FITCHBURG STATE UNIVERSITY

Department of Nursing

Undergraduate Student Handbook

2026-2027

For Nursing Premajor, Nursing, and

LPN to BS in Nursing Tracks

Accreditation and Approval Status

The baccalaureate degree in nursing and master's degree in nursing at Fitchburg State University are accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
Telephone: (202) 887-6791

The Department of Nursing has full approval status from the Massachusetts Board of Registration in Nursing.

Commonwealth of Massachusetts
Board of Registration in Nursing
239 Causeway Street, Suite 500, 5th Floor
Boston, MA 02114
Telephone: (617) 973-0900 or (800)-414-0168

In addition, the Department of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the Massachusetts Association of Colleges of Nursing (MACN).

Fitchburg State University is accredited by the New England Commission of Higher Education (NECHE).

Letter from Chairperson

August 2026

Dear Fitchburg State University Nursing Student:

Welcome to the Department of Nursing at Fitchburg State University! This *Department of Nursing Premajor, Nursing, and LPN to BS in Nursing Tracks Undergraduate Student Handbook* is in effect for all students in those programs. This handbook provides students with information about the department, the curriculum, and departmental academic policies.

The policies in the Fitchburg State University Catalog apply to all students (with the exception of a few instances that are outlined in this handbook). Thus, the Fitchburg State University Catalog and this student handbook will serve as references while students are enrolled as a nursing pre-major or nursing major at Fitchburg State University. The policies and practices presented in this handbook are subject to annual review and revision.

Deborah Benes, PhD, RN, PNP-R

Chairperson

Department of Nursing

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Disclaimer Statement

Fall 2026

Please note:

The rules, regulations, policies, courses of study, and academic requirements that appear in the Fitchburg State University catalog and this DON Undergraduate Student Handbook were in effect at the time of their publication. Just as with all content within the catalog or handbook, they are published for informational purposes only, and they do not constitute a contract between the University or the Department of Nursing and any student, applicant for admission, or other person.

Whether noted elsewhere in the catalog or the handbook or not, the University and the Department of Nursing reserve the right to change, eliminate and /or add to any existing (and introduce additional) rules, regulations, policies, courses of study and/or academic requirements.

Whenever it does so, the University or the Department of Nursing will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

Deborah Benes, PhD, RN, PNP-R

Chairperson

Department of Nursing

Philosophy of the Nursing Faculty

1. Professional nursing is an applied science and art based on concepts from the natural and behavioral sciences, and humanities, which are integrated into a unique configuration both in theory and practice. The delivery of professional nursing care requires critical thinking. It involves a systematic approach to meeting clients' health needs, the application of skilled practice activities in the cognitive, affective and psychomotor domains, relationships characterized by the therapeutic use of self, and accountability for nursing actions and decisions. Professional nursing is dynamic in its approach to practice and has a responsibility to: identify society's evolving health needs; influence society's concept of health while remaining sensitive to different approaches to health and health care; initiate and participate in the planning and delivery of health services; and, improve nursing practice through scholarly pursuits. The environment for the practice of professional nursing extends to any setting where the health needs of society must be met.

2. Undergraduate nursing education prepares a nurse generalist and leads to the first professional degree. It prepares the practitioner to provide direct and indirect care to individuals, families, and groups, and to assume beginning leadership roles. Graduate nursing education builds upon the knowledge and competencies acquired in baccalaureate nursing education using a curriculum specific to the area of nursing specialization. It prepares the practitioner to assume advanced leadership in the community and the health care system, and to contribute to the development of nursing science and the improvement of health care.

3. Education is a process of teaching and learning in which growth occurs. The goal of education is to assist humankind as learners towards self-actualization and to enhance their ability to be responsible members of society. Teaching involves determining learning objectives, creating an environment that offers a multiplicity of experiences, guiding the development of the learner's potential according to individual needs, and evaluating and affirming the achievement of learning objectives. Opportunities for advanced placement in the curriculum are provided through validation of previously acquired academic and clinical competencies. Learning is an active ongoing process requiring motivation. Individuals learn throughout life that which has meaning and value to them. Learners have the right and responsibility to participate in the planning and evaluation of their educational program.

4. The role of the faculty member at the undergraduate level is guidance of the learner's personal growth and their attainment of competencies commensurate with the role expectations of entry-level professional nursing practice. This is accomplished by developing and implementing a curriculum that promotes integration of knowledge from a broad range of disciplines with professional study.

Vision and Mission

Vision Statement

As a center of excellence in baccalaureate nursing education, the Fitchburg State University Department of Nursing prepares students to assume healthcare leadership roles in the global society of the 21st century. The Department uses continuous program evaluation and innovation to maintain an educational culture that fosters social responsibility, service commitment, client advocacy, and lifelong learning. Graduates are nurse generalists who use critical thinking and current evidence to solve problems using integrative care to meet the evolving healthcare needs of populations and environments.

Mission Statement

The mission of the Fitchburg State University Department of Nursing is to prepare professional nurses capable of meeting societal healthcare needs in a variety of settings. In their teaching, the faculty nurtures respect for diversity, social responsibility, and a commitment to excellence. Collaborative and interactive teaching methods foster the use of critical thinking to build a strong foundation for the practice of holistic nursing. Legal, ethical and professional standards guide the faculty in teaching the art and science of nursing.

Key Nursing Program Policies

Admissions

Bachelor of Science in Nursing

For information on admission to the Bachelor of Science in Nursing program as a Pre-major, refer to the Undergraduate Admissions.

LPN to Bachelor of Science in Nursing

For information on admission to the LPN to BS in Nursing program refer to the Department of Nursing LPN to BS in Nursing.

Progression

Nursing Pre-Majors / LPN Freshman Year Students

- All students must successfully complete ENGL1100 Writing I; ENGL1200 Writing II; PSY 1100 Introduction to Psychological Science; SOC 1100 Introduction to Sociology; any First Year Experience requirements, and MATH 1700 Applied Statistics by the end of the spring semester of their first year.

- All students in the nursing pre-major/LPN freshman year must achieve a grade of ***2.5 or higher*** in the following prerequisite courses: BIOL 1200 Anatomy & Physiology I; BIOL 1300 Anatomy & Physiology II; and CHEM 1200 Chemistry for the Health Sciences to be eligible to enroll in any nursing (NURS) courses by the end of the Spring semester of the freshman year.

- Successful completion of the requirements by the end of the spring semester of the freshman year will guarantee a seat in the sophomore nursing courses.

- Students who do not successfully complete the requirements by the end of the spring semester of their freshman year will be transferred out of the Nursing Pre-Major/LPN to BS in Nursing track.

Nursing Majors

- Nursing students must achieve a minimum grade of 2.5 or better in each nursing (NURS) course. Should a student withdraw OR fail a course, that course can be repeated only one time. The student must achieve a grade of ***2.5 or higher*** in the repeated course in order to move forward in the nursing program.

- For each NURSING course, nursing students must satisfactorily complete
    1. theoretical requirements (i.e. exams, papers, projects)
    2. all required laboratory psychomotor skills
    3. requirements for all clinical experiences (including pre/post conferences, simulation experiences or seminars and final clinical evaluations as applicable)
- Traditional sophomores who withdraw from one nursing course, or fail to achieve a grade of 2.5 in one nursing course are required to:
    1. Take a minimum of three Academic Success Workshops: with the FSU Academic Coaching and Tutor Center the following semester. Students will take the LASSI (Learning and Study Strategies Inventory), have a follow up meeting with an academic coach to discuss the results of the LASSI, and meet at least two additional times with an academic coach to discuss/ assess the effectiveness/ ineffectiveness of recommended study strategies. All workshops must be completed by the end of the semester following the fail/withdrawal.
    2. Complete Group and Individual Tutoring: The student is required to complete 15 hours of group or individual tutoring, while enrolled in the previously failed or withdrawn course.
    3. Mentor in the Nursing Lab OR Clinical Reasoning/Clinical Judgment Program:
        - Fall Fail or Withdrawal: Students who failed or withdrew from a fall semester nursing course will serve as a Peer Mentor in an assigned Foundations of Nursing Skills Lab or Health Assessment Lab during the semester they are repeating the course. Students will assist the lab instructor with hands-on instruction of foundation skills in five 3-hour lab sessions.

        - Spring Fail or Withdrawal: Students who failed or withdrew from a spring semester nursing course will complete a 15-hour clinical judgment/critical reasoning program during the semester they are repeating the course.
    4. Sophomore students must also achieve a grade of 2.5 or better in BIOL 2700

(Medical Microbiology and BIOL 1650 (Nutrition) in order to progress to all junior nursing courses.

5. Junior and senior nursing students, as well as LPN to BS in Nursing students who fail or withdraw from one nursing course will be allowed to repeat the failed course the next time the course is offered. The opportunity to repeat a clinical course will depend upon seat availability. Failure to achieve a grade of 2.5 or better when the course is repeated will result in dismissal from the major.

Attendance

Regular attendance is essential for academic success and active engagement in this course. Students are expected to attend all scheduled class sessions, arrive on time, and stay for the entire duration of the class. In the event of class absence, students will notify the course instructor by email prior to the start of class, and will be responsible for content delivered during the missed class. On- and off-campus clinical learning experiences are an integral part of nursing courses. Students are expected to attend all clinical/ laboratory, simulation sessions and all scheduled clinical seminars.

There are no extra clinical hours built into the schedule for each course with a clinical component. Therefore, clinical absences are not allowed. If a student misses a clinical day, there will be additional required time in the clinical facility, lab, simulation, and/or an assigned clinical activity beyond those assigned for the course to satisfactorily meet clinical and/or terminal outcomes. Failure to meet outcomes will result in failure of the clinical experience, and therefore the course.

If a student will not be in attendance on a clinical day, the following procedure must be followed:

1. If missing a clinical day, the student must notify both the course and clinical instructors per faculty discretion (phone or email).
2. If missing a skills lab day, the student must notify both the skills lab instructor and your course instructor per faculty discretion (phone or email).
3. If missing a simulation day, the student must notify both the Simulation Center and course instructor per faculty discretion (phone or email).

Course Exemption

Course exemptions are made through advanced placement, university testing, military transcripts, and transfer credit for previously taken college courses. This occurs during the undergraduate

admissions process. Fitchburg State University Department of Nursing policies for course exemptions at the undergraduate level are congruent with those of the University.

All nursing courses must be taken at Fitchburg State University according to the plan of study for the respective degree program. For more information refer to the Fitchburg State University Catalog.

Advanced Placement

Undergraduates in the Nursing program who have been awarded advanced placement credit on the basis of a College Level Examination Program (CLEP) or an Advanced Placement (AP) examination administered by the College Board will be granted no grade for these credits. Official transfer credit evaluations are conducted by the Registrar's Office when a student is admitted to the university. For more information, refer to the Fitchburg State University Catalog.

Advanced placement within the Nursing program may occur in two ways for Registered Nurses:

- Must hold a current Massachusetts Registered Nurse License
- The Department of Nursing has articulation agreements with many community colleges. These Agreements grant advanced placement to graduates of these colleges who achieved a minimum grade point average of 2.5.
- Graduates of non-articulated but accredited registered nurse programs who meet the minimum GPA are also eligible for advanced placement.
- Licensed Practical Nurses must hold a current Massachusetts Licensed Practical Nurse License; be a graduate from an accredited Practical Nursing program in Massachusetts; and successfully complete three specified NLN Accelerated Challenge Exams at the determined decision scores to meet one of the criterion for eligibility for admission to the Program.
- The National League for Nursing's Nursing Acceleration Challenge Exams I PN-RN are administered to prospective LPN to BS in Nursing candidates to evaluate their previous learning and experience in order to award credit and placement in the LPN to BS in Nursing Bridge Program.

