

FINLANDIA UNIVERSITY



RN-BSN Program

RN-BSN STUDENT HANDBOOK

Program Accreditation Received from the Commission on Collegiate Nursing Education (CCNE): April 21, 2007; Renewed October 10, 2011

*WELCOME TO THE RN-BSN
PROGRAM AT FINLANDIA UNIVERSITY!*

The nursing faculty at Finlandia University welcomes you to the RN-BSN degree program for nursing! As you embark on your new academic endeavors you will find there are busy and exciting times ahead. Your desire to pursue your bachelor's degree in nursing will provide you with the motivation for your academic success. The faculty would like to take this opportunity to assure you that we are here to help you in every way that we can.

As you progress in your classes, you will expand your understanding and knowledge of the exciting world and profession of nursing. As a professional nurse you will be expected to provide compassionate holistic care to clients across the age continuum within a myriad of health care settings. As health care continues to evolve, your BSN degree will open many new doors and opportunities. The nursing curriculum at Finlandia University has been designed to help you develop the critical thinking skills, professional and personal attributes, and leadership abilities required for safe, effective, and caring practice in the ever-changing health care environment.

This handbook was prepared by the nursing faculty as a supplement to the University publications to inform you of the policies and guidelines established specifically for the BSN Program. Throughout your educational experience at Finlandia University, you will be held responsible for following the policies and procedures outlined within all University and program documents, including but not limited to, course syllabi, the RN-BSN Student Handbook, University Catalog, and the Finlandia University Student Handbook. Therefore, please set aside the necessary time to review these important documents. Once you have thoroughly reviewed and understand the content within these documents, we ask that you complete the Student Handbook Verification Form located in the back of this handbook. **This form must be submitted to the nursing department office no later than the end of the first week of classes during your first semester here in the Nursing Major.**

We wish you success in your academic endeavors. To help ensure your success, please take a moment to schedule a brief meeting with your academic advisor to set goals for a productive academic experience. Active participation in your nursing education is the key to academic success.

Should you have any questions regarding the information contained in any of the university documents, please contact your advisor or any nursing faculty member.

Thank you. And once again, welcome!

The Finlandia University Nursing Faculty

FINLANDIA UNIVERSITY ~ RN to BSN STUDENT HANDBOOK

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**THE NURSING DEPARTMENT IS
A DIVISION OF THE COLLEGE OF HEALTH SCIENCES**

INTRODUCTION TO THE RN-BSN STUDENT HANDBOOK

The guidelines contained within this publication have been prepared by the nursing faculty in conjunction with the guidelines set forth by the university to inform students of the policies and procedures that will guide your educational experience at Finlandia University and assist you with understanding the expectations within the nursing curriculum. It is the student's responsibility to read and understand the contents of the various University publications, including the BSN Student Handbook, Finlandia University Catalog, and the Finlandia University Student Handbook. Questions can be directed to your academic advisor or any nursing faculty member. **The RN-BSN program provides a curriculum designed to meet the program requirements culminating in a Bachelor of Science Degree in Nursing. The program mission, vision, philosophy, and outcomes are the same for both curricula.**

BSN PROGRAM DESCRIPTION

The Finlandia University Nursing Department offers a four-year curriculum leading to the Bachelor of Science Degree in Nursing (BSN) and the two-year RN-BSN degree program. The curriculum in both programs integrates courses in the humanities, social, biological, and natural sciences with the theory and practice of nursing. The combination of both general and professional education courses provides the foundation for understanding physiological, psychosocial, and spiritual factors that ultimately affect a person's health status and includes an introduction to the economic and political factors that affect the health of the community. Clinical coursework focuses on nursing interventions designed to help persons reach their optimal health status. The curriculum is designed to prepare a well-educated citizen as a professional nurse.

Graduates of the RN-BSN program have the opportunity to become leaders and managers in clinical nursing within a variety of health care settings, prepared to practice in rural as well as urban areas. The Finlandia University BSN program provides the stimulus and foundation for progression to the graduate level of academic preparation.

The mission, vision, and commitments of the Nursing Department are mutually supportive of the mission, vision, and commitments of the university.

MISSION

Finlandia University Mission Statement

A learning community dedicated to academic excellence, spiritual growth, and service.

Finlandia University Nursing Department Mission

To prepare professional nurses dedicated to academic excellence, spiritual awareness, and the practice of nursing. The BSN program provides students with educational opportunities in a high-quality learning environment that leads to the preparation of competent, caring nursing professionals. The integration of learning with faith and values promotes the student's intellectual growth and personal development.

VISION

Finlandia University Vision Statement

Finlandia University is committed to offering liberal arts based, globally connected, international, ecologically sensitive, spiritually engaged and career focused baccalaureate and associate degree programs as well as community education opportunities. A dynamic Lutheran institution in the pristine beauty of Michigan's Upper Peninsula, the University fosters intellectual challenge, open dialogue, service to others, and an entrepreneurial response to a world characterized by change. With a diverse faculty and student body, the University provides a connection to contemporary Finland and celebrates its Finnish-American and community roots. The University works to provide a nurturing, caring community focused on connecting theory and practice to the service of human beings and to good stewardship of natural resources.

Finlandia University Nursing Department Vision

"Finlandia University's nursing faculty and staff are committed to the University's mission, the student's growth, and professional achievement. The BSN program provides diverse learning experiences through local, regional, and international connections and recognizes its Finnish-American and Lutheran heritage. Finlandia University's Nursing Department works to provide a caring community focused on connecting theory and practice to the service of human beings. A collaborative partnership of student, educator, and interdisciplinary health care professionals in the rural community is an integral part of the learning experience."

Edited and approved by Nursing Faculty August 23, 2011

NURSING DEPARTMENT COMMITMENTS

The nursing faculty is committed to:

1. Offering a Baccalaureate nursing program that promotes the well being of the human community and natural environment through the integration of the humanities, biological sciences, and social sciences with the theory and practice of nursing in diverse health care settings.
2. Providing nursing students with an atmosphere and environment that is supportive of open inquiry, personal development, and spiritual awareness through collaborative approaches in teaching and learning, campus life activities, and administration.
3. Coordinating clinical experiences in nursing that offer exciting opportunities for students to provide a service to others throughout the campus and local communities.
4. Encouraging diversity within the nursing student and faculty populations by supporting the recruiting strategies of culturally diverse students and faculty members.
5. Supporting an international relationship with Finland and other countries through the investigation of an international nursing experience.
6. Supporting the spiritual awareness of nursing students, faculty, and staff through an active collaboration with community and religious leaders.
7. Providing the local region and global society with prepared professional nurses.
8. The integration of multicultural diversity into the BSN curriculum with an emphasis on Finnish-American culture.
9. Meeting the professional standards upheld by the Michigan Board of Nursing, the American Nurses Association, the American Association of Colleges of Nursing, and the Nurse's Code of Ethics.

NURSING DEPARTMENT PHILOSOPHY

The nursing faculty at Finlandia University has adopted a philosophy congruent with the University's mission and nursing's metaparadigm. This philosophy embraces the faculty's shared beliefs that define the specific concepts of nursing, person, environment, health, and the teaching-learning community that are threaded through the curriculum.

PERSON

Person is identified as encompassing the individual, family, group, and community. Persons are unique, dynamic, holistic systems; an integration of biological, psychological, social, and spiritual dimensions; who possess diverse cultural backgrounds, faiths, values, and worldviews. Persons possess the intrinsic right and responsibility to make autonomous, informed decisions and choices regarding their individual health care needs. Progression through the BSN curriculum expands from the individual to family to group to community interventions. There is a constant interaction between persons and their environments, ultimately influencing their state of health.

ENVIRONMENT

Environment provides the context in which health and person meet; a complex integration of physical, behavioral, political, social, and cultural dimensions that are constantly changing and influencing the person, potentially causing alterations in health. Nurses interact with diverse populations within a myriad of environments, including the hospital, home, and community-based settings. As they interact with persons in their environment, nurses have the opportunity to influence the environment enabling the person to achieve positive health-related outcomes.

HEALTH

Health is a dynamic process comprised of biological, psychological, social, cultural, spiritual, and developmental dimensions. It is viewed as a health-illness continuum. Health reflects the person's interaction with an ever-changing environment. Nurses collaborate with persons in defining health and assisting persons with designing, implementing, managing, and evaluating health care strategies for primary, secondary, and tertiary health care needs. Competency in practice, critical thinking, and leadership skills are essential in caring for diverse populations along the health-illness continuum.

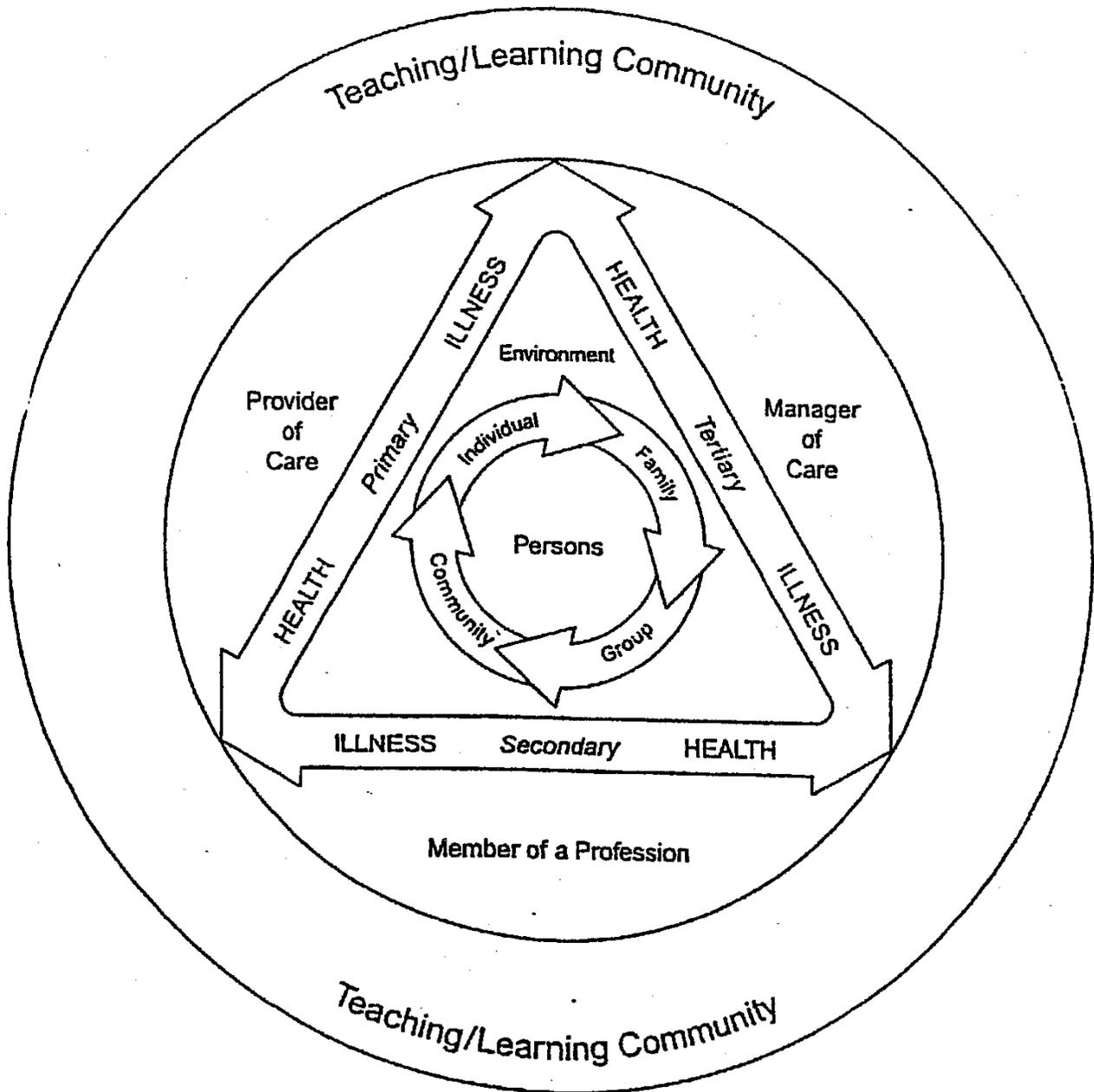
NURSING

Nursing is a learned humanistic art and science focused on the provision of compassionate holistic care encompassing the promotion, maintenance, and restoration of health, and provision of end-of-life care. Built on scientific-based nursing knowledge, theory, and research, professional nursing practice provides essential care services for diverse populations in and across all environments. Nursing collaborates with diverse populations to assist persons in attaining and maintaining health goals consistent with their cultural values and lifestyles. With a commitment to the profession, the scope of professional nursing practice embraces accountability for upholding current practice standards and competencies within the changing health care environment. Nurses are encouraged to integrate critical thinking and evidenced-based practice skills within a myriad of health care settings as providers of care, managers of care, and members of the nursing profession.

TEACHING-LEARNING COMMUNITY

Teaching-learning community encompasses all factors influencing the teaching/learning experience including, but not limited to, the university, faculty, student, curricula, and health care environments and its professionals. Consistent with the University, the faculty provides an atmosphere and environment supportive of open inquiry, personal growth, and collaborative approaches in teaching, campus life, and administration. The BSN program supports the University's Finnish-Lutheran heritage and concepts of Christianity and other spiritual dimensions within the practice of nursing. The program provides a nurturing, learning community focused on connecting theory and practice. The faculty serves as a resource, guiding and facilitating the learning process to prepare professional nurses dedicated to academic excellence, spiritual awareness, and the practice of nursing. An integral part of the learning experience is a collaborative partnership of faculty, student, and interdisciplinary health care professionals in the rural community. The learner is engaged as a self-directed participant in the teaching/learning process. Through the integration of practice-based level outcomes, teaching/learning strategies and performance assessment, the student is expected to demonstrate accountability and integrity. A quest for lifelong learning is encouraged. The nursing curriculum includes a strong base in the sciences with experiences in the arts and humanities. As students progress through the curriculum, they will demonstrate competency in practice, critical thinking, and leadership skills while caring for persons within a variety of environments along the health-illness continuum.

CONCEPTUAL MODEL



Person is represented as the center (core recipient) of nursing care within the **environment** where person and health meet. The health-illness continuum is represented as encompassing the three levels of **health** care, primary, secondary, and tertiary. Students have opportunities to experience **nursing** in each of the three roles for professional nursing practice through an integration of theory and practice with the **teaching/learning community**.

COMPETENCIES

The BSN program competencies support Finlandia University's assessment plan and the competencies defined by the American Association of Colleges of Nursing in the Essentials of Baccalaureate Education for Professional Nursing Practice (1998).

Finlandia University Learning Outcomes	BSN Learning Outcomes
Communication- Communicate with clarity and originality while adapting to complex and diverse situations.	Communication: The nursing graduate communicates effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and informational technologies.
Analytical Skills- Observe, infer and draw relationships and conclusions using discipline-specific methods.	Analytical Skills: The nursing graduate integrates mathematics, scientific knowledge, and research with nursing practice.
Citizenship- Ability to meet personal needs and the challenges of a multicultural society as a mature, adaptable citizen.	Citizenship: The nursing graduate demonstrates the ability to meet personal needs as a mature, adaptable member within the nursing profession.
Critical and Creative Thinking- Create integrate and evaluate ideas across a range of contexts, cultures and areas of knowledge.	Critical and Creative Thinking: The nursing graduate demonstrates the ability to think critically and creatively in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.
Cultural Heritage & Literacy- Ability to understand and appreciate the humanities, natural and social sciences, and the fine arts.	Cultural Literacy and Heritage: The nursing graduate understands and appreciates the humanities, social sciences, and fine arts within a global and multicultural society.
	Concentration in Nursing: The nursing graduate demonstrates the ability and commitment to practice nursing within the roles of provider and manager of care.

BSN LEVEL OUTCOMES

Program competencies serve as the exit outcomes for BSN graduates and are leveled for each academic year.

