior, conduct, or performed at the expected level in any nursing course/experiential learning environment. *The goal of this intervention is to improve student success and program completion.*

Student Name:	**Today's Date:**
Student Tech ID:	**Date of concern (if applicable):**
Faculty:	
Faculty Tech ID:	
Course(s):	

Concerns related to the following behaviors or performance:

Behavior/Concern #	Details/Background

Detailed Narrative:

Corrective Actions Taken:

Faculty Action Plan for Student Improvement/Plans for Success/Expectations:

Student Comments/Plans for Success:

Sharing of Student Performance Contract:

The School of Nursing acknowledges that student information is classified as private under Minnesota State statute 13.32 & the Federal Educational Rights & Privacy Act (FERPA). The contents of the Student Performance Contract will be retained in the student's School of Nursing file. The School of Nursing ensures due process for students by following the academic policies and procedures at MSU, Mankato.

This contract will be shared with the Nursing Pre-licensure Program (PLP) Director. Faculty will enter a brief note that a Student Performance Contract was initiated into the notes section of MavConnect. The faculty member will submit the completed Student Performance Contract to the PLP Director. Faculty may access the document on a need-to-know basis to assist in student success.

If the Student Performance Contract was initiated for concerns related to safety in experiential learning, then lead course faculty with experiential learning credits will be notified. The lead course faculty will notify the appropriate experiential learning faculty. **Failure during an experiential learning experience within a course may occur for a student at any time with or without prior notification. Unsafe practice at any point in the experiential learning experience rotation constitutes grounds for failing the course. Please see the PLP Student Handbook for specific details.**

Student Signature:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ Date:＿＿＿＿＿＿

Faculty Signature:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ Date:＿＿＿＿＿＿

Outcome and Follow-Up to Corrective Action Plan (to be completed by faculty initiating the Student Performance Contract at the end of the semester/clinical):

☐ The identified concern/behavior(s) require ongoing monitoring in courses with experiential learning.

Student Comments:

Student Signature:_____ Date:_____

Faculty Signature:_____ Date:_____

Student Performance/Behavior Concerns include but, are not limited to, those listed below:

Professionalism
1   Arrived late or does not stay for duration of class or clinical
2   Arrived unprepared to give care
3   Was absent without explanation
4   Excessive absenteeism
5   Not following student dress code and professional conduct
6   Displayed a negative attitude
7   Inappropriate and/or incautious use of social media
8   Shared client and/or simulation scenario information in a public forum, including social media
9   Lacked self-direction, initiative, and/or engagement
10   Behaved immaturely or inappropriately
11   Failed to seek guidance from faculty when needed
12   Devalues feedback. Reacts to constructive criticism defensively
13   Incivility on campus or clinical settings
14   Unauthorized uses of electronic device (cellphone, smartwatch, I-pad, laptop, etc.…) in classroom or clinical environment
15   Demands extension, exceptions, grade changes or other special accommodations
16   Other

Communication
17   Failed to build rapport with client / family
18   Failed to build rapport with co-workers (i.e., peers, health care team, faculty, etc.)
19   Failed to communicate needed information about a client's condition
20   Failed to reports changes in status or errors promptly
21   Failed to listen and accommodate for the changing needs of a client and family
22   Needed to be prompted to function as a communicator
23   Participates in uncivil communication such as: gossiping, spreading falsehoods about faculty or students, side bar conversations, verbal and non-verbal sarcastic gestures, disrespectful or offensive language, interrupting faculty or disrupting learning environments, does not address faculty or clinical personnel with professional titles, etc.
24   Unprofessional email communication or etiquette
25   Unresponsive to faculty emails and communication
26   Fails to communicate effectively in group setting (informal or formal group work)
27   Other

Safety
28   Failed to assess before acting
29   Failed to discern severity of client condition
30   Failed to consider labs and medications before acting
31   Failed to apply prior learning to current situation
32   Jeopardized client safety or created unnecessary costs to client
33   Performed a skill unsafely
34   Educated without sufficient knowledge or preparation
35   Made a medication error/ miscalculated a medication

36	Overlooked client as person in giving cares
37	Failed to adapt care to accommodate client limitations / needs
38	Disregarded policy, protocol or instruction
39	Fail to implement a plan that could and should have been implemented
40	Fail to recognize own limitations as a caregiver
41	Fail to prioritize client care needs
42	Creating unsafe learning environment through failing to respect others in the class, lab or clinical environments
43	Other

Documentation

44	Hand in work late: experiential learning and/or classroom
45	Hand in incomplete work: experiential learning and/or classroom
46	Failed to collect and document needed data
47	Falsified data
48	Failed to include perspective of client and family when setting goals / planning care
49	Failed to consider needs for emotional, mental, and/or spiritual support in planning care
50	Failed to use evidence-based approaches to support care
51	Failure to modify work /performance based on written or verbal feedback
52	Other

Ethics

53	Failed to adhere to the American Nurses Association Code of Ethics
54	Failed to prevent personal bias or feelings when interacting with clients and families
55	Failed to protect and respect clients' and family's autonomy, confidentiality, and dignity
56	Failed to maintain appropriate professional boundaries
57	Failed to be trustworthy and/or honest
58	Other

Academic Integrity

59	Plagiarism
60	Cheating
61	Collusion
62	Other

Appendix M

IFNA Family Nursing Competencies: Generalist

1. *Enhance and promote family health.*

2. *Focus nursing practice on families' strengths; the support of family and individual growth; the improvement of family self-management abilities; the facilitation of successful life transitions; the improvement and management of health; and the mobilization of family resources.*