- LPN students who meet the above criteria will receive 18 transfer credits upon admission to the program.

Transfer Students

A. Internal Transfers

1. An internal transfer into the Nursing major is extremely competitive due to the large number of applicants who are interested and the limited number of clinical placements available at the transfer level. Internal transfers are reminded that they are also competing with external candidates for the available spaces.

2. No nursing applicants are admitted mid-year (January). It is recommended that an applicant for transfer inform the Department of Nursing of their interest by January prior to intended entrance in September. A form is available in the Nursing Dept.

3. All applicants must ask the Registrar to forward a copy of all college transcripts to the Department of Nursing following the completion of the fall semester. **No application will be considered until the department has received these transcripts.**

4. Courses that **must** be completed prior to entrance into the sophomore year (transfer point) of the nursing program are as follows: Chemistry for the Health Sciences (CHEM 1200), Anatomy & Physiology I & II (BIOL1200/1300), Writing I & II (ENGL1100/1200), Introduction to Sociology (SOC 1100), Psychological Sciences (PSY 1100) and Applied Statistics (MATH 1700). The Department of Nursing requires a minimum grade of 3.0 for both CHEM 1200 (Chem for the Health Sciences) and BIOL 1200/1300 (A&P I & II).

5. **Transfer nursing applicants must have a 3.0 or better cumulative academic average** for their college work to date. Of particular interest to the Admissions Committee is performance in the prerequisite courses.

6. Initial acceptance decisions will be made no earlier than June 1, following review of applicants by the Department's Admissions Committee. Please be patient; notification cannot be made any earlier. A second decision point will occur following the close of

applications for external transfers. **Admittance into the Nursing major is not guaranteed even if the applicant meets the criteria listed due to numerous factors, such as available clinical placements. Admittance is granted ONLY after the Committee and Chairperson have reviewed your application and informed you in writing of their decision.**

7. No matter how many credits the transfer candidate has accumulated prior to transfer, graduation from the nursing program will require a minimum of six additional semesters following acceptance.

B. External Transfers

In order to be considered for transfer into the Fitchburg State University Bachelor of Science degree program in Nursing, applicants must adhere to the following:

1. All prerequisite courses must be satisfactorily completed (see details concerning minimum acceptable academic performance) and all admission materials (Application for Admission and Application Fee, official academic transcripts from all colleges attended, and if applicable, a letter from the most recently attended nursing program stating that the applicant is eligible to return to that institution) must be on file in the FSU Office of Admissions no later than June 1st.

2. The following pre-requisites must be completed with a minimum grade of 3.0 in each course and a cumulative (overall) university GPA of 3.0
    - Writing I
    - Writing II
    - Psychological Science
    - Introduction to Sociology
    - Anatomy and Physiology I
    - Anatomy and Physiology II
    - Chemistry for the Health Sciences
    - Applied Statistics
    - Two 3-credit elective courses

3. The number of transfer students admitted to the Nursing major will be determined by the availability of faculty, facilities, and the number of qualified continuing Fitchburg State University students.

4. All transfer student applicants for the Nursing program who have previously been enrolled in a nursing program must submit as part of their Application for Admission to Fitchburg State

a letter from the Dean or Director of that Nursing Program indicating eligibility status for readmission to that program.

Educational Mobility

The faculty of the Department of Nursing support educational mobility and stand ready to assist students in achieving their academic goals. The department supports the American Association of Colleges of Nursing Educational Mobility Position Statement and the Massachusetts Board of Registration in Nursing Position Statement.

Course Failure & Withdrawal

The Department of Nursing's one course withdrawal OR one course fail policy stands as written. Students are encouraged to incorporate strategies to promote success in their academic and clinical performance throughout every semester. Strategies include:

- Exploring and utilizing the resources in the Academic Success Center / Tutor Center throughout their undergraduate studies (See the "Resources" section in this handbook).
- Taking the initiative to address health or personal concerns that impact academic and clinical success before their standing in the program is jeopardized.
- Addressing academic and/or clinical performance concerns with their course faculty in a timely way throughout the academic year.
- Contacting their academic advisors throughout the academic year for additional guidance with promoting success in the program.

Readmission to the Nursing Department

- Students who withdraw from the Department or University in good standing must request readmission. The application first goes to the Registrar, who then consults with the Chairperson of the Department of Nursing. Readmission depends on clinical space availability. If it has been longer than one year, the student must reapply to the program.
- Students who have left the Department or University and are not in good standing at the time of departure are not guaranteed readmission to the University or to the Department. The student must first gain readmission to the University.
- If the student left due to academic or clinical difficulty, a written letter is required to be considered for readmission to the Department. The letter should include information which describes the reason for the academic or clinical difficulty, and what has been done to assure

that the difficulty will not reoccur.

1. The letter is considered by the Student Policies Committee, who recommends action to the Department Chairperson.
2. The final decision rests with the Department Chairperson. Readmission also depends on clinical space availability.

- No student will be re-admitted if they have failed two or more nursing courses.
- Students who are not readmitted to the Department of Nursing are eligible for readmittance to the University. Please refer to the University Catalog.

Graduation

- To graduate from Fitchburg State University, students must meet the following criteria: Achieve a minimum grade of ***2.5 or better*** in each nursing (NURS) course
- Obtain 120 credits including four year plan of study in Nursing.
- Meet all Department of Nursing requirements.*
- Complete all General Education requirements.

*For additional requirements, see academic progression policy.

Student's Rights & Grievances

<u>Formal Complaint within the Nursing Program</u>

The FSU Department of Nursing defines a formal complaint as a signed letter that specifically expresses concern from any member of the program's community of interest about issues related to a student's experience in the Nursing program. The formal complaint should be made by the end of the semester in which the concern began.

The formal complaint should include:

- The basis of the complaint
- The steps taken to resolve the complaint
- The intention of the formal complaint

Once a signed formal complaint letter is received in the Department of Nursing, the Department Chairperson forwards the formal complaint documentation to the appropriate committee or person(s) for review. The review committee's comments/recommendations are forwarded to the Department Chairperson who then provides a response to the originator of the written formal complaint.

Formal Complaints are tracked via a Formal Complaint Log that includes:

- Tracking number designated by year and complaint # for that year (i.e. 2020-1)
- Date the letter was received by department
- Reviewing committee or person(s) conducting review
- Date formal complaint was ‘closed’

Source documentation for each formal complaint is kept on file in the Department of Nursing Administrative Office.

Academic & General Policies

Curriculum

The undergraduate nursing curriculum is designed to progress in complexity, and to integrate prior knowledge and skills. The curriculum builds on a freshmen foundation of required liberal arts and science courses which provide the knowledge necessary to begin the nursing curriculum.

Undergraduate Terminal Outcomes

Upon completion of the nursing program, the graduate will:

- Integrate knowledge from the liberal arts, natural and social sciences, and nursing as a foundation for safe, client-centered care to diverse populations.
- Deliver evidence-based person-centered care that is holistic, equitable, respectful, compassionate, and coordinated to diverse populations.
- Engage in initiatives to promote health and prevent/manage disease to advance equitable population health outcomes.
- IIntegrate research and evidence-based practice in the nursing care of clients across a variety of populations to improve practice and associated health outcomes.
- Participate in improvements to advance and support safe practice environments.
- Participate in the nursing role as a member of multidisciplinary teams through collaboration and effective communication.
- Coordinate resources across complex systems of health care to proactively provide safe, quality, and equitable care to diverse populations.
- Use information and communication technologies, and informatics processes to plan and deliver care.
- Demonstrate professionalism and behaviors reflective of nursing's characteristics and values.
- Participate in activities and self-reflection that foster personal and professional growth

<u>The Nursing Major</u>

Courses in the nursing major address the areas of patient/client, health, nursing, and environment. As the student progresses in the major, these concepts increase in scope and complexity.

<u>Patient/Client</u>

On the sophomore level, the concept of patient/client is formally introduced. Throughout this year, students learn the knowledge and clinical skills required to provide basic nursing care to individual patients/clients in acute care settings. On the junior level, students rotate through medical-surgical

and specialty settings. The patient/client in these areas has special nursing care needs. At the senior level, the concept of the client further expands to include communities and, during the last semester of the senior year, the client is one with complex health problems in a variety of healthcare settings.

Health

Introduction to the concept of health and the healthcare continuum begins in the sophomore courses, where personal and cultural beliefs and values concerning health and health care are explored. Students are introduced to the concepts of health promotion, risk management, and acute care. Health promotion and illness are emphasized throughout the sophomore level, and students have opportunities clinically to engage in health promotion, risk reduction, and illness care. During the junior year, the concepts of health and illness are expanded to include medical-surgical and specialty settings. Students have opportunities to apply their knowledge of health promotion, risk management, and illness care. Throughout the senior year, students continue to focus on diverse populations with complex acute and chronic illness care needs in a variety of settings, and apply concepts of health promotion, risk management and disease prevention to the health of communities.

Nursing

During the sophomore year critical thinking, its application in the nursing process, and the learning of communication, education, and psychomotor skills are addressed. The junior level emphasizes higher level application of nursing care components, including the therapeutic use of self, therapeutic communication, and increasingly complex psychomotor skills. The senior level focuses on the role of the nurse as an interdisciplinary team member, the achievement of skills competence, and the application of leadership and management principles.

Environment

Environmental influences on health and access to health care, including historical, social, economic, political, and cultural factors, are integrated in nursing courses. The environments in which students learn include on-campus classrooms, the FSU Simulation Center, the Skills Lab and Health Assessment Lab. Off-campus settings that aim to promote student clinical learning include acute, subacute, chronic, assisted living, school nursing, home care, and other community settings. On the sophomore level, emphasis is on learning basic knowledge and skills in the classroom, on-campus labs, assisted living, and/or acute care settings. The primary focus of the junior level is the care of patients/clients with health alterations in acute care and community settings. In the first semester of the senior level, the emphasis is on the delivery of nursing care to individuals, families, and groups in the community. The second semester focuses on the care of patients/clients in many settings with complex health problems which may occur in any setting.

The Fitchburg State University Department of Nursing faculty members believe that learning is an active, on-going process requiring motivation. Individuals learn throughout life that which has meaning and value for them on cognitive, affective, and psychomotor levels. All clinical nursing courses contain learning experiences in each of these domains.

Learning activities are sequenced so there is an increase in complexity at each level. Students begin their learning by assimilating concrete didactic content and proceed to an exchange of ideas between faculty and student. They progress to demonstrate the ability to process didactic material in selected actual and hypothetical nursing situations. Students conclude by utilizing a collaborative approach with faculty and clinical preceptors to set goals and objectives for self-directed learning.

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General Education Curriculum

The BS in Nursing degree requires that approximately half of the curriculum credits derive from General Education requirements as described below.

Civic Learning: Civic Learning means acquisition of the knowledge, the intellectual skills and the applied competencies that citizens need for informed and effective participation in civic and democratic life; it also means acquiring an understanding of the social values that underlie democratic structures and practices.

Diverse Perspectives: Exploring Diverse Perspectives requires the ability to recognize the origins and influences of one's cultural heritage and identity in order to engage and learn from perspectives and experiences different from one's own. The goal of Diverse Perspectives is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, gendered, economic, local, and global. Ethical Reasoning: Ethical reasoning is a *way of thinking* about ethical issues and ethical perspectives. The point of instruction in ethical reasoning is to prepare students to think more clearly, carefully, and productively *about* ethical issues and perspectives.

Fine Arts Expression and Analysis: The arts must be emphasized in today's college curriculum. The disciplines of music, theater, and visual arts develop critical thinking and analysis skills around forms of expression that impact our daily lives and carry vital social, historical, and cultural meanings.

Historical Inquiry and Analysis: Understanding the historical background of our own society and current world events can enhance the understanding of our clients' backgrounds and their world perspectives. Exploring the history of different societies and cultures can be useful in broadening one's repertoire of responses to those of different backgrounds.