BSN COMPETENCY #1: COMMUNICATION – The nursing graduate communicates effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies while adapting to complex and diverse situations.		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
1.1.1. The nursing student recognizes and begins to use verbal and non-verbal communication skills.	1.2.1. The nursing student applies the principles and skills for therapeutic communication with the individual and family in acute health care environments.	1.3.1. The nursing graduate evaluates and modifies therapeutic communication skills with persons in diverse health care environments.
1.1.2. The nursing student uses correct terminology, grammar, spelling and the prescribed format for written assignments with guidance.	1.2.2. The nursing student analyzes the use of prescribed format and identifies the correct use of terminology, spelling and grammar in written works.	1.3.2. The nursing graduate produces clear, accurate, and relevant projects using correct terminology, grammar, spelling, & clarity of thought while consistent with the Nursing Department’s prescribed writing expectations.
1.1.3. The nursing student uses information technology.	1.2.3. The nursing student demonstrates the effective use of information technologies.	1.3.3. The nursing graduate integrates the use of information technology in the provision and communication of nursing care.

BSN COMPETENCY #2: ANALYTICAL SKILLS – The nursing graduate integrates the principles of mathematics, scientific knowledge, and research with nursing practice.		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
2.1.1. The nursing student computes mathematical equations accurately and consistently.	2.2.1. The nursing student calculates mathematics when providing nursing care for individuals and families in acute health care environments.	2.3.1. The nursing graduate integrates the use of mathematics with the nursing care of persons within diverse health care environments.
2.1.2. The nursing student identifies the appropriate biological, psychological, and social principles associated with health.	2.2.2. The nursing student applies the appropriate biological, psychological, and social principles to disruptions in health.	2.3.2. The nursing graduate applies biological, psychological, and social principles to the nursing care of persons in the health care environment.
2.1.3. The nursing student discusses the use of nursing theory in relation to the care of individuals in non-emergent health care environments.	2.2.3. The nursing student explains the use of nursing theory in the nursing care of individuals and families in acute health care environments.	2.3.3. The nursing graduate analyses the use of the nursing theory within the scope of nursing practice.
2.1.4. The nursing student identifies a problem statement that focuses on the individual’s needs.	2.2.4. The nursing student formulates a hypothesis and collects the appropriate data to test the hypothesis related to the nursing care of individuals and families.	2.3.4. The nursing graduate integrates nursing research that focuses on effectiveness of nursing interventions and positive patient outcomes with nursing care.

BSN COMPETENCY #3: CITIZENSHIP – The nursing graduate demonstrates the ability to meet personal needs as a mature, adaptable person and member of the nursing profession.

Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
3.1.1. The nursing student assesses own knowledge and skills regarding personal learning needs.	3.2.1. The nursing student demonstrates the ability to manage personal responsibilities for learning.	3.3.1. The nursing graduate develops goals for personal, spiritual, professional development, and lifelong learning.
3.1.2. The nursing student discusses the influences of political and global concerns on local community resources.	3.2.2. The nursing student identifies economic, legal, and political factors that influence the health care of individuals and families.	3.3.2. The nursing graduate advocates for professional standards or practice using organizational and political processes.
3.1.3. The nursing student discusses the history and philosophy of nursing in relation to current nursing practice.	3.2.3. The nursing student relates the philosophy and history of nursing to current nursing practice.	3.3.3. The nursing graduate integrates the philosophy and history of nursing with professional practice.
3.1.4. The nursing student follows the appropriate policies of the University, Nursing Department, and the Nurses Code of Ethics.	3.2.4. The nursing student incorporates professional nursing standards and accountability into providing nursing care to individuals and families.	3.3.4. The nursing graduate assumes a leadership role within the scope of professional nursing practice.
3.1.5. The nursing student identifies the roles of professional nursing organizations.	3.2.5. The nursing student identifies professional nursing organizations related to specialty areas.	3.3.5. The nursing graduate participates in professional nursing organizations.

BSN COMPETENCY #4: CRITICAL AND CREATIVE THINKING – The nursing graduate demonstrates the ability to think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.

Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
4.1.1. The nursing student identifies relevant data when formulating problem statements when caring for individuals in non-emergent health care environments.	4.2.1. The nursing student examines new ideas and formulates alternative hypotheses when caring for individuals and families in acute health care environments.	4.3.1. The nursing graduate analyzes critical and creative approaches to problem solving based on reliable and supportive data in diverse health care environments.
4.1.2. The nursing student recognizes facts versus opinions when receiving information in non-emergent health care environments.	4.2.2. The nursing student distinguishes between relevant and irrelevant data when caring for individuals and families in acute health care environments.	4.3.2. The nursing graduate distinguishes relevant information, differentiates among facts, and generates original ideas when caring for persons in diverse health care environments.
4.1.3. The nursing student organizes data and plans for provision of nursing care for individuals in non-emergent health care environments.	4.2.3. The nursing student relates expected care outcomes to the provision of nursing care for individuals and families in acute health care environments.	4.3.3. The nursing graduate evaluates plans and adapts nursing care appropriately for persons in diverse health care environments.
4.1.4. The nursing student draws reasonable inferences from data collected.	4.2.4. The nursing student perceives and connects accurate relationships between data and human responses.	4.3.4. The nursing graduate evaluates nursing care outcomes through the acquisition of data and allowing for the revision of actions and goals.

BSN COMPETENCY #5: CULTURAL HERITAGE AND LITERACY – The nursing graduate understands and appreciates the humanities, social sciences, and fine arts within a global, multicultural society.

Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
5.1.1. The nursing student discusses the influences of cultural and spiritual practices, beliefs, and values of individuals.	5.2.1. The nursing student analyzes the influences of cultural and spiritual practices, beliefs, and values of individuals and families.	5.3.1. The nursing graduate integrates the cultural and spiritual practices, beliefs, and values of persons in the provision of nursing care.
5.1.2. The nursing student identifies how cultural and spiritual practices, beliefs, and values interact with an individual's perceptions of health and health status.	5.2.2. The nursing student analyzes how cultural and spiritual influences and differences interrelate with the health status of individuals and families.	5.3.2. The nursing graduate evaluates the effect of the health plan on the health practices of culturally diverse persons.
5.1.3. The nursing student discusses how cultural, spiritual, and religious influences affect end-of-life decisions for individuals.	5.2.3. The nursing student examines how cultural, spiritual, and religious influences affect end-of-life decisions for individuals and families.	5.3.3. The nursing graduate evaluates the influences of cultural, spiritual, and religious values and beliefs on end-of-life decisions.

BSN COMPETENCY #6: CONCENTRATION IN NURSING – The nursing graduate demonstrates the ability and commitment to practice nursing within the roles of provider and manager of care.

Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
6.1.1. The nursing student identifies and differentiates between the steps of the nursing process.	6.2.1. The nursing student applies the nursing process while caring for the individual and families.	6.3.1. The nursing graduate integrates the nursing process into the nursing care of persons in the health care environment.
6.1.2. The nursing student identifies the role of health promotion and illness/injury prevention when planning care for individuals.	6.2.2. The nursing student interprets data to support the behaviors consistent with health promotion and illness/injury prevention for individuals and families.	6.3.2. The nursing graduate utilizes outcome measures to evaluate the effectiveness of nursing care in relation to health promotion & disease prevention in healthcare.
6.1.3. The nursing student identifies the role of collaboration with individual persons when planning health care activities.	6.2.3. The nursing student collaborates with individuals and families when planning health care activities.	6.3.3. The nursing graduate collaborates with person to coordinate community resources in diverse health care environments.
6.1.4. The nursing student demonstrates the appropriate skills and abilities safely when caring for individuals in the non-emergent health care environment.	6.2.4. The nursing student demonstrates appropriate skills and abilities safely when caring for individuals and families in acute health care environments.	6.3.4. The nursing graduate performs direct and indirect therapeutic interventions for persons in a variety of health care environments.
6.1.5. The nursing student works in cooperation with the nursing professionals in non-emergent environments.	6.2.5. The nursing student collaborates with interdisciplinary health care team in acute environments.	6.3.5. The nursing student manages nursing care as a professional member of the interdisciplinary health care team in diverse health care environments.

PROGRAM DESCRIPTION

Program Design: The instructional design of the RN-BSN program is planned to meet the needs of the working, adult learner. Web-based, on-line instructional technologies will be utilized in conjunction with faculty-directed-independent-study instructional design in order to provide the flexibility needed for adult learner success. Students will complete their work via independent study, communicate with the instructor via email and/or course website, and attend classes as defined for each course. Every effort is made to meet the needs of the student. The college currently utilizes the e-College online learning platform for online courses. Students may find that each course differs in design and requirements, yet all courses are designed to help students meet the aforementioned nursing competencies.

Program Options: Students have the opportunity to complete the course requirements as either full-time or part-time dependent upon their individual needs. The RN-BSN program can be completed in as little as 3 full-time semesters. Part-time options are available. Program requirements **must** be completed within seven (7) years.

Degree Requirements: Students will be required to earn a total of 124 credits. This can be achieved through transfer credits, the submission of a professional portfolio, and course enrollment. All students must provide evidence of successful completion for the following.

- General education requirements: 46 credits (to include 3 credits for an REL/FNS Elective and 18 credits within the Finlandia Core; and a minimum of 6 of these credits are to be completed at the 300-400 level)
- Clinical Coursework 30 credits will be awarded for ADN or Diploma Nursing clinical coursework
- Portfolio work (NUR299): 24 credits (to include proof of an active RN license to practice in any US state)
- BSN courses: 24 credits at the 300-400 academic levels

Congruent with the policies set forth by the University, students receiving the BSN degree must complete 24 of the final 30 credits at Finlandia University immediately prior to graduation (the awarding of the new degree), complete at least 30 credits at the 300-400 level also at Finlandia University, and meet the general education requirements as outlined in the University Catalog.

Upon completion of the RN-BSN program, students are awarded a Bachelor of Science Degree in Nursing from Finlandia University. Therefore, students enrolled in the RN-BSN Program are held to the same professional standards, Code of Conduct, and policies established for the generic BSN program of study stated herein.

Entry requirements, admission policies, and portfolio requirements are located under Section III – Admission Requirements.

COURSE REQUIREMENTS

RN-BSN Curriculum Plan of Study

General Education Requirements: 46 credits

Program Requirements (46 credits)	Available/Required Courses
English 6 credits	ENG103 [†] and ENG104 [†]
Computers 3 credits	CIS102 [†]
Math 4 credits	MAT140 [†]
Science 12 credits	BIO171 [†] , BIO172 [†] , BIO273 [†]
REL/FNS Elective 3 credits (One Religion or Finnish studies course)	Any 3-credit REL or FNS course will satisfy this requirement
Finlandia Core: Citizenship courses (6 credits)	Rec*: SOC201 [†] plus one course from list at 300 or 400 level.
Finlandia Core: Critical/Creative Thinking courses (6 credits)	Rec*: PSY201 [†] plus one course from list at 300 or 400 level.
Finlandia Core: Cultural Heritage & Literacy (6 credits)	Recommend at least one course at the 300 or 400 academic level.

*Rec = Recommended. NOTE: Min of 6 gen ed/hum credits must be completed at the 300-400 level.

[†]Required courses

Required Clinical Nursing Coursework: 30 credits

Previous Specialty Clinical Nursing Coursework	30 credits of completed clinical courses
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NUR299 Experiential Learning: 24 credits

Proof of Current RN Licensure with Portfolio	24 credits for experiential learning
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RN-to-BSN Requirements for Major: (Z indicates online course) 24 credits

NUR343-Z Transition to Professional Nursing	3 credits
NUR348-Z Nursing Research/Statistics	3 credits
NUR442-Z Nursing Management/Leadership	6 credits (w/ required clinical component)
NUR446-Z Community Nursing	6 credits (w/ required clinical component)
NUR460-Z Nursing Capstone	2 credits
Choose 4 credits from the following nursing electives.	
NUR345-Z Pharmacology for the RN	2 credits
NUR346-Z Diagnostics/Therapeutics	2 credits
NUR347-Z Pathophysiology for the RN	2 credits
NUR349-Z Spirituality in Nursing	2 credits
NUR350-Z Perspectives in Nursing	2 credits

*****124 credits are required for completion of the BSN degree. 24 of the final 30 credits must be completed at Finlandia University. A minimum of 30 credits must be completed at the 300- or 400-level.**

RN-BSN COURSE DESCRIPTIONS*

*Numbers contained in parentheses indicate lecture hours and clinical/lab hours.

NUR343-Z Transition to Professional Nursing: (3-0) 3 credits

This course is designed to introduce the Associate Degree or Diploma RN to the BSN curriculum, including an overview of the program philosophy, competencies, outcomes, and conceptual framework, and to facilitate the transition from the role as practicing nurse to that of professional nurse. The course will explore the student's motivation to continue his or her education and examine the historical and theoretical development of the profession as it relates to nursing practice and its ability to influence public opinion. Alternative roles for future professional practitioners will also be explored. Pre-requisites: RN Licensure and Internet access.

NUR345-Z Pharmacology for the RN: (2-0) 2 credits

This course focuses on the review of the application of pharmacological interventions utilized to promote, maintain, or restore health. Major drug classifications and nursing implications of pharmacology administration in treatment of disease processes is emphasized. Pre-requisites: RN Licensure, BIO172, MAT140, or with the permission of the instructor.

NUR346-Z Diagnostics/Therapeutics for the RN: (2-0) 2 Credits

This course introduces the student to the principles of diagnostic and therapeutic procedures, including laboratory, imaging, cardiopulmonary, neurovascular, and endoscopic procedures. Scientific rationale and nursing implications for selected diagnostic and therapeutic procedures will be discussed. Prerequisites: RN licensure, or with the permission of the instructor

NUR347-Z Pathophysiology for the RN: (2-0) 2 credits

This course focuses on the review of pathophysiological processes leading to alteration of body structure and functions for the practicing RN. Identification of etiology and pathogenesis of selected diseases is explored. Pre-requisites: RN Licensure, BIO172, MAT140 or equivalents, or with the permission of the instructor

NUR348-Z Nursing Research/Statistics for the RN: (3-0) 3 Credits

This course introduces the student to the concepts of the research process and its application to nursing practice. The basics of qualitative and quantitative approaches to research are examined. An introduction to the measurement and analysis of research data is presented. This course provides students with a basis to interpret and evaluate research and its application to nursing knowledge and practice. Emphasis is placed on students becoming knowledgeable consumers of research as they expand their nursing practice. Prerequisite: MAT 140 or its equivalent, NUR343-Z

NUR349-Z Spirituality and Nursing for the RN: (2-0) 2 credits

This course examines the spiritual foundations of church health ministries. Skills and knowledge specific to parish nursing are explored with topics to include: roles of the parish nurse, ethical/legal aspects of the role, professional standards, and personal spiritual growth. This course also studies the legal and medical perspectives of such issues as abortion, euthanasia, behavior control, alternate health care modalities, and bioethical issues. The psychosocial-spiritual assessment of persons across the age continuum, loss/grief, end-of-life, and crisis is explored.

NUR350-Z Perspectives in Nursing: (2-0) 2 credits

This course is an overview of selected health issues including such topics as: women's rights across the globe, emerging infections, the state of health care in other nations, healthy aging, the impact of cultural beliefs and traditions on health, and the ethical implications of advances in science and technology such as the impact of genetic engineering, gene therapy, and reproductive technology.