3. *Demonstrate leadership and systems thinking skills to ensure the quality of nursing care with families in everyday practice and across every context.*

4. *Commit to self-reflective practice based on examination of nurse actions with families and family responses.*

5. *Practice using an evidence-based approach.*

International Family Nurses Association (2015). Position statement on generalist competencies for family nursing practice.https://internationalfamilynursing.org/wp-content/uploads/2015/07/GC-Complete-PDF-document-in-color-with-photos-English-language.pdf

ANA Code of Ethics for Nurses (2025)

The *Code of Ethics for Nurses* (*Code*) establishes the ethical standard for the profession and provides a guide for nurses to use in ethical practice and decision-making without dictating a specific framework or method. The *Code* is a nonnegotiable moral standard of nursing practice for all settings (ANA, 2025, p. xi). The provisions can be viewed here: https://codeofethics.ana.org/provisions

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

1.1 Respect for Human Dignity: Recognizing the intrinsic worth of all individuals.
1.2 Relationships with Patients and Recipients of Nursing Care: Establishing trust and providing unbiased care.
1.3 The Nature of Health: Acknowledging health as a universal right, irrespective of individual circumstances.
1.4 Right to Self Determination: Supporting informed decision making and autonomy.

Provision 2: A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

2.1 Primary Commitment to Recipients of Nursing Care: Prioritizing patients over institutional obligations.
2.2 Conflicts of Interest and Conflicts of Commitment in Nursing: Navigating potential conflicts to maintain patientfocused care.
2.3 Professional Boundaries: Maintaining therapeutic relationships without overstepping boundaries.
2.4 Issues of Safety in the NursePatient Relationship: Ensuring all aspects of patient safety are addressed.

Provision 3: The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

3.1 Privacy and Confidentiality: Safeguarding personal and clinical information.
3.2 Advocating for Persons Who Receive Nursing Care: Supporting patients in informed decisionmaking.
3.3 Responsibility in Promoting a Culture of Safety: Contributing to policies that enhance health and reduce errors.
3.4 Protection of Patient Health and Safety by Acting on Practice Issues: Intervening in situations that compromise patient care.
3.5 Protection of Patient Health and Safety by Acting on Impaired Practice: Addressing colleague impairment to protect patients.

Provision 4: Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

4.1 Responsibility and Accountability for Nursing Practice: Providing competent care within the nursing scope.
4.2 Addressing Barriers to Exercising Nursing Practice Authority: Identifying and overcoming obstacles to ethical care.
4.3 Ethical Awareness, Discernment, and Judgment: Ensuring actions align with ethical standards.
4.4 Assignment and Delegation: Delegating tasks appropriately within practice standards.

Provision 5: The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and selfrespect through integrity and professional competence.

5.1 Personal Health and Safety: Balancing personal wellbeing with professional duties.
5.2 Wholeness of Character: Promoting authenticity and opposing discrimination.
5.3 Integrity: Upholding personal and professional values ethically.
5.4 Professional Competence: Pursuing continuous professional development.
5.5 Human Flourishing: Encouraging personal and professional growth.

Provision 6: Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the wellbeing of nurses.

6.1 The Environment and Virtue: Fostering virtues like mutual caring and transparency.
6.2 The Environment and Ethical Obligation: Maintaining awareness of factors affecting moral practice.
6.3 Responsibility for the Healthcare Environment: Contributing to a respectful and supportive workplace.

Provision 7: Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

7.1 Contributions through Knowledge Development, Research, and Scholarly Inquiry: Advancing nursing practice through continuous learning.
7.2 Protection of Human Participants in Empirical Research: Ensuring ethical treatment of research participants.
7.3 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards: Aligning standards with ethics and advancements.
7.4 Contributions through Nursing, Health, and Social Policy Development: Influencing policies for public wellbeing.
7.5 Considerations Related to Ethics, Technology, and Policy: Addressing ethical implications of technological advancements.

Provision 8: Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.

8.1 Collaboration Imperative: Engaging in teamwork to enhance nursing practice.
8.2 Collaboration to Uphold Human Rights, Mitigate Health Disparities, and Achieve Health Equity: Advocating for universal health rights and equity.
8.3 Partnership and Collaboration in Complex, Extreme, or Extraordinary Practice Settings: Addressing human rights violations collaboratively.

Provision 9: Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

9.1 Assertion of Nursing Values: Upholding the ethical principles of nursing in all settings.
9.2 Integrity of the Profession and Responsibility of Professional Associations: Ensuring that nursing organizations act ethically and advocate for social justice.
9.3 Integrating Social Justice: Addressing health disparities and systemic inequities.
9.4 Social Justice in Nursing and Health Policy: Promoting laws and policies that improve healthcare access and equity.

Provision 10: Nurses engage in solidarity and advocacy to promote the common good, including social, economic, and environmental determinants of health.

 10.1 Recognizing the Impact of Social Determinants of Health: Acknowledging how factors like income, education, and environment influence health outcomes.
 10.2 Nursing's Role in Climate and Environmental Health: Addressing the effects of climate change and environmental degradation on public health.
 10.3 Economic and Political Determinants of Health: Advocating for policies that ensure fair access to healthcare and address systemic barriers.
 10.4 Global and Local Health Equity: Partnering with international and community organizations to reduce health disparities.