Information Literacy: Information literacy is "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (ACRL, 2015, p. 8). These skills are essential for nurses as they evaluate evidence to support safe quality nursing practice.

Integrative Learning: The aim of Integrative Learning is to help students connect their learning across fields, and also to integrate classroom work with experiences in larger campus and community contexts. FSU nursing students will integrate and apply knowledge from different disciplines and experiences to solve problems.

Literary Inquiry and Analysis: Literature can give us a window into the human experience both in the past and the present. Literary Inquiry and Analysis helps teach students to understand and evaluate literary texts to understand the ways in which different literary genres and approaches can communicate ideas and information, explore timeless themes of the human experience, inspire our imaginations and better comprehend our human past.

Personal Wellness: Personal Wellness is "the active pursuit of activities, choices and lifestyles that lead to a state of holistic health" (https://globalwellnessinstitute.org/what-is-wellness/). This requires developing an evidence-based understanding of the factors that promote or negatively impact physical and psychosocial well-being, as well as the ability to assess one's current state of physical and psychosocial wellness, set goals for improving well-being, and implement a plan to achieve those goals.

Procedural and Logical Thinking: Courses addressing problem solving within the Gen Ed curriculum teach a variety of interrelated but distinct skills, including quantitative reasoning, scientific inquiry and analysis, and constructing and analyzing logical arguments to generate a solution; we identify this latter skill as Procedural and Logical Thinking.

Quantitative Reasoning: The Quantitative Reasoning requirement reflects our commitment to prepare nursing students who are able to make sense of quantitative data to address real world problems. Quantitative Reasoning is used in all phases of nursing as evidenced by the need for calculating accurate dosage and flow rates, planning staff patterns, budgeting for necessary staff and supplies, and interpreting statistics and their significance.

Reading: Reading is one of the foundational learning outcomes for our General Education curriculum and is essential to nursing practice. Nursing students will learn to extract and construct meaning through interaction and involvement with written language and other media.

Scientific Inquiry and Analysis: Many elements of modern society are built on hundreds of years of scientific advances that have transformed our world. The pace of change and discovery is only increasing and the students of today will face profound impacts from science and technology that are already underway. While it is impossible to prepare students for, or even to fully anticipate all the scientific impacts in the years ahead, it is critical to equip students with the skills to effectively evaluate scientific claims using evidence.

World Languages Speaking and Listening: Effective speaking and listening in any language involves prepared, purposeful communication designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. It is essential that professional nurses strive to individualize patient care by acknowledging the cultural dimension of health and illness. It is also essential that nurses explore communication and interaction strategies that will enhance plans of care and promote patient outcomes.

Writing: Good writing skills are essential for the professional nurse. Nurses are frequently called upon to write reports, submit proposals for institutional change and monetary support, or perhaps to develop patient education materials.

Legacy *General Education Basic Undergraduate Curriculum Plan (thru Spring 2027)*

Pre-Nursing Major – Freshman Year

Course Number	Course Name	Credits	Course Number	Course Name	Credits
FYE	First Year Experience (R&IL)	3	**BIOL 1300**	**Anatomy & Physiology II***	**4**
BIOL 1200	**Anatomy & Physiology I*** (PL)	**4**	ENGL 1200	Writing II (W & IL)	3
CHEM 1200	**Chemistry for the Health Sciences*** (SI)	4	MATH 1700	Applied Statistics (QR)	3
ENGL 1100	Writing I (W)	3	PSY 1100	Introduction to Psychological Science	3
SOC 1100	Introduction to Sociology (DP)	3	-	Gen Ed/WS or Exploration	3
-	Total Credits	17	-	Total Credits	16

- PSY 1100, SOC 1100, CHEM 1200 and MATH 1700 can be taken either Fall or Spring semester of the Freshman Year

Nursing Major – Sophomore Year

Course Number	Course Name	Credits	Course Number	Course Name	Credits
BIOL 1650	**Nutrition** (PW) or Gen Ed/WS or Exploration	**3**	**BIOL 1650**	**Nutrition** (PW) or Gen Ed/WS or Exploration	**3**
NURS 2300	**Health Assessment**	**3**	**BIOL 2700**	**Medical Microbiology**	**4**
NURS 2500	**Pathopharmacology I**	**3**	**NURS 2600**	**Pathopharmacology II**	**3**
NURS 2700	**Foundations of Nursing**	**3**	**NURS 2900**	**Medical-Surgical Nursing I**	**4**
PSY 1200	Lifespan Development	3	-	-	-
-	Total Credits	16	-	Total Credits	14

Nursing Major – Junior Year

Course Number	Course Name	Credits	Course Number	Course Name	Credits
NURS 3200	**Mental Health Nursing**	5	**NURS 3300**	**Maternal-Newborn Nursing**	**5**
NURS 3400	**Medical-Surgical Nursing II**	**5**	**NURS 3900**	**Pediatric Nursing**	5
NURS 3710	**Evidence-Based Practice in Nursing (AIA)**	3	-	Gen Ed exploration	3
	Choose 1 of the following 4 Philosophy courses: (ER) PHIL 2001 Medical Ethics, PHIL 2500 Contemporary Ethical Problems PHIL 2600 Philosophy of Human Nature				
-	PHIL 3610 World Religions	3	-	Gen Ed Free Elective	3
-	Total Credits	16	-	Total Credits	16

Nursing Major – Senior Year

Course Number	Course Name	Credits	Course Number	Course Name	Credits
NURS 4400	**Community Health Nursing (CV)**	**5**	**NURS 4800**	**Selected Nursing Practicum (AIA)Includes:** **Course (3cr), Seminar (1cr) & Clinical Practicum experience (5cr)**	**9**
NURS 4750	**Chronic Illness**	**5**	**NURS 4850**	**Leadership & Management**	**3**
-	Gen Ed Exploration	3	-	-	-
-	Total Credits	13	-	Total Credits	12

120 Total Credits

Courses in bold require a minimum grade of 2.5 **(62 Nursing and 58 Gen Ed)**

Legacy *LPN to BS in Nursing Bridge Curriculum Plan (thru Spring 2027)*

Course Name and Number	Credits	Course Name and Number	Credits
National League for Nursing – NACE 1 PN-RN Transfer Credits	**18**	-	-
Year 1 – Fall Semester	-	**Year 1 – Spring Semester**	-
BIOL 1200 Anatomy & Physiology I (PL)	**4**	**BIOL 1300 Anatomy & Physiology II**	**4**
CHEM 1200 Chemistry for Health Sciences (SI)	**4**	**BIOL 1650 Nutrition (PW)**	**3**
ENGL 1100 Writing I (W)	3	ENGL 1200 Writing II (W& IL)	3
PSY 1100 Introduction to Psychological Sciences	3	MATH 1700 Applied Statistics (QR)	3
First Year Experience or self-paced course	3	SOC 1100 Introduction to Sociology (DP)	3
Semester Total	**14 or 17**	*Semester Total*	**16**
Year 2 – Fall Semester	-	**Year 2 – Spring Semester**	-
NURS 2300 Health Assessment	**3**	**BIOL 2700 Medical Microbiology (AIA)**	**4**
NURS 2400 Transition from LPN to Professional Nursing	**1**	**NURS 2600 Pathopharmacology II**	**3**
NURS 2500 Pathopharmacology I	**3**	**NURS 3710 Evidence-Based Practice**	**3**
PSY 1200 Lifespan Development	3	Gen ED/WS or Exploration	3
Gen ED/WS or Exploration	3	Gen ED/WS or Exploration	3
Choose 1 of the required philosophy courses (ER)	3	-	-
Semester Total	**16**	*Semester Total*	**16**
Year 2 – Summer Semester I	-	**Year 2 – Summer Semester II**	-
NURS 3101 Nursing Care of the Medical Surgical Patient	**4**	**NURS 3501 Nursing Care of the Family**	**5**
-	-	*Semester Total*	**9**
Year 3 – Fall Semester	-	**Year 3 – Spring Semester**	-
NURS 3200 Mental Health Nursing	**5**	**NURS 4800 Selective Practicum (AIA) Includes: Course (3cr), Seminar (1cr) & Clinical Practicum experience (5cr)**	**9**
NURS 4400 Community Health Nursing (CV)	**5**	**NURS 4850 Nursing Leadership & Management**	**3**
Gen ED/WS or Exploration	3	-	-
Gen ED Free Elective	3	-	-
Semester Total	**16**	*Semester Total*	**12**

Courses in bold require a minimum grade of 2.5 **120 Total Credits**

LPN to BS in Nursing Bridge Curriculum Plan (cont.):

Successful completion of Math 1700 (Applied Statistics) with a passing grade is required by the end of the spring semester of freshman year to guarantee a seat in the sophomore LPN-BS nursing courses. Those who do not successfully complete this requirement by the end of spring semester their first year will be transferred out of LPN to BS Major track.

Once the sequence of nursing courses has begun, nursing courses must be completed in the outlined sequence. All general education and sciences courses must be completed by the end of the nursing curriculum.

Note: Courses offered or taken through the day division in fall and spring carry the undergraduate day tuition and fees; courses offered in the evening, winter, or summer through Graduate & Continuing Education (GCE) carry the undergraduate GCE tuition and fee.

New *Undergraduate Curriculum Plan (starting Fall 2026)*

FIRST YEAR

Fall

Course Number	Course Title	Credits 17
FYE	First Year Experience (R and IL)	3
BIOL 1200	**Anatomy & Physiology I (PL)**	4
CHEM 1200*	**Chemistry for Health Sciences *(SI)**	4
ENGL 1100	Writing I (W)	3
PSY 1100 OR	Introduction to Psychological Science OR	3
SOC 1100	Introduction to Sociology (DP)	-

Spring

Course Number	Course Title	Credits 16
BIOL 1300	**Anatomy & Physiology II**	4
ENGL 12000	Writing II (W and IL)	3
MATH 1700*	Applied Statistics (QR)	3
-	Gen Ed/ WS or Exploration	3
PSY 1100 OR	Introduction to Psychological Science OR	-
SOC 1100	IIntroduction to Sociology	3

SOPHOMORE YEAR

Fall

Course Number.	Course Title	Credits 16
BIOL 1650	**Nutrition** (PW) or Gen Ed/ WS or Exploration	3
NURS 2300	**Health Promotion and Assessment**	3
NURS 2500	**Pathopharmacology I**	3
NURS 2700	**Fundamentals of Nursing**	4
PSY 1200	Lifespan Development	3

Spring

Course Number	Course Title	Credits 15
BIOL 1650	**Nutrition** (PW) or Gen Ed/ WS or Exploration	3
BIOL 2700	**Medical Microbiology**	4
NURS 2600	**Pathopharmacology II**	3
NURS 2950	**Comprehensive Adult Health I**	5

JUNIOR YEAR

Fall

Course Number	Course Title	Credits 15
NURS 3550	**Mental Health Nursing**	4
NURS 3400	**Comprehensive Adult Health II**	5
NURS 3710	**Evidence-Based Practice in Nursing**	3
-	Choose 1 of the following 4 Philosophy courses: (ER)	3
PHIL 2001	Medical Ethics	-
PHIL 2500	Contemporary Ethical Problems	-
PHIL 2600	Philosophy of Human Nature	-
PHIL 3610	World Religions	-

Spring

Course Number	Course Title	Credits 14.5
NURS 3100	**Maternal and Women's Health**	4.5
NURS 3900	**Comprehensive Child Health**	5
-	Gen Ed Exploration	3
-	Free Elective	3

SENIOR YEAR

Fall

Course Number	Course Title	Credits 12.5
NURS 4000	**Population Health in Nursing (cv)**	4.5
NURS 4200	**Advanced Nursing Concepts**	5
-	Gen Ed Exploration	3

Spring

Course Number	Course Title	Credits 13
NURS 4100	**Nursing Informatics**	3
NURS 4850	**Nursing Leadership**	3
NURS 4900	**Senior Capstone**	5
NURS 4950	**Preparation for Licensure**	2

Completion of 120 credits is required for graduation

Courses listed in bold typeface require a minimum GPA of a 2.5 to progress

GENERAL EDUCATION

Foundation (3 credits each)

- Reading & Info Literacy First-Year Exper. (R & IL)
- Writing (W): Writing I
- Writing & Info. Literacy (W & IL): Writing II
- Quantitative Reasoning (QR)
- World Languages, Speaking and Listening (WS)

Exploration (3 credits each)

- Civic Learning (CV)
- Diverse Perspectives (DP)
- Ethical Reasoning (ER)
- Fine Arts Expression & Analysis (FA)
- Historical Inquiry & Analysis (HI)
- Literary Inquiry & Analysis (LI)
- Personal Wellness (PW)
- Procedural & Logical Thinking (PL)
- Scientific Inquiry & Analysis (SI)

General Education: MAJ

There may be major courses that have been approved to fulfill up to 3 General Education requirements (at least 9 credits). Varies by major and concentration.