NUR442-Z Nursing Management/Leadership for the RN: (2-4) 6 Credits

This course focuses on the theoretical and clinical foundation for application of the nursing process in caring for individuals, families, groups, and the community as a client. Emphasis is on disease prevention, health promotion, health maintenance, health education, and coordination of care. Content includes application of public health nursing principles, epidemiological investigation, knowledge of rural environments, as well as supervision and leadership in promoting desired health evaluation, and outcomes in community and home environments. This course expands the roles of the nurse as teacher, collaborator, advocate, and direct care provider. Prerequisites: RN licensure, NUR343-Z, and NUR348-Z (may be taken concurrently)

NUR446-Z Community Nursing for the RN: (2-4) 6 Credits

This course synthesizes the previously acquired theoretical and clinical foundation for application of the nursing process as it relates to management in professional nursing. Entry-level leadership and management skills as provider of care and manager of clients with complex multidimensional health problems are further developed. Students refine their autonomy, accountability, collaboration, and caring communication in managing groups of clients in a variety of settings. RN licensure, NUR343-Z, and NUR348-Z (may be taken concurrently)

NUR460-Z Nursing Capstone for the RN: (2-0) 2 Credits

This course is designed to serve as a capstone experience wherein students synthesize evidence-based practice, and theoretical and research-based knowledge for the purpose of developing a senior project utilizing critical thinking skills, critical judgment, and independent decision-making. Students will demonstrate proficiency in meeting the BSN terminal objectives and accreditation outcome criteria. Pre-requisite: To be completed in the final semester of the nursing program.

STANDARDS FOR PROFESSIONAL PRACTICE

SAFE AND PROFESSIONAL NURSING PRACTICE

Throughout the Finlandia University BSN program, the student will be required to demonstrate safe nursing care and professional behavior. Students will not in any instance demonstrate unsafe or potentially unsafe behavior, which could endanger the physical or emotional well being of a client, family member, faculty, or nursing staff. Any student who exhibits behavior resulting in performance that is potentially or actually unsafe or unprofessional, will be removed from any clinical setting. Unsafe behavior includes, but is not be limited to, being under the influence of drugs or alcohol, failure to use Standard Precautions in the clinical and lab settings, failure to apply basic safety rules such as leaving side rails on beds and cribs in the down position, or failing to report an abnormal finding. A failing grade may result from unsafe practice or unprofessional behavior, regardless of the course grade at the time of the incident.

Students enrolled in the Nursing Major are expected to adhere to professional standards in their experiences and relationships with nursing faculty, agency staff, clients, and family members. These standards are derived from the program competencies and level outcomes, ANA Standards of Practice, and the ANA Code of Ethics for Nurses. The student will in no instance demonstrate any behavior that is deemed unprofessional or inappropriate by the nursing faculty or coordinating agency. Professional behavior includes, but is not be limited to, following directions, adequately preparing for clinical, meeting course and assignment deadlines, appropriate attire, meeting appointments, being on time, and honesty in all statements and documentation. If a pattern of unprofessional behavior is exhibited, the instructor and the Nursing Department Chair will meet with the student to determine if, and how, the student can continue in the BSN program.

PROFESSIONAL VALUES

Professional values are the foundation for professional nursing practice. As presented in the American Association of Colleges of Nursing (AACN) publication on professional nursing practice, *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, October 20, 2008, p. 27-28), these values include:

- Altruism is a concern for the welfare and well being of others. In professional practice, altruism is reflected by the nurse's concern and advocacy for the welfare of patients, other nurses, and other healthcare providers.
- Autonomy is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients' rights to make decisions about their health care.
- Human dignity is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues.
- Integrity is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.
- Social Justice is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation.

NURSING STUDENT CODE OF CONDUCT

In congruence with the professional values outlined on the previous page of this document (pg. 23), nursing students at Finlandia University will adhere to the following guidelines for professional behavior *in addition to* academic standards and those behavior policies set forth in the Finlandia University Student Handbook. Not adhering to the policies and procedures set forth by the University and/or Nursing Department will be grounds for disciplinary action.

- Adherence to the standards outlined in the program competencies and level outcomes, the ANA Standards of Practice, the ANA Code of Ethics, and the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice (2008)*.
- Respect for peers, faculty, university and clinical agency personnel. It is the instructor's prerogative to dismiss a student from class or clinical who exhibits rude, disrespectful, or disruptive behavior.
- Adequate preparation for, and participation in, both classroom and clinical assignments. This includes - but is not limited to - academic honesty, attendance policies, and policies regarding the completion and submission of assignments.
- Academic honesty in all class and clinical work (see Academic Honesty, Cheating and Plagiarism)
- Daily and timely attendance in class and clinical (see Attendance Policy). Leaving a class early or arriving late is disruptive and will not be accepted.
- Notification of appropriate persons when unable to attend class or clinical as required for both class and clinical activities (see Attendance Policy and refer to course syllabi).
- Instructors are to arrange clinical experiences, including clinical make up sessions. Students are not to contact agencies, hospitals, or other health care personnel to arrange clinical activities unless directed to do so by the appropriate faculty member
- Exams and assignments are completed when scheduled (see Exam/Quiz Policy).
- Confidentiality is maintained at all times in class and clinical settings (see HIPAA and Confidentiality Policy).
- Adherence to all University and Nursing Department policies in class and clinical settings including, but not limited to, those policies addressing the use of illicit drugs, prescription drugs that impair judgment, and alcohol; dress codes; and academic honesty.
- **Have a Plan "B"** -- As unexpected emergencies do arise, alternate strategies are to be developed by students (a "Plan B") in order to meet academic, family, and work obligations. Please plan family, social, and work schedules appropriately in order to complete course obligations as scheduled. Missing class or clinical for personal time that interferes with the achievement of program expectations and outcomes is not permitted.

Nursing faculty and clinical instructors will document behaviors and situations that deviate from the established standards (see Appendix C). Faculty will determine any further discussions and actions to be taken involving the student and parties involved. Input from fellow students, clinical staff, and instructors will be solicited as needed.

ACADEMIC HONESTY

Academic honesty is always a serious concern to faculty and therefore the nursing faculty at Finlandia University expects that all students will maintain a high standard of academic integrity. The Nursing Department requires a rigid adherence to academic honesty as part of the Nursing Student Code of Conduct. In addition to academic honesty in the classroom and clinical settings, confidentiality and respect for the patient must be maintained at all times.

Academic honesty applies to exams and written assignments for class, as well as assigned clinical activities. Students are to complete their own work using only approved reference materials. Questions should be addressed directly to the course instructor. Academic honesty also includes the accurate and timely reporting of clinical incidents and interactions to the instructor and appropriate clinical agency personnel. Academic honesty statements and guidelines for theory classes, test taking, and clinical practice are further defined for each course in the course syllabi.

Any student who breaches academic honesty is believed to place patient safety at risk, in addition to jeopardizing his or her own career potential. Student nurses share in the responsibility of reporting errors and events to their instructors; this includes reporting classmates and peers who may be jeopardizing patient safety or student performance by cheating.

CHEATING AND PLAGIARISM

Cheating is committing fraud on a record, report, paper, computer assignment, examination, or other course requirement. Plagiarism is taking someone else's ideas, words, statements, or other works and presenting it as one's own work without the proper acknowledgment.

Any student found guilty of cheating or plagiarism at any time may be dropped from a course and/or receive an "F" grade for the test, assignment, or the course. The course instructor has the authority to determine the response to the violation. The student(s) involved in such an incident may appeal to the academic dean. (See Appeals Process in this document and in the Finlandia University Catalog.)

WRITING STANDARDS

Communication is critical for student success. As such the Nursing Department has adopted consistent writing standards across the curriculum. Nursing students are required to use the guidelines presented by the American Psychological Association (APA) in the most recent edition of the APA Publication Manual (the 7th edition) for all written assignments. Copies of the text can be found in the Maki Library. Additional information is available on the APA website at www.apa.org Please direct course-related questions to the appropriate course instructors.

Clinical paperwork is specifically assigned for each course. Requirements may vary; however, standards regarding plagiarism still apply. Students who are unsure of the quality and accuracy of their work are advised to contact their instructor(s) prior to submitting their final work.

ADMISSION REQUIREMENTS

A. GENERAL ADMISSION INFORMATION

The student is directed to review the section in the college catalog concerning admission to the University. The student must apply to the University through the Office of Admissions, and declare “Nursing” as their program of study. Enrolled students are then assigned a faculty advisor in the Nursing Department to assist with their academic plan of study. Students enter under Pre-Nursing and are considered for entry to the Nursing Major upon successful completion of the Pre-Nursing Curriculum.

The Finlandia University Nursing Department strives to admit students who can provide evidence of adequate potential to succeed in the BSN program. Students considered for admission must meet the academic preparation requirements and/or demonstrate the ability to successfully complete college-level work. Qualified students are considered for admission to the BSN program regardless of race, color, creed, sex, age, sexual orientation, national or ethnic origin or disability that does not interfere with the performance of professional nursing. Students with disabilities will be considered for admission to the Baccalaureate BSN program on an individual basis dependent upon their ability to meet clinical practice requirements and the core performance competencies.

B. ENTRANCE REQUIREMENTS FOR THE RN-BSN PROGRAM:

- Be eligible for admission to the University and clinical component of nursing program
- Have graduated from a state-approved nursing program
- Have successfully passed, or have a reasonable expectation of passing, the NCLEX-RN exam prior to entry into NUR343-Z Transition to Professional Nursing
- Possess an active and unencumbered license to practice nursing as a Registered Nurse in the US

- Have completed all general education and pre-nursing courses with a minimum grade of "C"
- Have attained and maintained a college GPA of 2.7 or above
- Have completed the basic science and math requirements including 8 credits of Anatomy and Physiology, 4 credits of Microbiology or combination of human biology coursework, and 4 credits of Intermediate Algebra; or their equivalents with the required grade expectations

C. TRANSFER CREDITS: Students will be awarded transfer credit for the following:

- General education and pre-nursing courses up to a max of 46 credits
- A maximum of 30 credits of clinical nursing coursework at the ADN level
- 24 credits for experiential learning upon approval of the submitted portfolio
- Transfer credits for coursework completed through other RN-BSN programs will be evaluated on a case-by-case basis.

D. PORTFOLIO REQUIREMENTS: Prior to the completion of NUR343-Z Transition to Professional Nursing, students will submit a professional portfolio that contains the following documents. A completed portfolio will be represented on the transcript as NUR299 Experiential Portfolio, 24 credits earned. A full description of the process and required documents will be sent to students upon admission.

- Letter of introduction addressed to faculty committee
- Proof of RN licensure – copy of state issued license to practice as a Registered Nurse in Michigan
- Copy of diploma granted upon successful completion of a State Board approved diploma or Associate Degree Nursing program
- Official academic transcripts required for admission to the University
- Official Criminal Background Check for the State of Michigan (MI)
- Proof of continuing education coursework consistent with the licensure requirements for state of licensure
- Curriculum Vitae/Resume reflecting work history and professional development
- Three (3) letters of reference: 2 professional and one personal
- Updated health information and proof of immunizations required for clinical practice, including TB testing/screening
- Updated CPR card
- Evidence of professional liability insurance (may be covered by Finlandia University)
- Professional Goal Statement
- Admission Essay

E. CRIMINAL BACKGROUND CHECK & SCREENING FOR SUBSTANCE USE

As outlined by Section 333.20173 of the Michigan Compiled Laws, any individual that regularly provides direct care services to patients or residents within a health facility or agency that is a nursing home, county medical care facility, or home for the aged must submit to a criminal history check prior to providing such services. Therefore, all nursing students are required to provide written documentation of a current criminal history check prior to entry into the clinical nursing courses.

In response to the requirements of external clinical agencies providing clinical experiences for Finlandia University nursing students, students enrolled in the Nursing Major are expected to undergo drug-screening. Students enrolled in the RN-BSN program are expected to undergo drug screens as requested by the clinical agency in which they will be completing their clinicals. (See Appendix F)

F. FINANCIAL AID AND FEES

Refer to the current Finlandia University catalog for information regarding financial aid, fees, and scholarship opportunities.

G. CPR CERTIFICATION

All students must have Cardiopulmonary Resuscitation Certification from the American Red Cross CPR for the Professional Rescuer **OR** the American Heart Association CPR BLS for Health Care Providers. Evidence of current CPR status must be on file prior to the start of classes each fall, and renewed yearly. It is the student's responsibility to obtain and submit this verification to the Nursing Department Office. **Updates are to be submitted annually.**

H. HEALTH REQUIREMENTS

Students entering the professional Nursing Major must have a physical examination completed by a licensed health care provider with no limitations found that would interfere with the student's ability to successfully perform nursing interventions required in the BSN program. The Physical Examination Form found in the student's orientation packet must be completed and on file prior to entry into the Nursing Major. In addition to the required annual updates, this form may also need to be updated on a yearly basis in order to be in compliance with clinical site requirements. In addition to the physical examination, the following information must be on record in the student's file before the student will be allowed entry into any clinical setting.

1. Medical information required:
 - a. Updated immunization for tetanus/diphtheria, polio, measles, mumps, and rubella. Students will be in compliance with the CDC recommendations.
 - b. Hepatitis B series (or a signed waiver of decline for the Hepatitis B immunization).
 - c. Tuberculin testing updated annually in accordance with the CDC guidelines.
 - d. Identification of any previous surgery, serious illness, latex allergy, and/or existing physical or mental conditions.
 - e. Those with confirmed or suspected allergy or sensitivity to latex are advised to speak with his or her health care provider regarding necessary precautions. Information regarding the effects of latex is available in the Nursing Office.

2. Physical requirements include:
 - a. Willing and capable of performing physical examination and care of patients.
 - b. Able to differentiate among the full spectrum of colors, and able to read a wide variety of gauges and monitors.

The BSN program complies with and supports the Americans with Disabilities Act (ADA) and will make reasonable accommodations. However, if it is determined that a student has a disability and no reasonable accommodation can be made that would not fundamentally detract from the required educational experience, acceptance into the Nursing Major may be revoked.

I. HEALTH INSURANCE

Health insurance coverage is strongly recommended. Finlandia University and its affiliated health care agencies assume no fiscal responsibility for injuries or illnesses incurred while performing duties as a student nurse.

J. TIME COMMITMENT

The course requirements in the BSN major are rigorous and may require more time and commitment than many other areas of study. **Each clinical nursing course requires a minimum of 3 hours of direct clinical experience per clinical semester credit hour per week – schedules will vary depending on the clinical assignment and/or the clinical agency.** Time required for travel, clinical preparation at the assigned clinical agency, or study prior to and after the clinical experience is additional.

K. E-MAIL

The official Nursing Department email address is nursing@finlandia.edu. Please use this address if you need general assistance or are unsure of who to ask.

The Nursing Department will only use student Finlandia University email accounts when sending out official information, not your personal accounts. Student email accounts are active all summer. Important reminders and information will be sent via your fu-email. FU email accounts remain active throughout the summer. It is your responsibility to check your Finlandia University email account on a regular basis, including summer months and during semester breaks. Student accounts are accessible from home via the webmail client accessed at <http://mail.fu.edu>. Graduating seniors can access their fu-email for one year after graduation.

Report all email problems to IT at any time via phone (906-487-7242) or via email (support@finlandia.edu).

L. TECHNOLOGY REQUIREMENTS

Computers and the Internet play an integral role in the Nursing Program. All students are required to have access to and use a computer and the Internet. Your home computer or laptop must have **Internet Explorer**, *not Firefox or Netscape*, and Microsoft (MS) Office programs such as, but not limited to, **MS Word, Excel, and Power Point**. If your computer or laptop is incompatible with required on-line components, there are computers available for use in the Nursing Computer Lab (Mannerheim 211), Maki Library, and the Business Computer Lab.

I.T. Tips - IT can be reached with any questions or concerns at support@finlandia.edu. The Director of IT, Scott Blake, can be reached by phone at 906-487-7242.