NATIONAL LEAGUE FOR NURSING - NACE I EXAMS

Course	**NATIONAL LEAGUE FOR NURSING - NACE I EXAMS**	Credits
NACE exams	PN-RN Transfer Credits	18

FIRST YEAR

Fall

Course Number	Course Title	Credits 14 or 17
BIOL 1200	**Anatomy & Physiology I (PL)**	**4**
CHEM 1200	**Chemistry for Health Sciences (SI)**	**4**
ENGL 1100	Writing I (W)	3
PSY 1100	Introduction to Psychological Science OR	3
SOC 1100	Introduction to Sociology (DP)	3
FYE	First Year Experience or Self-Paced Course	3

Spring

Course Number	Course Title	Credits 16
BIOL 1300	**Anatomy & Physiology II**	**4**
BIOL 1650	**Nutrition (PW)**	**3**
ENGL 1200	Writing II (W and IL)	3
MATH 1700*	Applied Statistics (QR)	3
SOC 1100	Introduction to Sociology (DP) OR	3
PSY 1100	Introduction to Psychological Science	3

SECOND YEAR

Fall

Course Number.	Course Title	Credits 16
NURS 2300	**Health Promotion and Assessment**	**3**
NURS 2400	**Nursing Role Transition**	**1**
NURS 2500	**Pathopharmacology I**	**3**
PSY 1200	Lifespan Development	3
-	Gen Ed / WS or Exploration	3
-		-
-	Choose 1 of the following 4 Philosophy courses: (ER)	3
PHIL 2001	Medical Ethics	-
PHIL 2500	Contemporary Ethical Problems	-
PHIL 2600	Philosophy of Human Nature	-
PHIL 3610	World Religions	-
-		-

Spring

Course Number	Course Title	Credits 17.5
BIOL 2700	Medical Microbiology	4
NURS 2600	**Pathopharmacology II**	**3**
NURS 2800	**Maternal Child Nursing Care**	**4.5**
-	General Ed / WS or Exploration	3
-	General Ed / WS or Exploration	3

SUMMER
SEMESTER I

Course Number	Course Title	Credits
NURS 3550	**Mental Health Nursing**	**4**

SEMESTER II

Course Number	Course Title	Credits
NURS 3710	**Evidence Based Practice in Nursing**	**3**

THIRD YEAR
Fall

Course Number	Course Title	Credits 15.5
NURS 4200	**Advanced Nursing Concepts**	**5**
NURS 4000	**Population Health in Nursing (CV)**	**4.5**
-	General Ed / WS or Exploration	3
-	Gen Ed Free Elective	3

Spring

Course Number	Course Title	Credits 13
NURS 4100	**Nursing Informatics**	**3**
NURS 4850	**Nursing Leadership**	**3**
NURS 4900	**Senior Capstone**	**5**
NURS 4950	**Preparation for licensure**	**2**

Completion of 120 credits is required for graduation.
Courses listed in bold typeface require a minimum GPA of a 2.5 to progress

GENERAL EDUCATION REQUIREMENTS 58 CREDITS

Foundation (3 credits each)

- 3 credits Reading and Information Literacy (R and IL): First Year Experience
- 3 credits Writing (W): Writing I
- 3 credits Writing and Information Literacy (W and IL): Writing II
- 3 credits Quantitative Reasoning (QR) (MATH)
- 3 credits World Languages, Speaking and Listening (WS)

General Education: Exploration

- 3 credits Civic Learning (CV)
- 3 credits Diverse Perspectives (DP)
- 3 credits Ethical Reasoning (ER)
- 3 credits Fine Arts Expression and Analysis (FA)
- 3 credits Historical Inquiry and Analysis (HI)
- 3 credits Literary Inquiry and Analysis (LI)
- 3 credits Personal Wellness (PW)
- 3 credits Procedural and Logical Thinking (PL)
- 3 credits Scientific Inquiry and Analysis (SI)

General Education: MAJ

There may be major courses that have been approved to fulfill up to 3 General Education requirements (at least 9 credits). Varies by major and concentration.

Additional Student Policies

Kaplan Nursing Complete Program

The Kaplan Nursing Integrated Testing Program is required throughout the curriculum starting in sophomore year. Students are responsible to purchase the Kaplan Nursing Complete Program each semester they are active in the nursing program. There is a "no-refund" policy for the purchase of Kaplan products.

Medication Calculation Testing

- Students are tested on medication calculation skills at the beginning of each semester in which they are enrolled in a course with a clinical component.
- Students must achieve a 90% within the allotted 2 attempts to pass the clinical component of the course in which they are enrolled.
- One 'retake' of the test is offered within two weeks of the first test for students who fail the Drug Calculation test. Students who do not obtain at least a 90% on the 'retake' will fail the clinical component of the course and, therefore, the entire course.

Any student who fails the medication calculation testing component of a clinical course must step out of the nursing course for the remainder of the semester. The student will be allowed reentry to the nursing course when the course is next offered if the student has no prior NURS course/clinical failures. *Placement of Medication Calculation in the Undergraduate Nursing Program*

- Sophomore Level - At the start of the spring semester.
- Junior Level - At the start of each semester
- Senior Level - At the start of each semester as follows:

  First Semester Seniors: This medication calculation test is linked to the NURS 4400 Community Health course. Students who must retake any first-semester senior level nursing course will also be expected to take the medication calculation test as follows:
  - any first-semester nursing student who must retake the course NURS 4400 Community Health Nursing will also be required to meet the medication calculation testing requirements at the start of the semester in which NURS 4400 is retaken;
  - any LPN to RN BS in Nursing first-semester nursing student who must retake the course NURS 3200 Mental Health Nursing will also be required to meet the medication calculation testing requirements at the start of the semester in which NURS 3200 is retaken.

  Second Semester Seniors: This medication calculation test is taken at the start of the semester when the NURS 4800 Selected Practicum course is taken.

Evaluation of Clinical/Lab

The Clinical/Lab components of nursing courses are graded as 'Pass' (Satisfactory) or 'Fail' (Unsatisfactory). A 'Fail' in the Clinical/Lab component of a course will result in failure of the course (grade of 0.0).

Any student who fails the Clinical/Lab component (except those that have failed their medication calculation exam) or withdraws due to difficulties in clinical/lab performance of any nursing course can apply for readmission to the failed course when it is next offered if the student is eligible to progress. Further, prior to the registration period, the student must submit a letter of intent to the Department Chair that includes:

- a statement of the reason for the clinical failure or withdrawal
- a description of the rationale for readmission
- documentation of maintenance of knowledge and clinical skills during the intervening period
- projected strategies to successfully fulfill course outcomes

The letter will be referred to the Student Policies Committee for review. Additional documentation and/or an interview with the student can be requested by members of the Student Policies Committee. All documentation is reviewed by the Student Policies Committee, who forwards a written summary of the review and any recommendation(s) to the Department Chairperson.

All documentation and the SPC review and recommendations are then reviewed by the Department Chairperson. The final decision to readmit the student rests with the Department Chairperson. Only one readmission after clinical failure or withdrawal due to clinical difficulties is permitted.

Policies Related to Eligibility for Clinical/Lab Component of Course

Documentation of the FSU student health requirements, CPR certification, and drug screening (if required) is maintained by the Viewpoint organization Viewpoint Screening and DISA Healthcare/Castle Branch DISA Healthcare/Castle Branch . Viewpoint Screening and DISA Healthcare/Castle Branch are compliance tracking companies that provide educational institutions with background screening and compliance management, including background checks, drug testing, immunization and record tracking and document management. All Fitchburg State University Nursing students are responsible for their individual health and professional requirements for the duration of their educational experience.

Six weeks before the start of each semester, sophomores must register for a **Viewpoint** account and upload all required documents to their personal account. Juniors and seniors should review all annual requirements in Viewpoint and update their existing health accounts on a rolling basis. They must log in **at least six weeks prior** to the start of each semester to upload any expired or outdated documents.

- **Annual requirements:** TB, Flu, and Physical Exam (PE)
- **Every two years:** CPR
- **Every 10 years:** Tetanus

Senior students with a DISA Healthcare/**Castle Branch** account must follow the same timeline, updating their existing accounts on a rolling basis and logging in at least six weeks before each semester to upload any expired documents.

All students are expected to work with the Nursing Coordinator to ensure all items are **completed, uploaded, and in compliance** with program policies. **It is the student's responsibility** to monitor their health account throughout the academic year, track expiration dates, and keep all requirements up to date.

*Very Important: Vaccination Requirements are always subject to change based on the current Public Health Climate and Public and Hospital Safety Standards, and with respect to clinical partner/hospital policies. Any student with an exemption, whether personal, medical or religious, must communicate regularly with the Nursing Coordinator to assure all policies are adhered to in the clinical, lab and simulation settings.

Seniors:

Students should log on Viewpoint Screening to update their current accounts, and add on a national screening package (please note: there is a yearly fee of $25.00 for the national screening package that is required annually).

*Seniors with Castle Branch accounts must log into: DISA Healthcare/Castle Branch to update their current accounts (fee of 22.75 plus 1.99 processing fee will be due for the required annual national screening).

Seniors are required to purchase the Viewpoint Screening package/ or Castle Branch Screening package (if applicable) by August 10th before each academic year.

Instructions: View point

Students use a purchase link shared by the Nursing Coordinator, to purchase the add-on screening

package that is added to their current health account.

Cost: $25.00

Instructions: Castle Branch

Package Code: FF83rnrs (includes County Criminal, National Healthcare Fraud and Abuse Scan, Nationwide Record Indicator with SOI, Social Security Alert, Residency History)

Package Cost: $23.75

Service Fee: $1.99

Juniors:

Juniors are required to purchase the Viewpoint Screening package by August 10th annually before each academic year.

Instructions:

Students use the purchase link shared by the Nursing Coordinator, to purchase the add-on screening package to their current health account.

Cost: $25.00

Sophomores:

** New Account set up for sophomore's must be completed by July 15 prior to starting sophomore year

For New Accounts - Sophomore Set Up: **Viewpoint Screening**

- You will be directed to set up your Viewpoint Screening account. *Detailed instructions will be given to all sophomore's prior to the end of semester Freshman year*.
- At the end of the online order process, you will enter your credit card information. The fee is $65 for purchasing the first time package that includes national screening and the health account tracker.
- At the end of the online order process you will be prompted to upload specific documents required by your school for immunization, medical or certification records.
- Your results will be posted directly to your Viewpoint account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results take longer than that to complete. Your order will show as "In Process" until it has been completed in its entirety.