When using the computers in the Nursing Computer Lab, students are advised to use their pre-assigned user name and passwords assigned by the IT Department and distributed upon admission to the University. Passwords for computer access can be changed and personalized at any time. ***PLEASE BE SURE TO MEMORIZE AND PROTECT YOUR USER NAME AND PASSWORD. Always log off when you are finished using a University computer.***

M. E-COLLEGE

e-College is the online learning platform used by Finlandia University and the Nursing Department. Once registered for an online course at the start of each semester, you will be sent an email with your specific e-College course access information. Courses are accessed through <http://finlandiaonline.net>. ***e-College and the University will only communicate with students through their fu e-mail accounts.***

e-College provides a list of required software programs you will need and a browser test to see if your computer is compatible. There are FREE software packages available through e-College if needed for your home computer. All computers on campus have been formatted to work with the learning platform.

e-College provides a Student Orientation Tutorial that must be completed by all nursing students when enrolled in an e-College course. It is recommended that you complete the Student Orientation Tutorial as soon as you enter each course.

PROGRESSION STANDARDS

A. ACADEMIC PROGRESSION IN THE NURSING MAJOR

The Nursing Department strives to enroll every nursing student in the sophomore Nursing Major, provided academic progress is satisfactory and the program sequence is being followed. The registrar's office and faculty advisors will evaluate the academic progress of students enrolled in the BSN program *at each mid- and end-semester*.

Satisfactory yearly progress is contingent upon completing the following requirements:
All requirements must be completed within seven years.

- Students must earn a minimum grade of 82% (B-) in each nursing course in order to progress in the nursing sequence. Any student not achieving a minimum grade of "B-" in a nursing course may not continue in the nursing sequence and will be required to apply for re-entry. *Upon re-entry, students will be required to repeat the clinical nursing course offered in the semester immediately preceding the failed nursing course regardless of the original grade earned.* Failed courses may be repeated only once.
- Students must pass the theory as well as the clinical component of the course to progress in the nursing sequence. The theory score and the clinical score are **NOT** combined for the final grade. The clinical component of a nursing course is graded as Pass/Fail. A failing grade in clinical will result in a grade of "F" for the entire course.
- Students receiving grades below the minimum grade requirements *in two or more required nursing courses* (this includes NUR and program required courses) are subject to dismissal from the Nursing Major. Progression will be evaluated on an individual basis.
- Students must earn a minimum grade of "C" in all college-level *non-nursing courses* to progress in the program. Those who do not meet the grade requirements will not be permitted to continue in the nursing sequence and must apply for re-entry. The student must repeat the course and meet the State requirements before the nursing faculty will consider the student for readmission into the program. Required courses may be repeated only once.
- A cumulative Grade Point Average (GPA) of 2.7 must be maintained throughout the program in order to progress into each semester and to graduate.
- Class and clinical attendance is *required* as necessary preparation for safe nursing practice. Students with repeated absences place themselves at risk for failure in the clinical and/or theory component of class *and/or* dismissal from the program based on this requirement (see Attendance Policies for class and clinical page 38).
- Students who fall below 82% at mid-term or are not meeting clinical standards in a nursing course must meet with the instructor, advisor, and/or Nursing Department Chair to discuss strategies for success. Students falling below the minimum competency requirements for a theory course will be referred to the Teaching Learning Center (TLC) for assistance. A written plan, referred to as a learning contract, will be developed by the student in collaboration with the instructor and approved by the Chair and student's advisor prior to the student's return to clinical when applicable. Learning contracts will be evaluated for compliance each semester. Failure to fulfill the learning contractual agreement will be grounds for failure in the course.

- The Finlandia University nursing faculty reserves the right to recommend to the Nursing Department Chair the withdrawal of a student from the BSN program for health, legal, academic, or clinical reasons particularly if the student has been involved in practices that jeopardize patient care or safety.

B. ADVISING

Advising is mandatory for all nursing students. Each nursing student is assigned a nursing Faculty Advisor who will serve as that student's advisor throughout the BSN program. The Faculty Advisor is listed on the student's schedule. **RN-BSN students are advised to remain in regular contact with their advisors to ensure that program requirements and deadlines are met.** The Faculty Advisor will assist and advise students on academic concerns and career planning. It is the student's responsibility to schedule and keep appointments with the advisor. The Faculty Advisor will record these meetings in the student's file that is maintained in the Nursing Office.

Faculty office hours are posted on the door of each individual's office. If a faculty member is not in the office, the student is asked to email or phone the advisor to set up an appointment to meet. Students should include their home phone number and the hours during which they can be reached with the message. The Faculty Advisor will respond as soon as possible. Although most faculty advisors have "drop-in" hours, setting an appointment with your advisor in advance is the best way to ensure a successful meeting.

Students are to consult their advisors for, although not limited to, the following:

- For assistance in planning class schedules prior to the next semester's registration.
- When adding or dropping a class.
- When experiencing academic difficulty.
- Prior to signing the "Application for Graduation" form required for graduation.
- When you simply need to talk.

C. STUDENT SUPPORT SERVICES

A variety of resource centers are available for student learning and testing. The nursing laboratory provides the space and contact resource for students to practice and test mastery of skills used in patient care. The Maki library contains a large collection of nursing texts, journals and web cites for student use. Students are encouraged to use the library. The Teaching Learning Center (TLC) offers opportunity to strengthen academic skills in all course subjects. Tutoring services are available once individual arrangements have been made.

Computers are available in the Maki Library, the Business Computer Lab (also in the Maki Library), and in the nursing computer lab (Mannerheim Hall Room 211) for student learning. Use of this equipment in the Nursing and Business labs can be scheduled through an instructor or lab personnel. Computers in the nursing lab are restricted for use by the nursing students. Printing is available in the Maki Library. Print cards are issued to each student at the start of each semester. Students are not to use Nursing Department printers unless authorized to do so.

Refer to the Student Development section of the Finlandia University catalog for more information on student support, student services, and student activities available.

D. RETENTION STATEMENT

The BSN degree signifies the beginning of professional nursing practice. The nursing faculty recognizes a responsibility to both students and patients to produce graduates able to carry out nursing functions that support the profession. If, in the best professional judgment of the nursing faculty, a student appears to be potentially unsafe to himself or herself, to patients, or colleagues the nursing faculty will refuse to allow the student to attend or remain in the clinical setting, potentially preventing him or her from meeting the course and program requirements.

E. WITHDRAWAL FROM NURSING STUDIES

Students who have discontinued enrollment for one or more semesters must re-apply to the University following the procedures set forth by the University. Any and all transcripts of courses taken from another institution while away from Finlandia University will be required for re-entry. Students who choose to withdraw from the Nursing Major are encouraged to meet with their instructor(s) and advisor to discuss options for readmission.

F. PROBATION

The Nursing Department adheres to the probation policies set forth by the University. Students in the BSN program may be placed on probation if they demonstrate an inability to meet the clinical competencies in the areas of safety and adherence to the program standards. The student and advisor will be notified by the instructor should the situation arise. Learning contracts are instituted as needed. (See Academic Progress in the Nursing Major)

G. DISMISSAL

A student is subject to dismissal from the BSN program for any of the following:

1. Failure to meet the minimum grade requirements in two or more required nursing courses (see Academic Progression in the Nursing Major)
2. Failure to meet the minimum grade requirement in a repeated course (see Academic Progression in the Nursing Major)
3. The illegal use of any mind-altering drugs and the inappropriate use of alcohol in class, lab, and/or clinical (please refer to the section entitled Standards for Professional Practice and Code of Conduct, and the Nursing Program Drug Testing Policy).
4. Any breach of confidentiality (see Nursing Student Code of Conduct and HIPAA and Confidentiality).
5. Any breach of ethical conduct as noted under the sections on Standards for Professional Conduct and the Nursing Student Code of Conduct is grounds for failure in the theory and/or clinical components of the nursing course which could then lead to dismissal from the nursing program.

Students found guilty of demonstrating the behaviors noted in #3&4 above will be dismissed from the class and/or clinical experience immediately by the instructor and will be assigned the

grade of “F” in the course. Students will be ineligible for readmission to the BSN program. Students receiving a dismissal decision will be notified in writing of the decision and the rationale for the decision. Students have the right to appeal per University & program policy.

H. READMISSION

Requests for readmission will be granted on a first-come, first-served basis dependent upon the following:

1. Space availability.
2. The evaluation of previous performance.
3. Satisfactory completion of course pre-requisites and any deficiencies as identified by the faculty.
4. The demonstration of competency in previously learned clinical skills, procedures, and theory content.
5. The student’s cumulative GPA.

Students may be required to repeat previously taken nursing and support courses to ensure competency in clinical skills, procedures, and theory content. Students requesting readmission will be subject to the departmental policies found in the BSN Student Handbook in effect and published at the time of re-entry.

I. APPEALS PROCESS

Any student who is the subject of academic action may appeal by taking the following steps:

1. The matter should be discussed with the course instructor. Many times actions can be easily resolved at this level.
2. If the matter is not resolved, the student is advised to meet with either his or her academic advisor or the Nursing Department Chair. These meetings are generally informal but should be scheduled in advance to ensure that the appropriate time is made available.
3. If the matter remains unresolved at the informal level (steps 1 & 2), the student is to submit a written appeal within 72 hours to the Nursing Department Chair for a response. Statements should include a summary of the situation, actions taken, and a proposed plan for successful resolution. Written appeals will be reviewed for further action, which may include a formal hearing with the nursing faculty. The student will be notified in writing following receipt of the written appeal regarding the action(s) to be taken by the Department Chair.
4. If at this point, the matter remains unresolved, the student’s written appeal will be submitted by the Nursing Department Chair to the Dean of the College of Health Sciences, who will conduct a hearing on the related issues. The student will be notified in writing within 72 hours regarding the actions to be taken by the Dean.

For additional information, see Grade Appeal Process found in the University Catalog.

J. DISCIPLINARY ACTION APPEALS

The procedures for appeal of a disciplinary action is outlined in the Finlandia University Student Handbook.

K. SOCIAL OR PERSONAL APPEALS

Concerns relative to housing, parking, or other personal living matters should be appealed to the Director of Residence Life or noted official.

NURSING DEPARTMENT POLICIES

A. GRADING POLICY

The Nursing Department utilizes the following grading scale for all nursing courses:

<u>Letter</u>	<u>Honor Points</u>	<u>Numerical Grade</u>	<u>Letter</u>	<u>Honor Points</u>	<u>Numerical Grade</u>
A	4.0	94-100%	C	2.0	75-77%
A-	3.7	90-93%	C-	1.7	70-74%
B+	3.3	87-89%	D+	1.3	67-69%
B	3.0	84-86%	D	1.0	64-66%
B-	2.7	82-83%	D-	0.7	60-63%
C+	2.3	78-81%	F	0.0	0-59%

- I Incomplete – a temporary grade given only in the case of extreme circumstances beyond the student’s control that prevent the student from completing all required work. An incomplete grade may only be given if a student is passing the course. Work must be completed within the first 4 weeks of the semester following the semester in which the incomplete was incurred. Failure to complete the work in this timeframe will result in an “F” for the course. The instructor must submit an incomplete contract signed by the student and faculty on or before the date that grades are due.

- IP Incomplete in Progress – may be given for theses, capstones, practicums, internships, and independent/directed studies in which the required coursework extends beyond the normal semester. Work must be completed within 6 months from the end of the semester in which the incomplete was incurred. Failure to complete the work in this timeframe will result in an “F” for the course. The instructor must submit an incomplete contract signed by the student and faculty on or before the date that grades are due.

- P Passed successfully; completed course(s) with equivalent of “C” or better.

- F Grade received did not meet the expectations for the course.

- R Repeated course later; previous course taken does not affect GPA and does not count as credits earned.

- W Withdrawal from a course after drop and add period through the tenth week of courses in fall and spring semesters, and after the sixth week of courses in the summer semester; does not affect GPA and does not count as credits earned.

B. ATTENDANCE POLICY

Attendance is **required** as a means to ensure students have the ability and opportunity to achieve the course outcomes. Students are expected to be **punctual** in attending all scheduled sessions of the course for satisfactory achievement of the learning outcomes. This includes class, clinical, nursing arts/skills lab, examinations, **and student-faculty evaluation sessions**. Failure to meet the attendance requirements will be cause for disciplinary action, including potential failure in the theory and/or clinical component of the course.

If a student cannot attend a scheduled learning activity due to illness or extraneous circumstances, it is the responsibility of the student to contact the course and clinical instructor prior to the scheduled class/clinical start time. Lack of notification constitutes an unexcused absence and will prevent the student from participating in make-up activities.

Excessive absences or tardiness that prevent the student from meeting the course outcomes will be reviewed by the faculty to determine if the student can continue in the nursing sequence. Students should have a “Plan B” in place for such things as childcare and reliable transportation to minimize absences. Students are advised to review the attendance policy in the course syllabi.

C. CLINICAL EXPERIENCES

Upper level clinical courses in the RN-BSN Program curriculum are designed to provide the student with clinical experiences congruent with the expanded practice role of the professional nurse. The clinical contact hours associated with each course contribute meaningfully to the students’ ability to meet course outcomes and become competent practitioners in the delivery of professional nursing care. To meet the clinical course requirements, RN-BSN students work with Nursing Faculty in establishing a clinical experience designed to meet the learning outcomes for each clinical course and when selecting a preceptor who will assist the student in meeting these outcomes. All clinical arrangements and preceptor selection are subject to approval by the course instructor.

Upon enrollment in each clinical nursing course, the RN-BSN student receives a copy of the Clinical Preceptorship Packet. Each packet contains the appropriate course syllabus, Guidelines for Establishing Clinical Experiences, Criteria for Clinical Preceptors, the Preceptor Agreement Form, and associated evaluation and approval forms. Students are expected to review the materials upon receipt and establish a list of potential ideas for the clinical experience prior to the start of class. The final approval of the clinical experience plan and submission of the Preceptor Agreement Form must be completed within the first two weeks of the official course start date.

RN-BSN students work closely with the preceptor during each clinical experience. Careful thought and planning is critical for the success and fulfillment of the clinical requirement.

D. PRECEPTOR QUALIFICATIONS

1. RN with earned BSN degree or above
2. Employed in nursing role congruent with course and project outcomes

E. EXAM/QUIZ POLICY: RN-BSN Program

1. The student is required to take exams/quizzes as scheduled.
2. Failure to complete an examination or quiz will be considered excused only in the event of illness or other imperative reasons.
3. Students must ask the instructor for permission to postpone the examination or quiz prior to the time of the scheduled exam. If there are compelling circumstances the instructor may waive the requirement for prior notification.
4. There will be no make-up for missed exams or quizzes without the prior approval of the instructor.
5. If approval has been granted, the student must take the missed exam the first day he/she returns to class. An alternate form of the original exam may be given (example: essay or oral).
6. The student will receive a grade of 0 for the missed exam if the above guidelines are not followed.
7. Tardiness: Students who elect to take an exam or quiz on campus and arrive after the exam or quiz has begun will be allowed to enter only at the discretion of the instructor.

F. ASSESSMENT TESTING – Not required for RN-BSN Students

G. HIPAA AND CONFIDENTIALITY

The Health Information and Portability Act of 1996 was developed to provide consumers with greater access to health care insurance, to protect the privacy of health care data, and to promote more standardization and efficiency in the health care industry. All students will be held responsible for following the regulations as set forth by the individual clinical agency during all clinical experiences.

In general, any information, either written or oral, having any relevance to patient care is considered strictly confidential. Discussion regarding patients is restricted to the proper professional or academic environment only under the supervision of appropriate health care professionals and/or nursing faculty. Under no circumstances is it ever appropriate to discuss one patient with another patient, nor to discuss a patient case in a public area. See course syllabi and faculty instructions for further specifics associated with each assigned clinical site. Any breach of confidentiality may be grounds for dismissal from the nursing program

Although the nursing faculty acknowledges that there are times when this issue seems unclear it is important to note that this is an extremely sensitive and legal issue. Examples demonstrating a distinct breach of confidentiality include, but are not limited to:

1. Using a patient's name or identifiers in written assignments.

2. Discussing confidential information, including a patient's name and identifying characteristics, in inappropriate areas such as but not limited to cafeterias, non-nursing classrooms, elevators, or hallways.
3. Discussing confidential information about a patient with third parties who do not have a clear and legitimate need to know, including but not limited to other patients, family members without the proper clearance, other students, and faculty outside of the nursing program.
4. Photocopying *or photographing* any portion of the patient's record or the patient in the clinical setting without the expressed permission of the clinical agency. This includes the use of cell phone cameras, Xerox machines, fax machines, electronic transfers, etc.
5. Seeking information on patients when it is not necessary for you to do so in order for you to carry out your role as a student.
6. Leaving the clinical setting with any records or documents related to a client, including any paperwork which contains identifying information about clients (for example, the last name).

H. LATEX ALLERGY STATEMENT

Nursing students may be at risk for developing latex sensitivity in the lab or clinical setting as an increased exposure to all rubber-based latex products increases the risk of developing latex sensitivity. Any student with a known latex allergy is advised to meet with the Nursing Department Chair prior to entry into the Nursing Major to plan appropriate course of action.

All students entering the nursing program at Finlandia University are required to be screened for latex sensitivity by their health care provider as part of the necessary documentation of their health care status. Any enrolled nursing student who experiences a potential reaction to latex (either in the lab or clinical) is required to document the reaction, notify the clinical instructor, appropriate agency personnel, and seek further treatment from their health care provider.

I. OPPORTUNITY TO STUDY ABROAD

The BSN program offers the opportunity for students in the Nursing Major to study nursing and health care in Finland and Tanzania. Coursework is completed during the spring semester with travel occurring in the summer. Opportunities for fundraising and scholarships are available. See Nursing Faculty or Nursing Department Chair for further details.

J. STUDENT NURSES ASSOCIATION (SNA)

The Student Nurse Association (SNA) at Finlandia University offers peer support and communication for nursing students, performs fundraising projects for class events, and participates in community outreach through volunteer activities. Annual election of officers is held in the spring. A student representative is elected to act as a spokesperson for student concerns. Affiliated with the Michigan Student Nurse Association, nursing students are provided the opportunity to network with students across the state.

K. STUDENTS WHO WORK FOR COMPENSATION

The faculty of Finlandia University's BSN program realizes the energy and time commitment needed for success within the program and therefore recommend that students enrolled in the program limit the amount of time they are employed. The faculty emphasizes that it is the responsibility of the student to regulate his or her time and activities outside of school in order to ensure success in meeting BSN program competencies. If a student chooses to work while enrolled in the program, the employing facility assumes the legal responsibility for the actions of the student during working hours. Finlandia University holds no responsibility for the student's actions outside of scheduled course or clinical activities.

Under no circumstances is a student permitted to represent himself or herself as a student nurse, either verbally, in writing, or dress, while engaged in employment activities. This includes the requirement that students are not to wear the Finlandia University patched uniform or name pin and are not to sign anything as a student nurse apart from those activities assigned under the direction of the clinical or course instructor.

L. STUDENT REPRESENTATION ON FACULTY COMMITTEES

Students elect two-student representatives for each academic level to serve on the Nursing Curriculum Committee (NCC) and the Nursing Student Affairs Committee (SAC). These students are expected to bring forth questions or comments from the nursing student body and provide feedback to their classmates. The Nursing Department Chair reserves the right to appoint student representation until elections have taken place.

M. TRANSPORTATION

Students must provide their own transportation to and from class and clinical experiences regardless of location. It is advised that students consider the time involved for travel and make the necessary arrangements for a timely arrival each day, allowing time for such unforeseen events as road construction, deteriorating road conditions, or car failure.

Should unforeseen events lead to a missed clinical experience, students are responsible for arranging their make up time with their clinical instructor.

N. USE OF TECHNOLOGY IN THE CLASSROOM AND CLINICAL SETTINGS

Cell phones and personal communication technologies are not to be used in the classroom, lab, or clinical facilities. Cell phones and other personal communication devices are to remain off during classroom, lab, and clinical activities. If you are expecting an emergency call, please place your phone/beeper on vibrate and let your instructor(s) and/or preceptors know that you are expecting the call. You may check your messages during official break times. Beepers issued by a clinical site are exempt under this policy.

There is to be no electronic text-messaging or Internet surfing during classroom, lab, or clinical activities unless instructed to do so as part of a class assignment. The use of personal computers during these times is limited to the completion of specified class/clinical assignments and note taking.

Cell phones and other personal communication devices are not to be re-charged in the classroom, lab, or any clinical setting.

Students not in compliance with this policy may have their devices confiscated for the duration of the learning experience. Students found using electronic devices inappropriately may be dismissed from the classroom or clinical setting. Make up opportunities in this situation will be at the discretion of the faculty. Students with repeated infractions will be placed on a learning contract that is to be re-evaluated each semester.

O. LEARNING CONTRACTS/INCIDENT REPORTS (See Appendix C)

Situations may arise in the classroom, lab, or clinical setting deviating from the prescribe Student Code of Conduct or established standards thus requiring faculty intervention. If and when these instances arise, the faculty will determine the appropriate actions and/or documentation needed. Incidents that occur in the clinical setting, such as but not limited to medication errors, will require the completion of an incident report. Behaviors that deviate from the prescribed standards, such as but not limited to excessive absences or coming unprepared to a clinical experience, will require the completion of an incident report and/or a learning contract.

P. EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS (Appendix E)

The Nursing Program understands the importance of protecting students from occupational exposure to bloodborne pathogens. The Finlandia University, College of Health Sciences (CHS) Exposure Control Plan provides guidelines to minimize the risk for occupational exposure to infectious disease, most specifically viral hepatitis (HBV & HCV) and human immunodeficiency virus (HIV), through increased awareness and prevention. This plan addresses the guidelines set forth by the Occupational Safety and Health Administration (OSHA).

Faculty and students performing invasive skills providing direct or indirect contact with such body secretions as blood, blood products, or any body fluid visibly contaminated with blood are considered at risk and are to follow the prescribed guidelines for personal protection. Students are to follow the prescribed Exposure Control Plan (ECP) for the campus when performing skills in the on-campus skills lab. For off-campus clinical activities, students are to follow the ECP for the affiliated agency.

DRESS CODE**

The personal appearance of the student nurse is a reflection of his or her newly developing image as a professional nurse, whether in the classroom or in the clinical setting. The official uniform identifies the individual as a student of the Finlandia University Baccalaureate Nursing Program.

- It is required that the full uniform with accessories, as specified below, is to be worn in the clinical setting when providing patient care.
- The laboratory coat and accessories, also specified below, may be worn in the clinical setting during assessment or observational experience.
- The uniform or laboratory coat is NOT to be worn while serving as an employee of an institution.
- Students are responsible for ordering and receiving their uniforms prior to the first clinical experience. It is recommended that two full official dress uniforms, one casual uniform, and one laboratory coat be ordered. Uniform purchasing information is provided in the orientation packet distributed upon acceptance to the Nursing Major.
- The stethoscope, bandage scissors, penlight, and uniform patches are to be purchased by the student. The first student nurse ID badge is provided by the University at no cost. There is a nominal fee for replacement badges. Uniform patches are available in the campus bookstore.
- Electronic Devices – use of personal electronic devices such as beepers, cell phones, cell phone cameras, and pagers ***are not*** permitted in classroom and clinical settings.

OFFICIAL DRESS UNIFORM - The approved uniform as specified in the orientation packet consists of the following:

Women

White Dress *or*

White Tunic Top with Patch

White Pants

White Turtleneck or white long sleeve t-shirt

White Laboratory Coat/Jacket with Patch

ID Badge

Men

White Tunic Top with Patch

White Turtleneck or white long sleeve t-shirt

White Trousers

White Laboratory Coat/Jacket with Patch

ID Badge

CASUAL DRESS UNIFORM – The following uniform guidelines are required when visiting clinical agencies in the community, obtaining clinical assignments and patient information, and when attending agency orientations sessions.

- Black dress pants (no cargo-type pockets, no denim or corduroy, and no low-waist), appropriate length, not to drag on floor or be rolled up. Hem as necessary.
- Polo shirt in Ceil Blue.
- Shoes may be casual, but closed-toe and must be worn with socks. No athletic shoes are permitted. Crocs are acceptable as long as they are fully closed-toe (no holes).
- ID badges are required in all clinical settings.
- White lab coat with patch on left sleeve.

ACCESSORIES - The following accessories will complete the uniform requirements.

White Leather Nursing Shoes or Walking Shoes	Ball Point Pen - Black Ink
White/Natural Hose or Socks	Penlight
Watch w/ Sweep Second-Hand	Bandage Scissors
Gait Belt	Stethoscope*
	Blood Pressure cuff & monitor (recommended)

**NOTE: Students must have a stethoscope that will effectively detect both low and high pitch sounds.*

PERSONAL GROOMING REQUIREMENTS –

- Uniforms and laboratory coats are to be fresh, clean, *stain-free*, and neatly pressed. Clinical instructors will notify students of the dress code required for each clinical site.
- Finlandia Nursing Student patch is worn on the left sleeve of each tunic top and lab coat. Students are responsible for sewing these in place prior to start of clinical.
- White T-shirts are required under the tunic for male students.
- A white turtleneck or long sleeve t-shirt may be worn under the tunic top when needed, not alone.
- Except when providing direct patient care, a white, lightweight cardigan sweater may be worn in the clinical area.
- ID badges are to be worn on the left side of the uniform or laboratory coat.
- Shoes are to be clean and polished.
- Anklets are not to be worn with dresses or skirts.
- Pant legs are not to be tucked into socks or rolled up. Hem pant legs as needed.
- White slippers are required under the dresses and white undergarments under all uniforms. ***Undergarments are not to be visible through the uniform.***
- Hair is to be neat and clean and of a natural shade. Hair below the shoulders must be neatly pinned up off the collar.
- Beards and mustaches must be clean and trimmed.
- Nails are to be clean and manicured. *Excessively long nails are not permitted.* Acrylic nails are not permitted in clinical. *NO Polish. (CDC Guidelines)*
- No gum chewing.

- Acceptable jewelry includes a plain wedding band and 1 pair post-type earrings for pierced ears (one earring per ear). No exposed piercings (including but not limited to lip, nose, and tongue piercings), necklaces, or bracelets are permitted in the clinical setting.
- Be aware that strong odors of perfume, cologne, shaving lotion, cigarette smoke, and body odor are offensive to patients. Therefore, please limit the use of these products on clinical days and when in the lab and classroom.
- Tattoos must be covered and ***are not to be visible*** outside of or through the uniform.

***Failure to meet the above dress code will be cause for disciplinary action.*

COOPERATING CLINICAL AGENCIES

Due to contractual agreements with agencies, students must accept assignments as prepared for them by the faculty of the Nursing Department. The variety of settings available and used to fulfill clinical requirements provides the student with a wide range of experiences with diverse populations, organizations, and agencies located in both urban and rural settings throughout the Upper Peninsula of Michigan.

Clinical experiences outside of Michigan (such as through Aspirus Hospital and affiliated agencies in Wausau, Wisconsin) will be supervised by clinical preceptors who hold a license in that state. If no preceptor is available, the clinical experience will be rearranged.

Current Clinical Agencies:

Area Public Schools in Baraga county
 Aspirus Keweenaw Hospital and affiliated clinics and physician offices
 Aspirus Keweenaw Home Health and Hospice
 B-H-K Head Start
 Baraga County Memorial Hospital and affiliated clinics and physician offices
 Copper Country Intermediate School District
 Copper Country Mental Health Services
 Cypress Manor Health & Rehabilitation Center, LLC
 Goodwill Industries of Northern WI and Upper Michigan Workforce Development
 Houghton County Medical Care Facility
 Keweenaw Bay Indian Community/Donald A. LaPointe Medical Center
 Duke Lifepoint, Marquette General Hospital, LLC
 Oak House
 Omega House
 Phoenix House
 Duke Lifepoint, Portage Health and affiliated clinics and physician offices
 Western U.P. District Health Department

Special arrangements are pursued annually with representatives in Finland and Tanzania for a unique cultural nursing experience, and with regional medical care centers for the Acute and Urgent Clinical Nursing experience. Sites are subject to change based on availability.

Additional clinical sites are always being pursued and may be added during the course of your educational experience here at Finlandia University. Students are not to pursue outside clinical experiences without the approval of the faculty and the Nursing Department Chair.

NURSING FACULTY AND STAFF TELEPHONE NUMBERS

If a student cannot attend a scheduled learning activity, it is the responsibility of the student to contact each course instructor prior to the scheduled class time.

All faculty members have voice mail, so messages can be left via telephone. Please identify yourself when you call and leave a telephone number where you can be reached. E-mail can be sent to the addresses listed below. For adjunct information, please contact your instructor/advisor.

Should you need immediate assistance during the week, contact the Nursing Department administrative assistant's office Monday through Friday, 8:00 AM to 4:30 PM.

Frederika de Yampert, PhD RN Professor /Nursing Department Chair Dean College of Health Sciences	M210 487-7306	fredi.deyampert@finlandia.edu
Judy Crotty, MSN, RN Assistant Professor	M209 487-7356	judy.crotty@finlandia.edu
Mary LaFave, MSN RN Assistant Professor	M212 487-7355	mary.lafave@finlandia.edu
Jordan Kivela, MSN, RN Assistant Professor	M203 487-7322	jordan.kivela@finlandia.edu
Colleen LaLonde, BSN RN Instructor	M216 487-7354	colleen.lalonde@finlandia.edu
Ying Meng, MSN RN Assistant Professor	M206 487-7389	ying.meng@finlandia.edu
Mark Miron, MSN RN Assistant Professor	M204 487-7247	mark.miron@finlandia.edu
Suzanne Miron, MSN RN Assistant Professor	M202 487-7323	suzanne.miron@finlandia.edu
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M214
487-7332

johnna.therrian@finlandia.edu

Jan Woodbeck
Administrative Assistant

M208
487-7305

jan.woodbeck@finlandia.edu

Clinical Adjuncts

TBD

Email addresses to be provided

If unable to reach adjuncts with the contact information provided, please contact Jan Woodbeck, Admin Asst.

APPENDIX A

ASSOCIATION REFERENCES

Students are advised to consult the following references for information regarding the standards of professional practice used to guide the development of the BSN curriculum.

ANA Standards of Professional Performance and ANA Standards of Nursing Practice

- American Nurses Association. (2004) *Nursing: Scope and standards of practice*. Washington, DC: Author.

ANA Code of Ethics for Nurses

- The ANA Code of Ethics for Nurses (2001) can be viewed on-line, in its entirety, through the American Nurses Association website located at <http://www.nursingworld.org/ethics/ecode.htm>
- The interpretive guide to the Code of Ethics is available through the ANA.
 - American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing.

APPENDIX B

Executive Summary *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)*

This *Essentials* document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These *Essentials* address the key stakeholders' recommendations and landmark documents such as the IOM's recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts a patient-centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment.

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

The nine Essentials are:

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
 - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
 - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- **Essential III: Scholarship for Evidence Based Practice**

- Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV: Information Management and Application of Patient Care Technology**
 - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- **Essential V: Health Care Policy, Finance, and Regulatory Environments**
 - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- **Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes**
 - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- **Essential VII: Clinical Prevention and Population Health**
 - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- **Essential VIII: Professionalism and Professional Values**
 - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- **Essential IX: Baccalaureate Generalist Nursing Practice**
 - The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
 - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

Introduction

The Essentials of Baccalaureate Education for Professional Nursing Practice provides the educational framework for the preparation of professional nurses. This document describes the outcomes expected of graduates of baccalaureate nursing programs.

The Essentials apply to all pre-licensure and RN completion programs, whether the degree is baccalaureate or graduate entry. Program curricula are designed to prepare students to meet the end-of-program outcomes delineated under each Essential.