All students:

- The FSU DON Clinical Coordinator, Level Coordinators, and Administrative Assistants can securely view your results online with their unique username and password. **It is the responsibility of the student to provide this documentation prior to beginning all clinical rotations. Current compliance for all health requirements must also be maintained.**
- Students receive an email notification as well as an alert on their View point and CastleBranch profile 21 days in advance of the requirement's expiration. Students are then alerted once a week until a new document is uploaded. If certification expires, students will not be allowed to attend clinical until certification is up to date and loaded on View point or DISA Healthcare/CastleBranch account.

  For assistance:

  Email Viewpoint Screening Student Support help at:
  studentsupport@viewpointscreening.com

  Email/Call DISA Healthcare/CastleBranch help at 888-723-4263 or submit a help ticket at DISA Healthcare/Castle Branch Help Ticket.

- Required Personal Information - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and email address.
- Immunizations - Document trackers provide secure online storage for all of your important documents.
- Drug Test - Drug testing options are available with both DISA Healthcare/CastleBranch and Viewpoint Screening services and will be used with regard to clinical policy at each healthcare entity students attend and only when required. Cost for these services range from $28-$38 dollars. Students also have the option of using their primary care to initiate a 10-12 panel drug test if needed. *Students should refer to the nursing coordinator for guidance if a drug test is required.*

Health and Additional Requirements for FSU Nursing Students

Immunization Requirements

- Annual Physical Exam
- Tuberculosis (TB)
  - The requirement will be met by having an FDA approved TB blood test (T-spot) followed by an annual TB test.
  - If a TB test is positive, students must provide proof of a negative Chest X-ray to complete this requirement. A negative Chest X-ray will remain valid for 2 years.
- Tetanus (TD/Tdap)
  - Tetanus is typically valid for 10 years. If this vaccination expires you are required to update your documentation through DISA Healthcare/CastleBranch.
- Measles, Mumps, Rubella (MMR)
  - Two doses of measles, mumps and rubella (MMR) vaccine ≥ 28 days apart OR serologic proof of immunity to measles and mumps and rubella series of 2 immunizations OR Titer resulting in immunity.
- Varicella (Chicken Pox)
  - Series of 2 immunizations OR Titer resulting in immunity
- Hepatitis B (Hep B)
  - Series of 3 immunizations AND Titer resulting in immunity (positive titer).
  - If Titer is negative, students are required to provide proof of having started (and continue) repeating the series. (A second titer is not required). At this point the requirement will have been met as you will either be positive or a non-responder. Both are allowed in a clinical setting.
- Influenza
  - Students must provide documentation of receiving the current Influenza vaccine before September 20th. Documentation must be uploaded by students to their CastleBranch account.
- COVID
  - The Department of Nursing follows the University and our affiliated Healthcare Organizations requirements for receiving the initial series and booster for the COVID vaccine.

***Failure to comply with the above requirements and deadlines can jeopardize student participation in lab/clinical components of nursing courses**

Personal Liability Insurance

Students must have professional malpractice coverage if enrolled in any clinical course. Currently, the University provides this personal liability coverage for all nursing students. If this University coverage should change, students will be responsible for purchasing their own professional liability insurance.

Current CPR Certification

This certification is through the American Heart Association (AHA) and students are required to take BLS for Healthcare Professional. Certification by AHA prior to September 1 of sophomore and senior years will prevent delays in the student starting clinical experience on time. Students without current AHA CPR certification will not be allowed to start clinical experiences. Delaying clinical experience will jeopardize a student's ability to complete courses and can result in course failure.

Criminal Offender Record Information CORI checks

CORI checks are completed for all students upon matriculation into the nursing program and yearly thereafter. Agencies often require students to update the CORI check prior to participation in an educational experience. An agency can refuse to accept a student as a result of a CORI check, and Fitchburg State University assumes no obligation to locate an alternative site and cannot guarantee the completion of degree requirements. Students are required to notify the Department Chair immediately of any changes in their CORI status.

Drug Testing

The Department of Nursing supports a drug free environment with a no-tolerance policy regarding substance abuse. Clinical agencies may require students to undergo drug screening as a clinical requirement for placement, at random, or when there is cause for concern regarding the use of such substances. A clinical agency can refuse a placement for a student with a positive drug test and the University is under no obligation to find an alternate clinical placement. A positive drug test will require a meeting with the Department Chairperson and can result in dismissal from the nursing program.

Technical Standards

Technical Standards have been established for this nursing program and are in effect for all nursing majors. Students are expected to review and acknowledge meeting the Technical Standards by signing a Technical Standard Certification Statement (Appendix A). Failure to comply with these requirements will prohibit students from attending clinical and lab experiences.

Good Moral Character

Applicants to the Massachusetts Board of Registration in Nursing ("The Board") for initial Registered Nurse licensure by examination must comply with the "good moral character" licensure requirement specified at G.L. Chapter 112, Sections 74, 74A, 76, and 80B. Massachusetts initial nurse licensure application includes questions about criminal convictions (misdemeanors and felonies) and disciplinary actions by a licensure/certification body.

Under this Policy, an initial applicant for nurse licensure convicted of certain specified crimes will be permanently excluded from nurse licensure in Massachusetts. The Policy also provides that an applicant convicted of any other crime will be temporarily excluded from licensure until he or she is conviction-free for a minimum of five (5) years and has had all court-ordered requirements closed for a minimum of one (1) year before the Board receives the application for initial licensure, unless the applicant meets the criteria for exception to this temporary exclusion. In addition, all disciplinary action by a licensure/certification agency must be closed at the time of license application.

An initial applicant for nurse licensure who knowingly falsifies or knowingly attempts to falsify information directly related to the applicant's qualifications for initial nurse licensure by examination or who cheats on the National Council Licensure Examination (NCLEX) or on any other licensure or certification examination will also be excluded from initial nurse licensure in Massachusetts for a minimum of five (5) years.

Please refer to www.ma.gov/dph/boards/rn, under Licensing, for the full version of the Good Moral Character Licensure Requirement.

In compliance with the above Policy, all applicants/students are informed that completion of the BS degree does not guarantee admittance to the registered nurse licensure examination.

Evaluation Policies

Fitchburg State University Grading System

Fitchburg State Grade	Letter Grade Equivalency	100% Point Equivalency
95 - 100	A	4.0
92 - 94	A-	3.7
89 - 91	A- / B+	3.5
86 – 88	B+	3.3
83 - 85	B	3.0
80 – 82	B-	2.7
77 - 79	B- / C+	2.5
74 – 76	C+	2.3
71 – 73	C	2.0
69 – 70	C-	1.7
67 – 68	C- / D+	1.5
64 – 66	D+	1.3
60 – 63	D	1.0
0 - 59	F	0.0

Grading System for Clinical Component of Courses

- Evaluation of Clinical/Laboratory performance component of each course will be graded as ‘Pass’ (Satisfactory) or ‘Fail’ (Unsatisfactory). A student who does not satisfactorily complete the required clinical/ laboratory experience in any nursing course will receive a 0.0 for the course.
- Nursing students are expected to demonstrate competency in a variety of Clinical/Lab areas as a condition of graduation. All students must show evidence of satisfactory performance on clinical evaluations in order to successfully progress through and complete their nursing program.
- Clinical Evaluation requires provision for inclusion of supporting statements or examples, opportunity for student self-evaluation and comments, and indication that the student has

reviewed and discussed the ratings on the clinical evaluation tool. These are, therefore, included on all departmental clinical performance forms.

- The criteria for Clinical Evaluation in the sophomore/ junior years, is based on the Rating Scale table below:

The Rating Scale

Self-Directed (4)	
Almost Never Requires (<10% of the time) ● Direction ● Guidance ● Monitoring ● Support	**Almost Always Exhibits (>90% of the time)** ● A focus on the client or system ● Accuracy, safety, and skillfulness ● Assertiveness and initiative ● Efficiency and organization ● An eagerness to learn
Supervised (3)	
Occasionally Requires (25% of the time) ● Direction ● Guidance ● Monitoring ● Support	**Very Often Exhibits (75% of the time)** ● A focus on the client or system ● Accuracy, safety, and skillfulness ● Assertiveness and initiative ● Efficiency and organization ● An eagerness to learn
Assisted (2)	
Often Requires (50% of the time) ● Direction ● Guidance ● Monitoring ● Support	**Often Exhibits (50% of the time)** ● A focus on the client or system ● Accuracy, safety, and skillfulness ● Assertiveness and initiative ● Efficiency and organization ● An eagerness to learn
Novice (1)	
Very Often Requires (75% of the time) ● Direction ● Guidance ● Monitoring ● Support	**Occasionally Exhibits (25% of the time)** ● A focus on the client or system ● Accuracy, safety, and skillfulness ● Assertiveness and initiative ● Efficiency and organization ● An eagerness to learn
Dependent (0)	
Almost Always Requires (>90% of the time) ● Direction ● Guidance ● Monitoring ● Support	**Almost Never Exhibits (<10% of the time)** ● A focus on the client or system ● Accuracy, safety, and skillfulness ● Assertiveness and initiative ● Efficiency and organization ● An eagerness to learn

Academic and Professional Conduct

- Nursing has a strong moral basis. Fitchburg State University Department of Nursing subscribes to the American Nurses Association's Code of Ethics for Nurses (Appendix B) and the Standards of Nursing Practice. The Code is based on the fundamental principle of respect for persons. Other ethical principles underlying the Code are autonomy, beneficence, non-malfeasance, veracity, confidentiality, fidelity, and justice.
- One of this nursing program's main objectives is that nursing students and graduates will exhibit professional behavior of responsibility and accountability for individual nursing judgments and actions that is consistent with the profession's ethical Code. Nursing faculty and nursing students must maintain high standards of integrity and respect for one another in the academic and professional settings.
- Faculty and students have a responsibility to take appropriate action when they detect any form of academic or professional dishonesty. Students should bring concerns to the attention of the course faculty or clinical instructor.
- A student can be barred from class, clinical practice, laboratories, and examinations for unethical, unprofessional behavior, or persistent unsatisfactory behavior that includes, but is not limited to absence, dishonesty, plagiarism, harassment /bullying and/or failure to produce assignments to the satisfaction of the instructor. Students so barred will fail the course and can be dismissed from the nursing program and/or University.
- The Department of Nursing follows the Office of Student Conduct guidelines, procedures and processes put forth concerning Academic Integrity on pages 4 to 6 of the FSU Code of Conduct and Discipline Process Handbook. Students enrolled in the nursing program are required to follow these guidelines in order to create an environment which promotes academic honesty and integrity.
- Academic integrity requires that students submit their own work on examinations, papers and other academic assignments and that other sources of information or knowledge be appropriately credited and cited. No form of cheating, plagiarism, fabrication, or collusion will be condoned.
- A student who is unclear about what constitutes a violation of academic integrity on a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policies is not a valid defense to a charge of academic dishonesty. Some examples of

violations of the academic integrity and professional conduct policy include, but are not limited to:

- Unprofessional Behavior

  Includes, but is not limited to, falsifying data; demonstrating a pattern of lateness and/or absences; inappropriate professional dress and appearance; and/or dishonesty; stealing; engaging in nursing practice under the influence of drugs, alcohol or other substances; and delivering unsafe care within the realm of nursing standards appropriate to the expected level of practice.

- Academic Dishonesty

  As previously noted, the Department of Nursing follows the FSU Code of Conduct and Discipline Process Handbook. Students will be subject to one or more of the sanctions outlined in the handbook. Academic dishonesty can result in a grade of 0.0 for the exam or assignment and/or failure of the course; and/or dismissal from the nursing program.