Background

The healthcare delivery system has changed dramatically since *The Essentials of Baccalaureate Education for Professional Nursing Practice* was endorsed by the American Association of Colleges of Nursing (AACN, 1998). Building a safer healthcare system has become the focus of all health professions following numerous reports from the Institute of Medicine (IOM, 2000, 2001, 2004), American Hospital Association (2002), Robert Wood Johnson Foundation (Kimball & O'Neill, 2002), the Joint Commission (2002) and other authorities. Nursing has been identified as having the potential for making the biggest impact on a transformation of healthcare delivery to a safer, higher quality, and more cost-effective system. With the increasing awareness of the need for change in the healthcare system, the clinical micro-systems (small, functional units where care is provided within the larger system) have become an important focus for improving healthcare outcomes (Nelson, Batalden, & Godfrey, 2007).

In addition to the concern over healthcare outcomes, the United States and the global market are experiencing a nursing shortage that is expected to intensify as the demand for more and different nursing services grows. Buerhaus, Staiger, and Auerbach (2008) reported that the U.S. may experience a shortage of more than 500,000 registered nurses by the year 2025. Despite annual increases in enrollments in entry-level baccalaureate nursing programs since 2001 (Fang, Htut, & Bednash, 2008), these increases are not sufficient to meet the projected demand for nurses. According to Buerhaus et al. (2008), enrollment in nursing programs would have to increase at least 40% annually to replace the nurses expected to leave the workforce through retirement alone. Addressing the need for an increased number of baccalaureate-prepared nurses is critical but not sufficient. Nursing must educate future professionals to deliver patient-centered care as members of an inter-professional team, emphasizing evidence-based practice, quality improvement approaches, and informatics (IOM, 2003b). Nursing education and practice must

work together to better align education with practice environments (Joint Commission, 2002, Kimball & O'Neill, 2002;).

The environments in which professional nurses practice have become more diverse and more global in nature. Scientific advances, particularly in the areas of genetics and genomics, have had and will continue to have a growing and significant impact on prevention, diagnosis, and treatment of diseases, illnesses, and conditions. The increased prevalence of chronic illness is a result of an increasingly older adult population, environmental threats, lifestyles that increase risk of disease, and enhanced technological and therapeutic interventions that prolong life. Increases in longevity of life have made the older adult the fastest growing segment of the population. In 2003, 12 % of the population was older than 65 years of age. By 2030, this population will increase to 20%, with a large majority older than 80 years of age (He, Sengupta, Velkoff, & DeBarros, 2005). Those older than 65 years of age had almost four times the number of hospitalization days than those younger than 65 years of age (Centers for Disease Control, 2007).

Education for the baccalaureate generalist must include content and experiences across the lifespan, including the very young who are especially vulnerable. The percentage of the population under 18 years of age is 24.6% (U.S. Census Bureau, 2008). U.S. infant mortality in 2006 ranked 38 the in the world (World Health Organization, 2008). Prevention is critical in addressing both acute and chronic conditions across the lifespan. The role of the nurse in prevention continues to be of utmost importance.

Increasing globalization of healthcare and the diversity of this nation's population mandates an attention to diversity in order to provide safe, high quality care. The professional nurse practices in a multicultural environment and must possess the skills to provide culturally appropriate care. According to the U.S. Census Bureau (2008), the nation's minority population totaled 102 million or 34% of the U.S. population in 2006. With projections pointing to even greater levels of diversity in the coming years, professional nurses need to demonstrate a sensitivity to and understanding of a variety of cultures to provide high quality care across settings. Liberal education, including the study of a second language, facilitates the development of an appreciation for diversity.

Strong forces influencing the role of nurses include:

- scientific advances, particularly in the area of genetics and genomics,
- changing demographics of patient populations,
- new care technologies, and
- patient access to healthcare information.

These forces call for new ways of thinking and providing health care. Nursing is uniquely positioned to respond to these major forces, requiring an increased emphasis on designing and implementing patient-centered care, developing partnerships with the patient, and a focus on customer service.

Nursing Education

In response to calls for transforming the healthcare system and how healthcare professionals are educated, AACN has maintained an ongoing dialogue with a broad representation of stakeholders internal and external to nursing. The dialogue has focused on the knowledge, skills, and attitudes needed by nurses to practice effectively within this complex and changing environment. New innovative models of nursing education have emerged, and AACN has taken a leadership role in crafting a preferred vision for nursing education.

In 2004, the AACN Board of Directors reaffirmed its position that baccalaureate education is the minimum level required for entry into professional nursing practice in today's complex healthcare environment. Baccalaureate generalist education, as defined in this document, is the foundation upon which all graduate nursing education builds.

The preferred vision for nursing education includes generalist, advanced generalist, and advanced specialty nursing education. Generalist nurse education occurs at a minimum in baccalaureate-degree nursing programs. Advanced generalist education occurs in master's degree nursing programs, including the Clinical Nurse Leader (CNL®), which is an advanced generalist nursing role. Advanced specialty education occurs at the doctoral level in Doctor of Nursing Practice (DNP) or research-focused degree programs (PhD, DNS, or DNSc). End-of-program outcomes for the baccalaureate, master's, and doctoral nursing programs build on each other.

The Discipline of Nursing

Roles for the baccalaureate generalist nurse are derived from the discipline of nursing.

The roles of the baccalaureate generalist include:

- provider of care,
- designer/manager/coordinator of care, and
- member of a profession.

Nursing generalist practice includes both direct and indirect care for patients, which includes individuals, families, groups, communities, and populations. Nursing practice is built on nursing knowledge, theory, and research. In addition, nursing practice derives knowledge from a wide array of other fields and professions, adapting and applying this knowledge as appropriate to professional practice.

In the senior college and university setting, every academic discipline is grounded in discrete inquiry-based applications that are distinctive to that discipline. Scientific advances, (particularly in the area of genetics and genomics), changing demographics of patient populations, new care technologies, and patient access to health care information call for new ways of thinking and doing in the provision of health care. The academic setting provides a forum for contemplating physical, psychological, social, cultural, behavioral, ethical, and spiritual problems within and across disciplines. Faculty have a responsibility to facilitate the translation of knowledge from a liberal education base into the practice of nursing. Nursing faculty introduce nursing science and theories, and guide the student in developing an understanding of the discipline of nursing's distinctive perspective.

Baccalaureate-prepared nurses provide patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, and expressed needs (IOM, 2003a). Patient-

centered care also involves the coordination of continuous care, listening to, communicating with, and educating patients and caregivers regarding health, wellness, and disease management and prevention. The generalist nurse provides the human link between the healthcare system and the patient by translating the plan of care to the patient. A broad-based skill set is required to fill this human interface role. Patient-centered care also requires the development of a nurse-patient partnership. Patients, as consumers of healthcare services, and as integral members of the healthcare team, have an increasing role and responsibility for the mutual planning of care and healthcare decision making.

The fundamental aspects of generalist nursing practice are: direct care of the sick in and across all environments, health promotion and clinical prevention, and population-based health care. A defining feature of professional nursing practice is the focus on health promotion and risk reduction. Advances in science and technology will continue to emerge, which will help to predict future health problems. Nurses will design and implement measures to modify risk factors and promote healthy lifestyles. These same advances in science and technology also have allowed individuals to live longer and often with increasing numbers of chronic illnesses and conditions. With an increasing emphasis on cost-savings and cost-benefits, nurses will play a leading role in the provision of care.

Assumptions

The baccalaureate generalist graduate is prepared to:

- practice from a holistic, caring framework;
- practice from an evidence base;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care;
- practice in a variety of healthcare settings;
- care for patients across the health-illness continuum;
- care for patients across the lifespan;
- care for diverse populations;
- engage in care of self in order to care for others; and
- engage in continuous professional development.

Roles for the Baccalaureate Generalist Nurse

Baccalaureate Generalist nurses are providers of direct and indirect care. In this role, nurses are patient advocates and educators. Historically, the nursing role has emphasized partnerships with patients – whether individuals, families, groups, communities, or populations – in order to foster and support the patient's active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.

Changing demographics and ongoing advances in science and technology are a reality of healthcare practice. The generalist nurse provides evidence-based care to patients within this changing environment. This clinician uses research findings and other evidence in designing and

implementing care that is multidimensional, high quality, and cost-effective. The generalist nurse also is prepared for the ethical dilemmas that arise in practice and will be able to make and assist others in making decisions within a professional ethical framework. Understanding advances in science and technology and the influence these advances have on health care and individual wellbeing is essential. Understanding patients and the values they bring to the healthcare relationship is equally important.

The generalist nurse practices from a holistic, caring framework. Holistic nursing care comprehensive and focuses on the mind, body, and spirit, as well as emotions. The generalist nurse recognizes the important distinction between disease and the individual's illness experience. Assisting patients to understand this distinction is an important aspect of nursing. In addition, nurses recognize that determining the health status of the patient within the context of the patient's values is essential in providing a framework for planning, implementing, and evaluating outcomes of care.

The generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care, as they monitor and manage aspects of the environment to foster health.

Baccalaureate generalist nurses are designers, coordinators, and managers of care. The generalist nurse, prepared at the baccalaureate-degree level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel. As healthcare providers who function autonomously and interdependently within the healthcare team, nurses are accountable for their professional practice and image, as well as for outcomes of their own and delegated nursing care. Nurses are members of healthcare teams, composed of professionals and other personnel that deliver treatment and services in complex, evolving healthcare systems. Nurses bring a unique blend of knowledge, judgment, skills, and caring to the healthcare team.

Baccalaureate generalist nurses are members of the profession and in this role are advocates for the patient and the profession. The use of the term "professional" implies the formation of a professional identity and accountability for one's professional image. As professionals, nurses are knowledge workers who use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. The professional nurse also requires the development and demonstration of an appropriate set of values and ethical framework for practice. As advocates for high quality care for all patients, nurses are knowledgeable and active in the policy processes defining healthcare delivery and systems of care. The generalist nurse also is committed to lifelong learning, including career planning, which increasingly will include graduate level study.

Expectations for Clinical Experiences within the Baccalaureate Program

Baccalaureate programs provide rich and varied opportunities for practice experiences designed to assist graduates to achieve the *Baccalaureate Essentials* upon completion of their program. Clinical experiences are essential for baccalaureate nursing programs to prepare students to care for a variety of patients across the lifespan and across the continuum of care. In addition clinical experiences assist the graduate to:

- develop proficiency in performing psychomotor skills;
- apply professional communication strategies to client and inter-professional interactions; and
- acquire a professional identity.

Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. Theoretical learning becomes reality as students are coached to make connections between the standard case or situation that is presented in the classroom or laboratory setting and the constantly shifting reality of actual patient care. Clinical educators for baccalaureate programs are well informed about the specific learning that is taking place in the classroom and laboratory setting and find clinical education opportunities to reinforce and apply that learning. Programs provide clinical placements across the range of practice settings and across the continuum of care that are safe, supportive, and conducive for groups of students to practice and learn professional roles. Clinical practice opportunities expose students to practice issues such as technological innovations, accelerated care transitions, an unpredictable fast-paced environment, and complex system issues, which are all important in preparing the students for practice following graduation. In addition, clinical practice opportunities provide students with experiences and nursing role models that prepare them for practice in complex, changing healthcare environments.

Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. Laboratory and simulation experiences provide an effective, safe environment for learning and applying the cognitive and performance skills needed for practice. Reality-based, simulated patient care experiences increase self-confidence in communication and psychomotor skills, and professional role development. Beginning research supports the use of simulation in nursing education. Nehring, Ellis, and Lashley (2001) describe the use of human patient simulators in nursing education as an excellent tool to measure competency in the application of knowledge and technical skills. Debriefing, or feedback to the students, is as essential for simulation as it is for instruction in the clinical setting (National Council of State Boards of Nursing, 2005). Simulation is a valuable element of clinical preparation. However, patient care experiences with actual patients form the most important component of clinical education. Over time, as evidence emerges regarding the use of simulation as a substitute for actual patient experience, the balance between actual and simulated patient care may change.

Direct patient care clinical experiences provide valuable opportunities for student learning not found in other experiences. Early learning experiences, including providing care for a limited number of patients, allow students to explore the challenging world of clinical practice. As students become more experienced, increasingly complex clinical learning opportunities are selected to provide a sufficient breadth and depth of learning to develop the competence necessary for entry-level practice with diverse patients across the life span in various types of settings. Through an immersion experience, students have the opportunity to develop increasing autonomy and assume an assignment that more closely approximates a realistic workload of a novice nurse in that environment.

A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills. These opportunities increase the student's self-confidence, professional image, and sense of belonging that facilitate the transition to competent and confident practice. Immersion experiences allow students to integrate previous learning and more fully develop the roles of the baccalaureate generalist nurse:

- provider of care
 - evaluate client changes and progress over time
 - develop a beginning proficiency and efficiency in delivering safe care
- designer/manager/coordinator of care
 - manage care transitions
 - be an active participant on the inter-professional team
 - identify system issues
 - develop working skills in delegation, prioritization, and oversight of care
- member of a profession
 - evaluate one's own practice
 - assume responsibility for supporting the profession

An immersion experience provides faculty opportunities to observe student performance over time and more effectively evaluate the student's professional development.

Graduates of all types of baccalaureate programs need sufficient didactic, laboratory, and clinical experiences to attain the end-of-program outcomes of these *Essentials*. The nursing program determines and assesses clinical sites to ensure the clinical experiences for students provide:

- patients from diverse backgrounds, cultures, and of differing gender, religious, and spiritual practices;
- the continuum of care, including population-focused care;
- all age groups, including the very young and the frail elderly; and
- comprehensive learning opportunities to promote integration of baccalaureate learning outcomes that prepare the graduate for professional nursing practice.

Summary

The Essentials for Baccalaureate Education for Professional Nursing Practice serves to transform baccalaureate nursing education and are a dramatic revision of the 1998 version. Further, these *Essentials* meet the IOM's recommendations for core knowledge needed for all healthcare professionals (IOM, 2003b). Due to the ever-changing and complex healthcare environment, this document emphasizes such concepts as patient-centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, practice across the lifespan, and end-of-life care.

Essentials I-IX delineate the outcomes expected for baccalaureate nursing program graduates. Achievement of these outcomes will enable the baccalaureate-prepared generalist nurse to practice within complex healthcare systems and assume the roles:

- provider of care

- evaluate client changes and progress over time
- develop a beginning proficiency and efficiency in delivering safe care
- designer/manager/coordinator of care
 - manage care transitions
 - be an active participant on the inter-professional team
 - identify system issues
 - develop working skills in delegation, prioritization, and oversight of care
- member of a profession
 - evaluate one's own practice
 - assume responsibility for supporting the profession

Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes. Learning opportunities, including clinical experiences, must be sufficient in breadth and depth to ensure the graduate attains these practice-focused outcomes and integrates this knowledge and these skills into one's professional nursing practice.

Baccalaureate graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. Therefore, baccalaureate graduates are expected to focus on continuous self-evaluation and lifelong learning.

APPENDIX C
PROCESS FOR ESTABLISHING
LEARNING CONTRACTS & INCIDENT REPORTS

PURPOSE: To progress in the nursing program, students must meet the following standards:

- Achieve a grade of 82% (B-) or above in each nursing course and receive passing grades (pass/fail) in the clinical component of each clinical nursing course

- Achieve a grade of “C” or better in all college-level, non-nursing courses

- Maintain a cumulative GPA of 2.7 or above

- Maintain consistent and timely attendance in class, lab, and clinical activities

- Maintain Student Code of Conduct, including following the policies set forth in the BSN Student Handbook

POLICY STATEMENT: Various academic and/or behavioral situations warrant intervention by the faculty. Situations that deviate from the expected standards outlined in the BSN Student Handbook, Course Syllabus, and/or clinical expectations set forth by the affiliated agency require the completion of 1) an Incident Report, 2) an Academic Agreement Contract, and/or 3) a Learning Contract. When situations arise that require the completion of any of the above-noted forms students are required to meet with their instructor, advisor, and/or Department Chair to discuss strategies for success. A written plan will be developed collaboratively by the student and instructor, and approved by the Department Chair, Faculty, and/or Academic Advisor prior to the student’s continuation and/or progression in the program.

DEFINITIONS:

Unprofessional Conduct/Incident Report: form to be completed when behaviors and/or situations deviate from the prescribed BSN Student Code of Conduct and performance standards as defined in the BSN Student Handbook, course syllabi, and/or clinical guidelines. This form is located in the BSN Student Handbook (Appendix C) – additional copies are located in the Nursing Office.

- Examples of situations that warrant an incident report include, but are not limited to:
 - Medication errors
 - Safety concerns in lab and/or clinical
 - Breach of BSN Student Code of Conduct such as (but not limited to) a demonstration of a lack of respect for peers, faculty, staff, and/or agency personnel; potential or risk for breach of confidentiality

Academic Agreement Contract: completed when a student is admitted with any identified areas of concern and/or weakness. This form is located in the Advising Handbook (p. 9) – additional copies are maintained in the Nursing Office.

- Examples can include but are not limited to:
 - Need for additional support for academic success such as study skills, reading comprehension, test taking, etc
 - Need for outside and/or additional tutorial support
 - Students consistently ill-prepared for, tardy for, and/or absent from class, lab, and/or clinical activities
 - Students not meeting the expected academic and/or behavioral standards

Student Notification Information Form: completed when the student's actions continue after the initiation of and follow through with the above contracts. This form is located in the Advising Handbook and is to be forwarded, upon completion, to the Director of Academic Support.

PROCEDURAL INFORMATION:

- A. Incident Report: It is recommended that this form be initiated within 48 hours of an incident. When an incident arises that requires documentation, the faculty will
1. Discuss the situation with the parties involved to establish the best course of action to be taken (i.e. completing an incident report at the facility for a medication error or safety concern, completing an internal incident report at the university, or both).
 2. Discuss the situation with the student to clarify the incident and discuss the most appropriate or required course of action.
 3. Report the situation to the appropriate facility, agency, or university personnel.
 4. Document the situation as required by the agency and/or university
 5. For incident reports filed internally:
 - a. Obtain an *Unprofessional Conduct/Incident Report Form* from the Nursing Office.
 - b. Note the student's name, ID number, nursing course in which the incident occurred.
 - c. Identify the faculty person initiating the documentation.
 - d. Note the location of the incident, description of the incident, and witnesses.
 - e. Identify the actions taken by the faculty.
 - f. Meet with student and document day/time and student's response.
 - g. Obtain signatures. Place original in student's file, provide copies to the student and instructor.
 - h. Notify Nursing Department Chair and Advisor for further follow up as deemed applicable.
- B. Academic Agreement Contracts: Established upon entry to program for at-risk students OR within 48 hours of an identified learning need.
- Upon entry to the Nursing Program, students may be identified as needing additional assistance for academic success. This form is completed for students who meet the program requirements however have struggled with one particular area such as math, science, writing, etc. This form is generally completed by the Department Chair in collaboration with support personnel (such as previous faculty, current faculty, or the Director of Academic Support) and the student.
 1. Obtain *Academic Agreement Contract* form from Nursing Office.
 2. Establish appropriate plan of action (action plan).

3. Discuss action plan with student. Have student identify goals and strategies for success.
 4. Document the action plan, goals, and strategies for success on agreement form. Additional sheets may be used as needed.
 5. Note this action in student file as appropriate.
 6. Obtain signatures from students, Academic Advisor, and Department Chair.
 7. Place original in student's file. Provide copy to student and instructors as needed.
- While in the program, this form is completed for students as a strategy to improve performance when students fall below expectations. Used to develop a plan for success, this form is established in collaboration between faculty and student and approved by the Department Chair.
 1. Obtain *Academic Agreement Contract* form from Nursing Office.
 2. Identify length of time contract will be enforced and the courses the agreement will cover (i.e. sophomore level nursing courses for AY2010-11, or all nursing courses enrolled in until graduation, etc).
 3. Identify area covered by the Learning Contract (attendance, academics, or personal) and note actions student is to take to meet outcomes for course, clinical, progression, etc. Be as measurable as possible (i.e. Student will attend all classroom, lab, and clinical sessions on time. OR Student will not miss more than 10% of OR Student will make up ___ sessions by ___ date, etc).
 4. Ask the student to complete a *Learning Contract Goal Sheet* to identify goals and strategies for success. Attach this sheet to *Academic Agreement Contract*. (Blank copies are located in same file as blank forms. File cabinet in the Nursing Office.)
 5. Obtain the required signatures.
 6. Place the original in the student's file. Provide a copy to student and appropriate faculty, advisor, and department chair as needed.

C. Referrals to the Director of Academic Success

The *Student Notification Information Form* is located in the Advising Handbook (p 8) and hard copies are located in the Nursing Office file cabinet. This form is used to communicate student issues to the Director of Academic Support. This form allows an incident to be carefully documented when seeking assistance outside of the Nursing Department.

What are student "issues"? Student issues can be absolutely anything: academic or non-academic. Faculty are encouraged to notify the Director of Academic Support as needed.

As such, the Nursing Program faculty are encouraged to use this avenue to help students when needed. This avenue can be used during the contract process, in lieu of the contract process (for issues not requiring departmental intervention), or when the contract process has not been effective.

Plan established September 28, 2010 Approved by NUR Faculty November 5, 2010
(date) (date)

UNPROFESSIONAL CONDUCT/INCIDENT REPORT FORM

Student name: _____ *Student ID #:* _____

Current nursing course: _____

Date of incident(s): _____ *Time of incident(s):* _____

Date form initiated: _____ *Faculty initiating form:* _____

Location of incident(s): _____

Description of incident(s): _____

Witness to incident: _____

Action taken by faculty: _____

Meeting date with faculty and student: _____

Student Response: _____

Student signature: _____ Date: _____

Initiating Faculty signature: _____ Date: _____

Nursing Program Chair signature: _____ Date: _____

Copies go to: Student, Student File, Nursing Department Chair

APPENDIX E

Finlandia University College of Health Sciences

BLOODBORNE PATHOGEN EXPOSURE PLAN

PURPOSE:

To define the Finlandia University College of Health Science plan to minimize the risk of exposure to bloodborne pathogens for students in the on-campus skills lab and learning environments. For off-campus clinical activities, faculty, staff, and students are to follow the Exposure Control Plan for the affiliated agency.

POLICY STATEMENT:

The Finlandia University College of Health Sciences (CHS) understands the importance of protecting faculty, staff and students from occupational exposure to bloodborne pathogens. This Exposure Control Plan (ECP) provides a strategy to minimize the risk for occupational exposure to infectious disease, most specifically viral hepatitis (HBV & HCV) and human immunodeficiency virus (HIV) through increased awareness and prevention. The CHS Exposure Control Plan is the written policy for the implementation of procedures relating to the control of infectious disease hazards in the on-campus student skills lab and learning environments. This plan includes provisions for the proper selection of personal protective clothing and equipment, labeling and signage requirements, exposure determination, and training for all faculty, staff, and students whose job or educational activities place them at risk for exposure to blood or other potentially bloodborne pathogens. OSHA establishes minimum requirements under *29 CFR 1910.1030*, which shall be reviewed by department heads/supervisors/staff members who have or may have faculty, staff, or students affected by this requirement. This plan is reviewed annually by the CHS department heads and updated as needed to reflect new or modified tasks and procedures.

DEFINITIONS:

Bloodborne pathogens: Fluids recognized by the Center of Disease Control (CDC) as directly linked to the transmission of HBV, HCV, and HIV include blood, blood products and any body fluid that can be potentially contaminated with blood.

OSHA: Occupational Safety & Health Administration

Universal Precautions: An approach to infection control that recommends treating all human blood and certain body fluids as if known to be infectious for HBV, HCV, HIV, and other bloodborne pathogens.

Personal Protective Equipment (PPE): specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts, blouses) are not considered to be personal protective equipment.

EXPOSURE DETERMINATION:

Faculty and students performing invasive skills providing direct or indirect contact with such body secretions as blood, blood products, or any body fluid visibly contaminated with blood are considered at risk and are to follow the prescribed guidelines for personal protection.

PROCEDURE:

1. The use of Universal Precautions and personal protective equipment (PPE) is taught to students enrolled in CHS programs during their respective programs, prior to the initiation of lab activities involving a risk of exposure, and is reviewed as needed.
2. Personal protective equipment is available in the skills labs prior to and during all instructional and practice sessions that involve a risk of exposure to bloodborne pathogens.
3. Laboratory Safety Precautions, including the use of PPE, will be followed by faculty, staff, and students when teaching, performing, practicing such invasive skills as (but not limited to):
 - a. Intramuscular injections, and when handling of any injection needles
 - b. Intravenous catheterization
 - c. Phlebotomy
4. Laboratory Safety Precautions are posted in all CHS skills labs and distributed to CHS faculty, staff, and students.
5. Students participating in skills considered as “invasive” and that increase risk for exposure incidents sign a Release and Waiver of Liability form prior to participating. Students who refuse to sign the release will be provided alternative learning opportunities congruent with expectations for the course (see Release and Waiver of Liability form).
6. Gloves are worn when performing all skills where there is a risk of exposure to blood or other potentially bloodborne pathogens, including but not limited to intramuscular injections, intravenous catheterization, phlebotomy, and when open wounds such as cuts, abrasions, chafing, or dermatitis are present on the hands.
7. Hands are to be washed prior to donning, and as soon as possible after removal of, gloves or other personal protective equipment, and after any contact with potentially bloodborne

pathogens. Sinks, soap, and/or antiseptic hand cleansers in conjunction with paper towels are available in all nursing skills labs.

8. Eye protection or face shields are to be worn during all procedures where splashing is a reasonable safety risk.
9. Faculty, staff, and students exposed to potential or actual infectious materials are to follow proper cleansing protocol. Immediately following exposure:
 - a. Skin is to be washed with soap and water.
 - b. Mucous membranes and eyes are to be flushed with water.
10. Faculty, staff, and students are not to eat, drink, apply cosmetics, handle contact lenses, or chew pencils or nails where there is a reasonable likelihood of exposure to bloodborne pathogens. There is no smoking in all university buildings. No mouth pipetting is to occur in lab at any time.
11. Food and/or drinks are not to be stored in or on refrigerators, freezers, shelves, cabinets, and bench tops where a potential exposure to bloodborne pathogens exists. Storage facilities containing any potential bloodborne pathogens are to be clearly labeled with an appropriate fluorescent orange or orange-red biohazard label.
12. All procedures involving blood or other potential bloodborne pathogens are to be performed in such a way as to minimize splashing, spraying, and spattering while working with potentially bloodborne pathogens.
13. Any specimens collected are to be placed in a leak-proof container during collection, handling, processing, storage, and transport, closed properly, and clearly labeled.
14. Sharps are to be disposed of in clearly marked, closable, puncture-resistant, and leak-proof bio-hazard containers. Used sharps will not be recapped, clipped, bent, or broken by hand. Instructors will arrange for the disposal of biohazard containers as needed.
15. Work surfaces possibly contaminated with bloodborne pathogens are to be cleansed with an approved cleaning product or solution, such as one part bleach to ten parts water. Broken glass is not to be picked up directly with hands; mechanical aids will be used.
16. Faculty, staff, and students at risk of exposure to potential bloodborne pathogens are required to provide documentation of receiving the Hepatitis B vaccination series or proof of immunity. Any person who declines to provide such proof will sign a waiver indicating he or she understands the risks posed by a lack of immunity.
17. Any person exposed to potential bloodborne pathogens will follow the post-exposure protocol and file a Post-Exposure Report Form to the clinical instructor. This report is further reviewed by the department head and processed appropriately (see Post-Exposure Report Evaluation and Follow-Up).

Resources:

EIIA. (2006). *Casualty Risk Control Manual*. Marsh & McLennan Companies.

US Department of Labor. (2010). *OSHA Regulations – Bloodborne Pathogens Standard 29 CFR 1910.1030*.

Plan established January 24, 2011 (date) Approved by CHS Faculty February 4, 2011 (date)

APPENDIX F – POLICY AND PROCEDURE ON SUBSTANCE USE

Initiated Fall 2013

Philosophy

For obvious health and safety reasons, nursing students must be fully in control of their manual dexterity and skills, mental faculties, and judgment as they conduct health care and educational activities in the clinical, lab, or classroom setting. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students or impairs their ability to provide adequate patient care, poses an unacceptable risk for patients, the student, colleagues, the Finlandia Nursing Program, and affiliated clinical agencies. In order to uphold the highest standards of the nursing profession, the Finlandia Nursing Program has adopted an alcohol and drug-free philosophy.

Policy

The Finlandia Nursing Program fully supports and adheres to the University Code of Conduct, as outlined in the Finlandia Student Handbook, regarding student use of alcohol and other drugs. Additionally, the Finlandia Nursing Program must comply with the policies in force at affiliated clinical agencies through which Finlandia nursing students obtain specific clinical experiences. As a means of compliance with the policies of affiliated agencies, and to foster the philosophy of the Nursing Program, drug tests will be required as a part of the admissions process to the program, at the beginning of each year of the program during which a student will be participating in clinical activities, and on a “for cause” basis if a student is reasonably suspected to be under the influence of drugs or alcohol during the clinical setting. Any student in the clinical or classroom setting who is found to be impaired by means of a positive alcohol or drug screen or who refuses to submit to a requested screen shall be subject to disciplinary procedures up to and including dismissal from the Nursing Program.

Prohibited Substances

- Use or possession of alcohol is prohibited in all clinical, lab, or classroom settings.
- Use or possession of illicit drugs is prohibited in all clinical, lab, or classroom settings.

“Illicit drug” means any drug which is not legally obtainable, any drug which is legally obtainable but has not been legally obtained, any prescribed drug not legally obtained, any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed, any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer or being used for a purpose other than the purpose intended by the manufacturer, and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illicit drugs include but are not limited to stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

While the Nursing Program faculty and administration realize that a variety of health conditions may require the prescription of medications for treatment, they also recognize that such prescriptions may also lead to impairment. Further, they realize that such impairment, though caused by legally prescribed medication, presents the same risks as impairment caused by illicit substances, and thus may not be considered justification for such impairment. Any student who is taking prescribed medication that has the potential to cause impairment is strongly encouraged to discuss the medication with the clinical or classroom instructor prior to participating in classroom or clinical experiences. Recommendations will be made to ensure a reasonable approach to monitoring and assessing the presence and/or degree of impairment and consequent risk. A student requesting accommodations related to a disability are encouraged to contact the office for Disability Student Services (DSS), Contact Carol Bates at 906-487-7258.

Medical/Prescribed Marijuana

Use of prescribed marijuana, in accordance with the Michigan Medical Marijuana Act, does not provide justification for a urine/oral drug screen positive for marijuana/THC. Based on court rulings in Michigan, several other states, and the Federal Courts, employers retain the right, and in some cases bear a responsibility under federal laws, in spite of state medical marijuana laws, to maintain a drug free, or “Zero Tolerance” workplace. Several of our clinical sites have adopted such policies. Consequently, to engage in contracts for clinical experiences for our students at these facilities, we must adopt and enforce comparable policies.

Definition of Impaired

“Impaired” means that a student’s mental or physical capabilities are reduced below their normal levels with or without any reasonable accommodation for a disability. An impaired student manifests deterioration in the level of function as compared to that previously observed or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitude as manifested in speech or actions. Impairment will include an active addictive disease and/or physiological or psychological dependence upon chemical substances for which the student is not receiving treatment.

Definition of Reasonable Suspicion of Impairment

“Reasonable suspicion” means any evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired. Facts that could give rise to reasonable suspicion include but are not limited to the odor of alcohol or drugs, erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, marked changes in personality, academic capacity or job performance, and unexplained accidents. Consideration

may also be given to reports from other faculty, family, peers, and staff of affiliated clinical agencies.