- Cheating

  Is the intentional use or attempted use of deceit, trickery, artifice, fraud, and/or violation of rules and/or misrepresentation of one's academic work in any academic exercise. Cheating includes, but is not limited to:

  - Copying from others during an examination.
  - Using notes or other resources not authorized by the instructor.
  - Submitting substantial portions of the same academic work for credit in more than one course, without consulting the instructors involved.
  - Allowing others to do the research and writing of an assigned paper (for example, using the services of an online paper service).
  - Submitting a purchased or downloaded paper or other works written by another person, including those obtained through an online paper service.

- Plagiarism

  Refers to the use of another's ideas or words without proper attribution or credit. Academic integrity requires that all work by another author must also be identified (for example, anonymous articles or web pages). Plagiarism includes but is not limited to:

- Copying word for word from a source (printed, electronic, or oral) without properly citing or crediting the source.
- Paraphrasing without proper attribution.
- Failing to properly cite or credit sources, whether the material is a direct quotation, paraphrase, or summary.
- Failing to identify direct quotations through the use of quotation marks.
- Failing to acknowledge and properly cite information obtained through printed, electronic, or oral sources.
- Incorporating into one's own work graphs, tables, drawings, photographs, diagrams, and other non-textual material from other sources without proper attribution.

- Fabrication

  Is the intentional and unauthorized falsification and/or invention of any information or citation in any academic exercise. Fabrication includes but is not limited to:

  - Falsifying data or results from research or fieldwork.
  - Selectively omitting or altering data that do not support one's conclusions.

- Collusion

  Refers to the agreement or cooperation between students to commit an act of academic dishonesty. Any student who knowingly or intentionally helps another student to perform any act of cheating or plagiarism is subject to discipline for academic dishonesty. There is no distinction between those who cheat and plagiarize and those who willingly allow it to occur. Collusion includes but is not limited to:

  - Taking an examination for another person.
  - Asking or allowing another person to take an examination for you.
  - Allowing another person to copy one's own work or exam.
  - Collaborating with another person before a quiz or examination in order to develop methods of exchanging information during the quiz or examination.
  - Distributing an examination from an unauthorized source prior to an examination.

Professional Communication

Social Media Policy

FSU nursing students are required to adhere to the Massachusetts Board of Registration in Nursing policies in the Use of Social and Electronic Media by Nurses document published in July 2012. Any student who violates these policies will be subject to disciplinary action, which can result in termination from the nursing program. A copy of the policy is included in Appendix C.

Email Etiquette Guidelines

The FSU nursing faculty uses e-mail regularly to communicate information to nursing students. The FSU email address should be used for all collegiate communication. Students should check their FSU email inboxes twice daily and respond in a timely manner to foster quick resolution of questions and concerns. In accordance with standards of professional communication, students should use the follow guidelines when initiating or responding to an email:

- The email should start with a formal salutation. For example: Dear Professor_____,
- The need or purpose of the email should be clearly and respectfully identified.
- Any attachment(s) should be referenced in the body of the e-mail.
- Proper grammar should be incorporated into the e-mail. In other words: proper spelling, punctuation, and well-written sentences.
- The email should be proofread and spell-checked.
- The email should conclude with the student's full name.

Course Policies: Classroom

Class Attendance and Class Behavior

- Students are expected to attend all classes. No exceptions of missing classes due to work conflicts will be accepted. Classes will begin promptly at the assigned time.
- Students are expected to be respectful to instructors and other students in the classroom.

Electronic Devices

- Recording devices in nursing lecture classes can be used if approved by the instructor.
- Inappropriate use of any electronic device during class time can result in the student being asked to leave the classroom.
- Phones: Students are expected to respectfully refrain from receiving +/or making phone calls or texting while in class, lab or clinical experiences. If it is necessary that a student be contacted during any class, lab /clinical course component, the student is expected to communicate this need to the instructor prior to the start of the class, lab, or clinical session and set the device(s) on a 'vibrate' or 'silence' mode.
- Other Electronic Devices (i.e.: laptop, tablet, Smartphone Apps, etc.) that enhance associated classroom, lab, or clinical content are welcomed with the expectation that they are used appropriately and without distraction to classmates and/or instructors.

Papers and Other Written Assignments

- Students must use the most current American Psychological Association (APA) Publication Manual style guidelines for all papers required in the Department of Nursing.
- All written assignments are due on the scheduled date unless other arrangements were made with the course faculty.
- Students should refer to the course syllabus and assignment writing guidelines for submission method, use of Turn-it-in, and classroom guidelines for AI.

Examinations

- Students are required to take examinations on the scheduled dates and times.
- Students should read their NURS course syllabi carefully for information related to course specific make-up exam policies.
- Students who are absent from a scheduled examination without prior permission will receive 0.0 for that examination.

Course Policies: Clinical

The Department of Nursing uses a variety of health care, health promotion, and related agencies to enhance the learning experiences of students. The Department must maintain contractual arrangements with each affiliating agency. In order to fulfill program requirements, all students and faculty are required to meet certain criteria set forth in the contracts and they must be willing to adhere to agency-specific policies.

General

- Clinical/Lab experience is an integral part of nursing courses. Students are expected to attend all clinical/ laboratory sessions and all scheduled clinical seminars.
- Clinical/Lab experiences will begin promptly at the assigned time; lateness is not tolerated. Students arriving late will not be permitted to attend lab, and will receive a clinical warning. A make up time will be coordinated with the lab instructor. Students need to notify the instructor as soon as possible of lateness or absence.
- Preparation for lab is essential for student learning. If prep work is not done, the student cannot attend lab and a clinical warning will be issued. A make up time will be coordinated with the lab instructor.
- Should an emergency arise whereby a student is unable to attend a particular clinical/laboratory session or seminar, the student is expected to notify the faculty and agency before the beginning of the clinical/lab day (or as soon as possible). The faculty can request proof of reason for absence.
- There are no extra clinical hours built into the schedule for each course with a clinical component. Therefore, clinical absences are not allowed. If a student misses a clinical day, there will be additional required time in the clinical facility, lab, simulation, and/or an assigned clinical activity beyond those assigned for the course to satisfactorily meet clinical and/or terminal outcomes. Failure to meet outcomes will result in failure of the clinical experience, and therefore the course.
    - If a student will not be in attendance on a clinical day, the following procedure must be followed:

        1. If missing a clinical day at the facility: notify your clinical instructor and COURSE FACULTY
        2. If missing a skills lab day, notify Brianna Babineau (bbabine1@fitchburgstate.edu) and COURSE FACULTY
        3. If missing a simulation day, notify the Simulation Center (imurray@fitchburgstate.edu) and COURSE FACULTY
- No student is permitted to be in the clinical area without the express knowledge or

permission of the clinical instructor.

- Students are required to provide their own transportation for clinical experiences (as stated in the University catalog). Arrangements for carpools are common and feasible up to the senior year.
- Clinical/Lab experiences in some agencies require evening, night or weekend shifts.
- All courses with a clinical component include a group post-conference/ seminar as an integral part of the practice component. Attendance is required for these sessions.
- Inappropriate use of electronic devices during clinical/lab sessions can result in a clinical warning and the student being asked to leave the clinical/Lab setting. (See Policy on Electronic Devices).
- Evaluation of clinical/laboratory performance components of each course will be graded as 'Pass' (Satisfactory) or 'Fail" (Unsatisfactory). Students who do not satisfactorily complete the required clinical/ laboratory experience in any nursing course will receive a 0.0 for the course.
- Please review the Lab Policies located in Appendix D of this Handbook prior to the start of Clinical/Lab sessions.

Code of Conduct

Safe Clinical Practice*

- Students are expected to demonstrate knowledge and skills appropriate to the level of study.
- Students are expected to be prepared physically, intellectually, emotionally, and academically for clinical practice in order to provide safe competent care.

Unsafe/Unsatisfactory Clinical Practice*

- Unsafe clinical practice is behavior that places the student, faculty member, client and/or staff in physical and/or emotional jeopardy.
- Physical jeopardy is the risk of causing physical harm to one or more individuals.
- Emotional jeopardy means that the student creates an environment of anxiety or distress, which puts the client, family, staff, and/or agency at risk for emotional or psychological harm.
- Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk.

In the event a student's conduct poses a safety risk to patients, (as identified by the agency, preceptor or clinical instructor) the final decision as to whether disciplinary action is taken lies with the clinical instructor.

Sanctions and Procedures for Unsafe Clinical Practice

- An agency has the right to dismiss a student from that agency who has been evaluated by the preceptor and/or agency as clinically unsafe.
- Any student who is evaluated as clinically unsafe by the clinical instructor will be removed from clinical practice with an unsatisfactory grade and will fail the course immediately.

* Safe/Unsafe Clinical Practices definitions taken directly from:

Scanlan, J.M., Care, W.D., & Gessler, S. (2001, Jan/Feb). Dealing with unsafe students in clinical practice. Nurse Educator, 26 (1), 23-27.

Medication Administration Policy

Safety in the preparation, administration and documentation of medications is essential in the delivery of quality and safe patient care. This FSU Medication Administration Policy intends to provide parameters for nursing students during their clinical experiences while adhering to the regulations set forth by the MA BORN and clinical agencies.

- Students are expected to adhere to a Clinical Agency's Medication Administration Policies at all times throughout the clinical experience. At the start of every semester and before any medication administration experience students must review the Clinical Agency's Medication Administration Policies with their Clinical Instructor. The FSU DON supersedes ANY and ALL clinical agency medication administration policies except in cases where a clinical agency's policy is more restrictive. Should this occur students are expected to follow the Clinical Agency's Medication Administration Policy.

- All medication preparation, administration, and documentation MUST be conducted under the direct supervision of a Registered Nurse (RN).

- In addition to the Clinical Agency's Policies, Fitchburg State University Student Nurses are prohibited from administering IV Push medications and the following intravenous (IV) Medications:
    - Heparin
    - Insulin
    - Cytotoxic or Targeted Therapies
    - Investigational Drugs
    - Blood Products
    - Opioid Analgesics
    - Resuscitative Drugs
    - Rapid Response Medications
    - Paralytics
    - Sedatives
    - Magnesium Sulfate
    - Pitocin

- When faced with a situation in which the student is uncertain about an IV medication, the student is expected to err on the side of caution by:
    - Assuming an "observer" role while the RN administers the IV Medication.
    - Contact the clinical instructor within 24 hours for advice on future administration of the medication in question.
    - Adhering to the subsequent plan identified by the nurse manager and clinical instructor regarding future administration of the medication in question.
- Students who violate the Medication Administration Policy will receive a clinical failure and therefore a course failure.

Needle Stick Policy

In the event of a needle stick injury or in the clinical/lab area the following guidelines must be followed:

- The clinical agency's protocol and policies for immediate care must be followed.
- If no agency policy exists, the student will be advised to report to the Emergency Room of choice and identify self as a nursing student with needle stick injury.
- An "Unusual Occurrence Form" of the incident, completed by the student and the instructor and signed by both, will be kept in the Department of Nursing in a locked cabinet.
- The student will be followed up by his/her health care provider.

Health Insurance

All students carrying nine or more credits must be enrolled in a student health insurance plan offered by the University, or in a private comparable health insurance plan. See the University catalog for details.

Student Dress Code Policy

Purpose: Students are expected to comply with the professional dress code guidelines to:

- Maintain safety in the clinical setting
- Provide nursing care without compromising a client's status
- Identify themselves as student nurses
- Learn about the presentation of self as a professional
- Promote the positive image of the nursing profession

Implementation: Faculty members reserve the right to dismiss the student from the clinical setting for failure to comply with the dress code policy. The student will be given a written clinical warning on the first occurrence of failure to comply with the dress code policy and will be expected to make-up the clinical experience to meet course requirements. Any make-up clinical/lab experience must be arranged with the course and clinical instructors. Failure to comply with the dress code policy on a second occasion will result in failure of the clinical component of the course and will result in failure of the course (grade of 0.0).

Clinical / Instructional Labs /Open Labs/ Simulation Attire Requirements: Unless otherwise noted by the course/clinical instructor, students are required to wear the FSU student nurse uniform for all clinical experiences and instructional lab sessions across the three levels of the program. These include:

- The specified green scrub top, scrub pants or skirt. Students must order these items through Meridy's Uniforms website at Meridy's Uniforms .
- A white or black long sleeve shirt may be worn under your scrub top.
- Footwear can be purchased off-campus and consists of closed toe all white shoes or closed-toe all white sneakers and socks. Socks and shoes must be clean and free from holes, rips or tears.
- A name pin that identifies the student as a Fitchburg State University nursing student must be worn in every clinical/lab/simulation setting. Students must order name pins through Meridy's Uniforms website at Meridy's Uniforms.
    - The name tag should include the student's full first name and first initial only of the last name, as well as have "SN" listed designating you as a student nurse. For example John D., SN
- A watch with a second hand, a pen, and a stethoscope are required. Students are permitted to purchase these items off-campus.
- When students are representing the Department of Nursing and when the school uniform is not required, professional attire* is required.
- All clothing and nursing uniforms must be clean and wrinkle-free and must fit properly. Proper fit includes pants that do not touch the floor and/or fall or pull down on movement and tops that do not expose any part of the body upon movement or reach. Proper undergarments must be worn but not be visible.
- Wearing scented products is not allowed due to increased chemical sensitivity in the general

population. Strong odors are not permitted, and students will be asked to change their uniform or sent home from the lab, simulation, or clinical site.

- Hair on the head and/or face should be clean and arranged neatly so as to not compromise patient care or student safety. Hair longer than chin-length should be pulled up above the collar and away from the face/eyes.
- Only natural hair colors are permitted. Hair must present a natural appearance that could occur naturally (e.g. shades of brown, black, blond, auburn).
- Make-up, if worn, must be conservative and professional in appearance. No false eyelashes or lash extensions are allowed.
- No artificial nails or nail polish shall be worn. Nails must be neat and clean, and length should not exceed ¼".
- Necklaces and bracelets are not allowed in the clinical/lab/simulation settings. No permanent jewelry allowed.
- Piercings are limited to the ears only, jewelry should include no more than one single stud earring in each ear with no other piercings. In the case of a facility that has a piercing policy more conservative than that of the DON, the facility policy supersedes the DON policy.
- Dental adornments (e.g., tooth gems or other decorative modifications) are prohibited.
- Every effort should be made to conceal all tattoos in the clinical setting. For tattoos that cannot be covered up, it will be up to the discretion of the clinical instructor to permit the tattoo to be visible. In the case of a facility that has a tattoo policy more conservative than that of the DON, the facility policy supersedes the DON policy.

*Examples of attire not considered professional for ANY Clinical, Instructional / Open Lab, or Simulation include: graphic T-shirts, sweatshirts, sleeveless tops, tank tops, and any tops that that expose the abdomen, midriff, or cleavage; shorts, skorts and skirts shorter than mid-thigh, yoga pants, sweatpants, leggings (if accompanied by a top that does not extend at least to the hips); any clothing that is transparent, sheer, glittery or has external rivets; clothing with tears, rips, holes or stains; sunglasses, hats, and scarves; sandals, flip-flops, backless shoes, open toe shoes, shoes with heels higher than 2 inches. When in doubt, students should seek guidance/approval from the course instructor.

<u>Licensure Information</u>

- When candidates apply for the Registered Nurse licensure examination, the Board of Registration in Nursing (BORN) of all states requests applicants to provide information on

any court convictions, including both misdemeanor and felony charges. Examples of court convictions include, but are not limited to theft, assault, driving under the influence, and possession of controlled substances. The BORN examines each case individually and has the right to deny an applicant's sitting for the licensure examination. (see statement on Good Moral Character).

- Licensure as a professional Registered Nurse in the Commonwealth of Massachusetts requires that applicants be graduates of an approved program of study and that they successfully complete the licensure examination prescribed by the National Council of Licensure Examination, known as NCLEX-RN.
- For further licensing information please refer to the Commonwealth of Massachusetts Department of Health and Human Services: Board of Registration in Nursing (BORN).

Confidentiality Policy

- In accordance with the American Nurses Association's Standards of Professional Performance, and the ethical principles in nursing, the faculty of Fitchburg State University recognizes the importance of protecting the privacy and confidential information regarding patients, their families, employees, staff, and peers as well as the operations of agencies within which faculty and students practice.
- It is the legal and ethical responsibility of every faculty member and student to maintain confidentiality and abide by laws pertaining to privacy including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) guidelines. This policy includes materials discussed in both the classroom and clinical settings. Information pertinent to patients must be relayed only to those individuals who have authority to have that information. All information pertaining to clients is confidential, regardless of form (verbal, hard copy, film or computerized form). Unauthorized access, use or disclosure of this type of client information is illegal.
- By signing the Confidentiality Form, faculty and students agree to:
    - Follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA) guidelines.
    - Read, understand, sign and follow confidentiality and privacy policy statements before beginning each clinical experience. (NOTE: Students are responsible for reviewing health care agency-specific policies at the beginning of every clinical experience).

- Protect confidentiality of patients, families, agency, employees, peers and agency at all times.
- Access, use or share confidential information only as it is essential and allowed by law.
- Never release protected health information to any unidentified source; the student must know the person to whom s/he is talking.
- Not discuss patients in public; never discuss confidential information where others – patients, visitors or other employees-might overhear, including elevators, dining facilities and telephones (Protected health information is described in the HIPAA statement).
- Never leave patient records or information where unauthorized individuals might see them.
- Not photocopy information from the patient's record except as specifically authorized.
- Not access or attempt to access information other than information needed to complete the assignment for the day.
- While student records are protected by HIPAA, specific information is released to clinical agencies regarding immunizations and titers.

Avenues for Addressing Concerns

University Policy

Please refer to the University Catalog for details about student concerns related to any University policy and /or becoming involved in changing University policies.

Nursing Department Policy

The department's student policies are developed by a departmental Student Policies Committee. Students may communicate concerns or suggested changes about current student policies to the Student Policy Committee chairperson.

Nursing majors with concerns about the program or personal experiences therein have a number of avenues by which to address their concerns:

Concerns About Changing Major

Students should seek the counsel of their advisor and the chair of the department of the major into which they want to transfer before taking the serious step of changing their major. No nursing student will be denied a change of major out of the Department of Nursing, but the consequences of doing so need to be fully explored prior to a final decision. Specific consequences can include increased semesters to complete another major, potential unavailability of reentering the nursing major or lack of accessibility to the desired other major.

Concerns About Curriculum

Students have access to the Nursing Department's Curriculum Committee either through direct representation or by written communication or petition. Extensive evaluation of the students' perceptions of courses, agencies and curriculum objectives is conducted by the faculty on a routine basis, and students should take advantage of the opportunity offered by this process to contribute their ideas, concerns and criticisms. Students need to understand that curriculum change is a process that is not undertaken lightly or without substantial evaluation of problems. The faculty encourages any and all dialogue regarding the need for change in the program.

Concerns about Faculty

The University mandates a procedure for student evaluation of faculty in every class for which the student is registered. Even though the effects of their anonymous ratings are not always immediately

evident to students, the evaluations are considered a vital part of any faculty member's personnel action process.

Addressing Issues with Faculty

In cases of disagreement between faculty and student during an academic semester (i.e. course requirements, grading, and clinical evaluation etc.,) the student is advised to address the issue using the identified steps as follows:

1. Attempt to resolve the issue through direct communication with the faculty member involved. Students should consult with their advisor for assistance in this process. If the issue to be resolved involves the course faculty team, communication with the course coordinator will be necessary.
2. If the issue remains unresolved, the student should seek recourse from the Department Chairperson. This involves making an appointment with the Department Chairperson and discussing the issue with or without the respective faculty and /or advisor present.
3. If resolution of the issue is still not achieved after steps 1 and 2 have been followed, the student should request a review of the issue by the Dean of Health and Natural Sciences. Procedures for this appeal must be followed as identified in the current University Student Handbook and Catalog.

Nursing Program Resources

Department Contact Information

Department of Nursing Office: Thompson Hall 324

Name	Email	Telephone
Deborah Benes, Chairperson	dbenes@fitchburgstate.edu	978-665-3325
Kimberly Clarke, Administrative Assistant	kclarke7@fitchburgstate.edu	978-665-3221
Deborah Gifford, Administrative Assistant	dgiffor1@fitchburgstate.edu	978-665-3023
Nicole Lajoie, Nursing Coordinator (Office: THOM-323)	ndesche1@fitchburgstate.edu	978-665-3251
Linda McKay, RN/LPN to BS in Nursing Program Chair	mckay@fitchburgstate.edu	978-665-3108

The resource persons available in the office are Kim Clarke and Deborah Gifford, Administrative Assistants. If they do not know the answer to your question, they can find someone who does. They can provide most departmental forms and know most departmental regulations. In addition, they can facilitate contact with faculty members as needed.

Faculty Mailboxes

A file mailbox is located outside of the Nursing Office for each member of the nursing department. Students can use these files to communicate with instructors or advisor for matters that do not require face-to-face interaction.

Advising

Each nursing student has an advisor in the department of nursing throughout the program of studies. Advisors guide their advisees with course selection, provide guidance with regards to academic issues brought to them by an advisee, and they can refer advisees to appropriate student services. Students should contact their advisor directly to arrange for an advising appointment.

Faculty Offices

Nursing Faculty offices are located on the second and third floors of Thompson Hall.

Health Assessment Laboratory: Thompson Hall 306
Foundations and Skills Laboratory: Thompson Hall 302
Simulation Center: Russell Towers, Ground floor

Websites for Support

The Department of Nursing website can be found at www.fitchburgstate.edu/nursing. The site features Faculty and Student Nurses Association information, links to other websites and is regularly updated with current departmental and university news.

Library

Information about the wealth of library resources here on campus can be obtained through the Library website at www.fitchburgstate.edu/library or by visiting the library and speaking directly with a librarian.

Student Support Services

The University maintains a number of academic and personal support services for all students. Most of these services are located on the third floor of Hammond. Information can also be found at the Fitchburg State University website for the Student Support Services at www.fitchburgstate.edu. The following is a list of these programs:

- Student Development/Student Services: engages students through interactive learning, diversified events & activities, leadership experiences, volunteerism, and employment opportunities
- Career Services and Advising Center: Provides career advising and preparation including resume and cover letter support, mock interviews, workshops, career fairs, and networking events. See all events on the website Handshake or contact the office. Call 978-665- 3151 or email careercenter@fitchburgstate.edu to set up an appointment.
- Disability Services: for support services for undergraduate and graduate students with disabilities enrolled in the day or evening division
- TRIO Student Support Services: a federally funded program for first generation undergraduate university students, low income students, or students with disabilities
- International Education Office: for study abroad opportunities, and to support undergraduate and graduate international students, and to provide cultural awareness programs
- Academic Coaching and Tutoring Center: provides free drop-in, appointment-based, and group tutoring for most classes and for writing; provides academic coaching to support

success skills like studying and time management; and administers required placement tests. Find appointments or drop-in for tutoring and coaching on SSC/Navigate or email tutorcenter@fitchburgstate.edu for help.

Activities and Organizations

Student Nurse Activities

Becoming involved in Department of Nursing activities, such as the Student Nurses Association, departmental committees, and other university organization will help prepare students for participation in professional organizations after graduation:

Student Nursing Association

This student-run organization is sponsored by the department and supported by the Student Government Association of the University. The organization is affiliated with the National Student Nurses Association (NSNA) and it offers both social and professional activities. All students are eligible to belong to this association and members are elected each year to attend the national convention. (See Appendix E for NSNA Student Bill of Rights.)