No single factor listed above, with the exception of gross impairment, will form the basis for requesting a “for cause” drug screen. Rather, the faculty member will consider these factors during a private meeting with the student to discuss concerns of possible impairment. Such a meeting will be conducted in a place that maintains the privacy of the student and, to the extent possible, will be attended by another faculty member or professional staff member from the affiliated clinical agency involved. A written record of the proceeding of such meetings (Attachment C) will be maintained by the faculty member in charge, and will become a permanent part of the student record securely stored in the Nursing Department Office locked file cabinet. Refusal of the student to participate in such a meeting upon request of the faculty member shall constitute a reasonable suspicion of impairment.

Consent

As part of the admission package for the Nursing Program, each student will be required to sign a consent form (Attachment A), acknowledging awareness and understanding of the Policy and Procedure on Substance Use and consenting to drug testing as outlined in the policy. This form will also provide consent for Nursing Program access to results of any and all drug tests conducted. Access will be limited to the Nursing Program faculty, Executive Vice President for Academic and Student Affairs, the Director of Living and Learning, and employees who have a legitimate educational need to know the results. This consent form will be valid for the duration of the program, and kept in the student file. Refusal by a student to consent to scheduled or “for cause” testing will be grounds for immediate dismissal from the Nursing Program.

Drug Testing Facilities

All student drug tests will be conducted by a facility approved by the Nursing Program, and costs for drug testing shall be the responsibility of the student. No drug test from a facility not approved by the Nursing Program will be accepted. Students may make arrangements for approval of a facility other than those identified by the Nursing Program, so long as such approval is sought sufficiently prior to testing so as to allow Nursing Program faculty and/or administration to verify the validity of the facility.

On-campus testing for all scheduled drug tests will be provided by Phoenix House, Inc. of Calumet, Michigan, or a comparable alternative testing agency which has appropriately trained staff and policies for conducting safe, accurate, and professional screening. Phoenix House, Inc. provides “Redi-Test” 10 panel drug screens. Payment for all tests shall be made by the student at the time of the test. Upon completion of the test, students will receive a form (Attachment B) signed by Phoenix House Inc. staff, declaring the outcome of the testing. Students shall present this form to the administration of the Nursing Program as proof of testing.

“For Cause” drug or alcohol screenings will be conducted either immediately at the clinical facility involved, if available, or at the Phoenix House Inc. facility in Calumet, Michigan as soon

as possible after reasonable suspicion arises. Transportation to the Phoenix House Inc. facility will be arranged by the faculty member in charge of the clinical setting or by clinical facility staff if appropriate.

All tests conducted by Phoenix House, Inc. are completed using supplies approved by the FDA for drug screening, and are presumed to be accurate. Should a student wish to challenge the validity of any test, laboratory testing of the positive sample will be obtained through Redwood Toxicology Labs using industry standard laboratory assay methods. The fee for this secondary test will be determined by the lab. Costs for such additional testing will be the responsibility of the student.

Confidentiality

The results of all drug or alcohol screens, assessments, treatment records, and student contracts related to substance use and/or impairment will be held in strictest confidence by the Nursing Program. Unless otherwise required by law, no information related to any of the above shall be released to any party, inclusive of, but not limited to, parents, spouses, clinical facilities, educational institutions, or prospective employers, without specific written consent from the student. The only exception to this policy will be the provision of negative drug and/or alcohol screens to clinical agencies as required for regulatory or accreditation standards.

Safe Transportation

Any student who is suspected of being impaired, and will be leaving campus or a clinical facility, whether for drug/alcohol testing or subsequent to refusal, will be discouraged from operating a motor vehicle due to potential risks to the student and community. Faculty in charge shall make efforts to arrange alternative transportation such as but not limited to family of the student, public transportation, or taxi. Any costs incurred for alternative transportation shall be the responsibility of the student. Faculty shall reserve the right to contact local law enforcement agencies if the student insists on operating a motor vehicle and is grossly impaired.

Administrative Procedures

Any student who tests positive for alcohol or drugs, refuses a required test for alcohol or drugs, fails to sign the consent form, fails to arrive at the collection station at the designated time without justification, fails to provide a urine or blood sample according to protocol, leaves the collection station before providing a specimen according to protocol, refuses to meet with requesting faculty member to discuss possible impairment or attempts to alter the integrity or validity of the urine specimen and/or collection process will be treated as if there was a positive test for a banned substance and shall immediately suspended from their clinical courses. Upon receiving this suspension, it is the student's responsibility to initiate, at the earliest convenience of all parties, a meeting with the faculty involved and the Dean of the Nursing Program. This meeting shall determine the basis, if any, to avoid dismissal from the Nursing Program. Failure of the student to initiate such a meeting within 7 days will result in immediate dismissal from the Nursing Program. Students unable to continue in the clinical component of the Nursing Program

will be considered as falling out of sequence and are subject to the Readmission Policy as outlined in the BSN Student Handbook in place at time of re-entry.

Positive Screens, Identified Substance Use Problems

Consistent with the practices and philosophy of the Michigan Health Professionals Recovery Program (HPRP), it is the philosophy of the Finlandia Nursing Program to encourage nursing students/future nurses with identified substance use and/or impairment issues to address such issues before they result in harm to a patient or an unnecessary end to their potential nursing careers as a result of disciplinary action. Furthermore, the administration and faculty of the Finlandia Nursing Program shall endeavor, in a confidential, compassionate, and non-judgmental manner, to support any student who actively seeks to address substance use and/or impairment issues in the manner required by the Nursing Program.

Following a positive drug or alcohol screen, or refusal to screen, and subsequent suspension from clinical courses, and in conjunction with the directives of the Dean and faculty of the Nursing Program, a student who wishes to continue in the Nursing major may take the following actions in order to obtain readmission to the Nursing Program.

- After the above referenced meeting with the involved faculty member and Dean of the Nursing Program, the student will be required to arrange an evaluation/assessment through:

Western U.P. Substance Abuse Service
Coordinating Agency & Assessment Service
902 W. Sharon Ave.
Houghton, MI 49931
906-482-7473
<http://www.wupsasca.org/agency.index.html>

Furthermore, the student must arrange, through appropriate release(s), to have a letter certifying completion of the above evaluation/assessment forwarded directly to the Dean of the Nursing Program. Specifically, the results may not be in the possession of the student prior to being submitted to the Nursing Program. Following this assessment, the student must make arrangements for any treatment recommended in the assessment. Any treatment must be provided by a provider specifically licensed to provide substance use/abuse treatment. The student is responsible for the costs of the assessment and any subsequent treatment.

- Upon engaging in any recommended treatment, the student must once again, through the use of appropriate release(s), arrange for a letter certifying that the student is clear to participate in clinical that is to be forwarded directly to the Dean of the Nursing Program. Again specifically, the records must not be in the possession of the student prior to being submitted to the Nursing Program. The student shall be required to follow all recommended activities of treatment, and to continue in treatment, until such time as the provider of treatment declares such treatment completed up to and including any long term follow-up activities.

- Upon successful completion of treatment, as defined above, or while engaged in recommended long term follow-up, the student may petition the Dean of the Nursing Program to lift the suspension on clinical courses thus allowing them to resume progression in the Nursing major. Upon such a request, a meeting will be arranged between the student, the academic advisor, and the Dean of the Nursing Program. The purpose of this meeting will be to draft an academic/behavioral contract to define any requirements the Nursing Program may impose on the student as condition(s) of continued progression in the Nursing major. Progression in the Nursing Program following a suspension from clinical related to a positive drug or alcohol screen, or refusal to screen, is not guaranteed.

Plan established March, 2013 Approved by NUR Faculty pending

Attachment A

Student Consent to Drug and Alcohol Testing, Acknowledgement of Drug Use Policies, and Consent to Release Results of any Drug Testing to Finlandia Nursing Program

I, _____, a student enrolled in the Finlandia University Nursing Program, having read its Policy and Procedure on Substance Use, understand that as a prerequisite to entering the Nursing Program, and as a prerequisite to entering the clinical component of the program or participating in any clinical experience at an affiliating clinical agency that requires pre-placement drug testing, I am subject to the Finlandia Nursing Program policies and those of the affiliating clinical agency, including but not limited to any requirement to submit to pre-clinical placement drug testing or drug testing when there is reasonable suspicion to believe that I may be impaired or engaged in substance use as defined by the applicable policies. I understand that the cost of any drug testing required said policies shall be borne by me. By my signature below, I hereby give my complete and voluntary consent to submit to any such drug test(s) at a designated facility as required by the Finlandia Nursing Program and/or any affiliating clinical agency at which I am placed for nursing school requirements.

I understand that a positive drug test or other violation of the Finlandia Nursing Program Policy and Procedure on Substance Use, or that of any affiliating clinical agency, will result in disciplinary action, up to and including dismissal from the Nursing Program.

I further understand that the Finlandia Nursing Program has a legitimate need to receive the results of my drug tests performed in accordance with the applicable policies. I give my consent to, and hereby authorize any drug testing facility that has control over any documents, records, or other information pertaining to any drug testing of me, to furnish originals or copies of any such documents, records, or other information to the Finlandia Nursing Program.

I further consent to and hereby authorize any drug testing facility to answer the questions and inquiries of the Finlandia Nursing Program concerning me including, without limitation, drug testing results, medical records, medical reports, analyses, questionnaires, and other materials which may have been made or prepared pursuant to or in connection with my drug test(s).

I hereby agree to release and hold harmless Finlandia, its agents, employees and vendors for any liability that results from the drug-testing procedure or its outcome. This means that I will not sue or hold responsible such parties for any alleged harm to me (my minor child) that might result from such testing, including loss of participation in Finlandia's clinical nursing programs or loss of employment or any other kind of adverse job action that might arise as a result of the drug-test, even if an Finlandia employee or laboratory representative makes an error in the administration or analysis of the test or the reporting of the results. I will further hold harmless Finlandia and Phoenix House, Inc. for any alleged harm to me (my minor child) that might result from the release or use of information or documentation relating to the drug or alcohol test, as long as the release or use of the information is within the scope of this policy and the procedures as explained in the paragraph above.

I acknowledge that I have received a copy of Finlandia University Nursing Program's Policy and Procedure on Substance Use. I understand that this policy contains important information on the Nursing Program's drug-testing policies and on my (my minor child's) obligations as a nursing student. I agree to read the entire policy and to abide by the policies and procedures it describes. If I have any questions about this policy or other related matters, I will consult with the Dean of the Nursing Program.

I understand that my eligibility for participation in the clinical nursing course offered by Finlandia University is conditioned on my compliance with Finlandia University Nursing Program's Policy and Procedure on Substance Use.

Student's Printed Name

Student's Signature

Date: _____

Birth Date: _____

Signature of Parent/Guardian for Participants Who Are Minors:

I certify that I have custody of Participant or am the legal guardian of Participant by court order. I have received and read Finlandia University Nursing Program's Policy and Procedure on Substance Use and fully understand its terms. I agree to the conditions stated therein on behalf of my minor child. If I have any questions about the policy or other related matters, I will consult with the Dean of the Nursing Program.

I understand that my minor child's eligibility for participation in clinical nursing programs is conditioned on his/her compliance with Finlandia University Nursing Program's Policy and Procedure on Substance Use.

Signature of Parent or Guardian

Date

Received by:

Finlandia Representative's Printed Name

Finlandia Representative's Signature

Date

This form will be confidentially maintained by the Nursing Program and will be disclosed to appropriate clinical agencies upon their request.

Attachment B

Result of Student Alcohol and/or Drug Screen

Name Last _____ **First** _____ **MI** _____

DOB: _____

Date of Screen: _____

Facility Conducting Screen: _____

Name of Individual Conducting Screen _____
(please print name)

List any positive results: _____

All Results Negative _____

Signature of person conducting Screen:

Attachment C

REPORT OF REASONABLE SUSPICION OF DRUG/ALCOHOL USE

(To be completed by the faculty member or clinical preceptor supervising the nursing student to be tested.)

1. Name of student suspected of impairment as defined in policy.

2. Date, time, and location of incident.

3. Reasons why you suspect the student of substance abuse. (Be as specific as possible, including times and dates when incidents occurred or unusual behavior was observed, the identity of any particular substance suspected of abuse, if known, and the names and whereabouts of those witnessing the incidents/behavior.) [Staple additional comments/observations to this document]

NOTE: Some types of information that should be documented if observed or known include: speech (normal, incoherent, confused, change in speech, slurred, rambling, shouting, using profanity, slow); coordination (normal, swaying, staggering, lack of coordination, grasping for support); performance (unfair practices, unsatisfactory work); alertness (change in alertness, sleepy, confused); demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic); eyes (bloodshot, dilated); clothing (dirty, disheveled); odor of alcohol on breath); other observed actions or behaviors; unexplained absences or tardiness.

4. Did the student admit to use of drugs/alcohol? Yes ___ No ___

Comments:

5. Was student found using or in possession of any illicit drugs/alcohol? Yes ___ No ___

6. What was the student's explanation when questioned about the behavior?

7. Have any other students or personnel witnessed or complained of the student's behavior? If so, please provide a list of witnesses to the behavior.

8. Based on the information above, it is my opinion that there is reasonable suspicion to believe that this student is impaired as defined in the Finlandia Nursing Program Policy on Drug Use.

Signature of Faculty Member Approving Drug Test

Date/time

Printed Name of Faculty Member: _____
Title: _____

Attachment D
Drug-Testing Notification Form

TO BE COMPLETED BY THE APPROPRIATE NURSING FACULTY MEMBER:

Student: _____

Notification Date: _____
am/pm

Time of Notification: _____

Notified occurred: In-Person _____ or Direct Phone Contact _____

Institution Representative:

I certify that the above student has been notified of his/her selection for drug or alcohol testing and informed that failure to sign the notification form or failure to appear for testing will be treated as if there was a positive result for a banned substance pursuant to the Finlandia University Nursing Program's Policy and Procedure on Substance Use.

Institution Representative Signature: _____ Date: _____

Student:

I acknowledge that I have been notified to appear for drug/alcohol testing and to report to the testing center with **picture identification** at:

_____ at _____ am/pm on _____
(location) (time) (date)

I understand that I should be prepared to provide an adequate specimen and will not over hydrate. **[Do not drink too many fluids.]** I also understand that providing a diluted specimen will be cause for follow-up drug-testing.

I acknowledge that failure to appear at the site on or before the designated time will be treated as a positive result under Finlandia University Nursing Program's Policy and Procedure on Substance Use.

By signing, I acknowledge that I have been notified of my selection for drug/alcohol testing and am aware of and will comply with what is expected of me in preparation for this testing event.

Student's Signature: _____ Date: _____

Phone number where student may be reached on the test day: _____

Parent/Guardian for Students Who Are Minors:

I certify that I have custody of the student or am the legal guardian of the student by court order. I have read this notification form and understand that the student has been notified of his/her selection for drug/alcohol testing informed that failure to sign the notification form or failure to appear for the testing will be treated as if there was a positive result for a banned substance pursuant to Finlandia University Nursing Program's Policy and Procedure on Substance Use. .By signing, I am aware of what is expected of student in preparation for this drug-testing event and I agree to have my minor child be tested for banned substances.

Signature of Parent/Guardian of Student: _____ Date: _____

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FINLANDIA UNIVERSITY
BACCALAUREATE DEGREE NURSING DEPARTMENT
Student Handbook Verification Form
RN-BSN Program

I have obtained and read the following Finlandia University publications (available in print or online at www.finlandia.edu):

- Baccalaureate Degree Nursing Department Student Handbook (Fall 2013 Edition).
- Finlandia University Catalog 2013
- Finlandia University Student Handbook 2013-14

I have (check one)

- scheduled an appointment to speak with my advisor
- have spoken with my faculty advisor by phone or email (circle one)

Date of appointment with advisor: _____

Advisor signature: _____

Please return the signed and dated form to the Nursing Department office in Mannerheim 208 no later than 4:30 pm Tuesday September 4, 2012. This form will be placed in your student file for future reference.

Student Name – Printed

Student Signature

Date

Received in Nursing Department Office _____

Signed: _____