Department of Nursing Committees

The Faculty organization of the Department of Nursing has a number of standing committees to foster the mission of the department: Student Policies, Admissions, Bylaws & Liaison/Nominations, Program Evaluation, Curriculum, and Simulation. Students are encouraged and very welcome to serve on the Curriculum Committee (one student per level) which develops and evaluates the program's offerings toward the degree in nursing. Students can bring their concerns and suggestions regarding the program of study to the Committee and have a vote in their resolution. Students who are interested in serving on the Curriculum Committee should forward a request to the department chairperson. The Liaison/Nominations Committee works with the Nursing Student Association and also recommends students for departmental awards at Honors Convocation.

Professional Organizations

The American Nurses Association is an organization that helps set standards (see Appendix B for the Code of Nurses) and is involved in political action toward quality nursing and health care.

Upon passing the NCLEX-RN licensure exam, a variety of professional organizations are available

to nurses with the aim of providing support to the nursing profession, facilitating the delivery of high quality and safe nursing care, and promoting the overall health of both individuals and the community. There are also many associations representing specialty areas of nursing which provide informational journals and research opportunities for nurses. These include: critical care, occupational health, infection control, oncology, orthopedic, maternity, and neurosurgical nursing. In addition, many health-related groups have a nursing focus area such as the American Public Health Association, the American Cancer Society, or the American Lung Association.

Financial Awards

Various scholarships are awarded to qualified nursing students each year – including some scholarships specifically for nursing students. Please refer to the Financial Aid Department for details on these scholarships.

Appendix A

Technical Standards for Admission, Progression and Graduation

Fitchburg State University Department of Nursing has both academic and technical standards that must be met by students in order to successfully progress through the program. To assist in meeting those requirements, the department provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. To be eligible for accommodations, a student must submit to Disability Services, evidence of a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition.

Marks, B. & Ailey (2014.) White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs for the California Committee on Employment of People with Disabilities [CCEPD]

Requirements	**Standards**	**Examples**
Acquiring fundamental knowledge	1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire the knowledge 3. Ability to be a life-long learner 4. Novel and adaptive thinking	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based
Developing communication skills	1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities) 2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non professional team members 3. Sense-making of information gathered from communication 4. Social intelligence	• Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions

Requirements (cont.)	Standards (cont.)	Examples (cont)
Interpreting data	1. Ability to observe patient conditions and responses to health and illness 2. Ability to assess and monitor health needs 3. Computational thinking 4. Cognitive load management	• Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients • Obtain and interpret information from assessment of patient's environment and responses to health across the continuum • Obtain and interpret for evaluation information about responses to nursing action • Translate data into abstract concepts and to understand data-based reasoning

For further information regarding services and resources to students with disabilities and/or to request accommodations, please contact the Office of Disability Services.

Appendix B

Code of Ethics for Nurses

American Nurses Association (ANA), Updated 2025

Provision 1

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

Provision 2

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

Provision 3

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

Provision 4

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

Provision 5

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

Provision 6

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

Provision 7

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

Provision 8

Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9

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

Provision 10

Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

References

American Nurses Association (2025). Code of Ethics for Nurses. Retrieved from American Nurses Association Code of Ethics for Nurses

Appendix C

Use of Social and Electronic Media by Nurses

Massachusetts Board of Registration for Nursing

Web-based communication platforms and applications such as email, text messaging, personal blogs, online chat rooms, networking forums, and photo and video-sharing sites are playing an increasingly prominent role in health care (1, 2). Nurses and other health care providers as well as health care organizations and professional nursing associations use Facebook®, MySpace®, LinkedIn®, Snatpchat®, Twitter and other forms of social and electronic media to promote patient and consumer health and education, enhance communication with patients, foster collaborative relationships and facilitate continuing professional education (1, 2, 3 and 5).

Social and electronic media venues are also used by nurses to share challenging or emotional workplace experiences, to encourage and support colleagues, and to seek advice from what can ultimately be a wide ranging audience of Internet users (2). However, the inappropriate or malicious use of social and electronic media venues poses
a risk to patient safety and can negatively impact the effectiveness of the health care
team (1, 2, 6 and 7).

When using any type of social and electronic media, whether for a professional or personal purpose, every nurse licensed by the Massachusetts Board of Registration in Nursing (Board) must consider professional practice concepts that include, but are not limited to: privacy, confidentiality, dignity, respect, professional boundaries and trust of the profession. The Board reminds all licensed nurses that they should be aware of, and consider and comply with the Board's regulations whenever using social and electronic media. These regulations require a nurse to:

- safeguard a patient's dignity and right to privacy (*244 CMR 9.03 [17]: Patient Dignity and Privacy*);
- safeguard patient information from any person or entity, or both, not entitled to such information and to share appropriate information only as required by law or for the protection of the patient (*244 CMR 9.03 [16]: Patient Confidential Information)*;

- establish and observe professional boundaries with respect to any patient with whom he or she has a nurse/patient relationship and to continue to observe professional boundaries with his or her former patients who may be vulnerable by virtue of emotional status, age, illness, or cognitive ability *(244 CMR 9.03[24]: Professional Boundaries);*
- comply with M.G.L. c. 112, §§ 74 through 81C, as well as with any other laws and regulations related to licensure and practice. This includes the Health Insurance Portability and Accountability Act (HIPAA) and the Massachusetts Fair Information Practices Act (FIPA) and their corresponding regulations as applicable to health care providers and other federal and state laws concerning the protection of confidential or personal information *(244 CMR 9.03 [6]: Compliance with Laws and Regulations Related to Nursing);*
- engage in the practice of nursing in accordance with accepted standards of practice *(244 CMR 9.03 [5]: Adherence to Standards of Nursing Practice);* and be responsible and accountable for his or her nursing judgments, actions, and competency *(244 CMR 9.03 [9]: Responsibility and Accountability).*

In addition, other applicable Board regulations specify that a licensed nurse will not:

- abuse, neglect, mistreat, abandon, or otherwise harm a patient (244 CMR 9.03 [15]: Patient Abuse, Neglect, Mistreatment, Abandonment, or Other Harm);
- have sexual contact with any patient with whom he or she has a nurse/patient relationship or with any former patient who may be vulnerable by virtue of emotional status, age, illness, or cognitive ability (244 CMR 9.03 [23]: Sexual Contact); and initiate or maintain a nurse/patient relationship that is likely to adversely affect the nurse's professional judgment (244 CMR 9.03 [25]: Relationship Affecting Professional Judgment).

To assist nurses in appropriately using social and electronic media, the National Council of State Boards of Nursing, in its White Paper: A Nurse's Guide to the Use of Social Media (2011), has identified the following guidelines:

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient related image. In addition, nurses are restricted from transmitting any information that may

be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.

- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.
- Maintain professional boundaries in the use of electronic media. Like in- person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace.
- Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

(Reprinted with permission from National Council of State Boards of Nursing.)

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Anderson, J., & Puckrin, K. (2011). Social network use: A test of self-regulation. *Journal of Nursing Regulation*, 2(1), 36-41.

Cronquist, R., & Spector, N. (2011). Nurses and social media: regulatory concerns and guidelines. *Journal of Nursing Regulation*, 2(3), 37-40.

Eysenbach, G. (2008). Medicine 2.0: Social networking, collaboration, participation, apomediation and openness. *Journal of Medical Internet Research*, 10(3), e22. Retrieved 4/13/26 from Journal of Medical Internet Research, National League of Medicine.

National Council of State Boards of Nursing. (2011). *White paper: A nurse's guide to the use of social media*. Retrieved 4/13/26 from White paper: A nurse's guide to the use of social media.

Prinz, A. (2011). Professional social networking for nurses. *American Nurse Today*, 6(7). Retrieved 4/13/26 from American Nurse, Professional Social Networking for Nurses.

Appendix D

Lab Policies

In addition to those indicated in the current academic year's Undergraduate Student Handbook, the following lab/clinical policies apply:

General Lab Policies

All nursing students will attend planned clinical skills lab sessions throughout the Nursing Program. Various techniques that support student learning will be implemented during lab and clinical sessions and will include: demonstration, performance practice, and return demonstration, simulation, and dosage calculation sessions. Date(s) and times for lab sessions will be identified in Blackboard and/or via e-mail.

The lab session(s) will be held in the FSU Clinical Skills Lab and/or Health Assessment Lab in Thompson Hall where instructors provide learning opportunities for students to practice essential skills necessary to safely and appropriately care for patients in health care settings and in the community.

Clinical Health Data and Regulatory Documents

Participation in on campus learning experiences is permitted only after all agency and university requirements are met and documented. Refer to the Professional Requirements components in the current academic year's Undergraduate Student Handbook for details. It is the student's responsibility to ensure that proper documentation is up to date and on-file in the nursing office prior to the start of any academic semester.

Lab Attendance

Students arriving late will not be permitted to attend lab, and will receive a clinical warning. A make up time will be coordinated with the lab instructor. Students need to notify the instructor as soon as possible of lateness or absence.

Preparation

Students are expected to come to the lab sessions having prepared the lab content as specified in the Course Schedule and/or on BlackBoard. Preparation for lab is essential for student learning. If prep work is not done, the student cannot attend lab and a clinical warning will be issued. A make up time will be coordinated with the lab instructor.

Attire

Unless otherwise indicated, students are expected to report to the lab wearing the designated school uniform (refer to Dress Code Policy in the current academic year's Undergraduate Nursing Student Handbook for all dress requirements).

Junior- and senior year students should dress neatly in street clothes and their FSU lab coat for planned skill practice or 'Open Lab' sessions. Hair must be pulled back securely and out of the face. Refer to the Dress Code Policy of the Undergraduate Student Nursing Handbook for examples of attire that are not acceptable.

Please Note: For planned 'Clinical Simulation' and 'Skill Evaluation' sessions, ALL students (regardless of program level or role in the simulation or evaluation session) are required to attend on campus learning experiences in their clinical attire.

Comportment

- Students are expected to conduct themselves in a professional manner while in the lab setting.
- No food, drink or gum chewing is allowed during lab/simulation sessions. Bottled water is permitted at the conference table only.
- No children or visitors are allowed during lab/simulation session without the expressed permission of the Lab Coordinator and/or Lab Instructor
- Proper knowledge and care of equipment is required; and in some instances, guidance by instructors will be necessary.
- Students are expected to leave the lab environment in a clean and orderly condition.
- Any broken or malfunctioning equipment should be reported immediately to the Lab Instructor or Skills Lab Coordinator.

Lab Evaluation

- Lab/Simulation components of all courses are Pass (Satisfactory) /Fail (Unsatisfactory) components.
- A 'Fail' in the Lab/Simulation component of a course will result in failure of the course (grade of 0.0).

*The Department of Nursing does not guarantee that our labs are latex-free areas.

Appendix E

*Bill of Rights and Responsibilities for Students of Nursing**

National Student Nurses Association (NSNA)

The Fitchburg State University Nursing Student Association has endorsed this document.

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: Students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudices or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, and political associations which instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information, which should be a part of a student's permanent education record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and hear any person of their choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary procedures should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. Grievance procedures should be available to every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

*The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

Appendix F

Acknowledgement of Receipt, Review, and Understanding of the

Fitchburg State University

Department of Nursing Student Handbook

My signature below indicates that I, _____, @ _____,

(Please print your name)

have received, reviewed, and understand the content within this Fitchburg State University Department of Nursing *Undergraduate Student Handbook*.

_____ _____

Student Signature Date

Certifying Statement for Technical Standards for Admission, Progression, and Graduation I certify that I have read and understand the Fitchburg State University Department of Nursing *Technical Standards* for admission to, progression in, and graduation from the Fitchburg State University Nursing Program (Found in Appendix A).

_____ _____

Student Signature Date