Accreditation - Approval Status

The baccalaureate degree in nursing and master’s degree in nursing at Fitchburg State are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW Suite 530
Washington, DC 20036-1120
Telephone: (202) 463-6930

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 1-800-414-0168

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 Association of Schools and Colleges (NEASC), Inc.
Dear Fitchburg State University Nursing Student:

Welcome to the Department of Nursing at Fitchburg State University! This Department of Nursing Undergraduate Student Handbook is effective for all nursing pre-majors, and undergraduate nursing students, exclusive of students in the RN to BS in Nursing track. The 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 except in those instances where the Department of Nursing policies are delineated 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.

Linda McKay, MS, RN
Chairperson
Department of Nursing

August 2015
# Department of Nursing Undergraduate Student Handbook
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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.

Linda McKay, MS, RN
Chairperson
Department of Nursing
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](http://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.

CRIMINAL OFFENDER RECORD INFORMATION (CORI) CHECKS

CORI checks are completed for all students upon matriculation into the nursing program and yearly thereafter. Agencies may require students to update the CORI check prior to participation in an educational experience. An agency may 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 may 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 may result in dismissal from the nursing program.
HISTORY OF THE DEPARTMENT OF NURSING AT FITCHBURG STATE UNIVERSITY

Fitchburg State University was chartered as Fitchburg State Normal School in 1894 by the General Court of the Commonwealth of Massachusetts. In 1933, the title was changed by an Act of the Legislature to State Teachers College at Fitchburg, and in 1962 the name was further altered to State College at Fitchburg. The General Court granted permission in 1968 to formally change the name to Fitchburg State College. In October, 2010 Fitchburg State College officially became Fitchburg State University.

In 1943, the State Teachers College and the Burbank Hospital School of Nursing initiated a program that combined two-and-one half academic years of courses at the College with two-and-one half calendar years (including eight week summer sessions in the first two years) at the Burbank Hospital School of Nursing. Students who completed this program were initially awarded a Bachelor of Science in Education degree by the College - the only type of degree that it was authorized to grant at that time. These students, however, did not complete courses that would fulfill the requirements for a major in Education. The Burbank Hospital School of Nursing awarded the diploma in Nursing for the courses that were completed at the institution under this arrangement with the College. This portion of the program was accepted by the College as partial fulfillment of its requirements for the degree that it granted. In succeeding years, several modifications were made to the courses taken at the College and to the time plan at the Burbank Hospital School of Nursing.

In 1954, a consultation visit was completed to determine measures that might be taken to develop the program in nursing at the college so that it could eventually secure accreditation by the National League for Nursing. Subsequent to this visit, the Burbank Hospital School of Nursing conducted a diploma program and a separate program for students who were enrolled at the College under the combined plan. Both the diploma program and the hospital-based portion of the combined program received accreditation from the National League for Nursing at the first possible opportunity. The program for the college-enrolled students featured a separate faculty roster, the necessity for students to meet admission requirements for both Burbank Hospital School of Nursing and Fitchburg State College, and additional clinical experiences in community health nursing and leadership. In 1960, the College changed the degree to Bachelor of Science in Nursing Education.

Local academic and community leaders, including the Principal of the School of Nursing at Burbank Hospital, were among those who concurred with the national trend of that time to convert single-purpose teacher-training institutions into multipurpose institutions of higher education. When progress was underway toward that goal, the Burbank Hospital Board of Trustees requested that the Massachusetts Board of Education seek funds from the General Court to enable the College to assume administrative and educational responsibility for the entire program leading to the baccalaureate degree, including the major in Nursing. The Board of Education did request such funds and the General Court approved the initial funds for the appointment of a faculty in Nursing at Fitchburg State College in 1962.
Initially, two faculty from the separate faculty roster at Burbank Hospital School of Nursing accepted appointments to Fitchburg State College along with other appointees and, as the program developed, others of these faculty members also transferred employment to the College. The combined program ceased to exist in 1964, although the diploma program continued until its closure in 1982. The Fitchburg State College degree was changed to a Bachelor of Science, major in nursing. The program initially admitted only freshmen and transfer students with no previous preparation in nursing. The first Department offices were located in two rooms on the third floor of Thompson Hall but, as the program gradually became large in numbers of students and faculty, the Department moved first into the White Cottage across Highland Avenue in 1967 and expanded to the Green Cottage as well in 1969. In 1968, at the first possible opportunity, the program was reviewed by the National League for Nursing Council of Baccalaureate and Higher Degree Programs and granted initial accreditation.

In 1970, the program began admitting its first registered nurse students. These nurses came as full-time students or, if part-time, started their baccalaureate studies through the Division of Graduate and Continuing Education until ready for their senior year. Also in the early 1970s, federal funds under the Nurse Training Act became available on a per capita basis (capitation funding) for those accredited programs willing to expand their enrollment of students entering at the beginning of the program. As a consequence, the program grew rapidly through increased freshman admissions, tripling the numbers of students graduating per year from the beginning to the end of this decade. Due to the pressure of numbers, in 1976 the Department again moved back to the third floor of Thompson Hall which was renovated with the support of capitation funding into six offices and two laboratory spaces, one for an audio-visual technician who, along with the many part-time faculty needed during the expansion, were paid from grant monies rather than State funds.

Curriculum structure changed in the mid-seventies toward a more integrated approach, and many new affiliation agencies were required to accommodate this curriculum model and the placements for the larger student body. A preceptored practicum for seniors also added to the variety and geographical spread of agencies used for clinical placement. The National League for Nursing visit in 1976 resulted in continuing accreditation for the maximum possible eight years.

As 1980 approached, two new departmental projects were launched. The first was the establishment of a chapter of Sigma Theta Tau, the International Honor Society of Nursing named Epsilon Beta at its acceptance at the national biennial convention in 1979. The chapter continues to induct an average of twenty student and community nurse candidates as members per year. Programs and work meetings are offered locally.

In the second project, learning opportunities for registered nurse students in an area deficient in available accredited nursing programs were expanded. As a result of a request and seed money from District I, Massachusetts Nurses Association, the Department agreed to bring its registered nurse track on a wholly part-time basis into that region by using the facilities of the University of Massachusetts, Amherst. Opened in 1979, the off-campus courses were offered until 1986 when the project was terminated due to financial constraints and lack of
sufficient student enrollment. A total of eighty-five students received Fitchburg State College nursing degrees from that effort.

During the early 1980s, the student population stabilized. However, by 1986, the national trend toward a decline in nursing program applications did impact the Department of Nursing. Federal funding dried up due in part to earlier projections of a nursing surplus (a projection which was subsequently demonstrated to be inaccurate), but increased State support enabled the Department to retain faculty and support staff needed to maintain the program’s quality. Student acceptances shifted from almost total reliance on new high school graduates and registered nurse admissions to increased sophomore transfers, particularly from the ‘mature’ student population. As the dip in applications ended, the diversity of the student population continued to expand. Today, the student population includes new high school graduates, ‘mature’ students, licensed practical nurses and registered nurses, as well as men and women returning to college seeking career changes.

In 1983-84, the long-standing Nursing Student Association became a chapter of the National Student Nurses Association. This group has been and continues to be very active on campus. Chapter status with the National Student Nurses Association has broadened student opportunities for involvement.

In 1984, following a change in state regulations that permitted part-time study in state colleges, a part-time track on campus for registered nurse students was initiated with the assistance of an Area Health Education Council (AHEC) grant to publicize its initiation.

The Department moved again in 1984, just prior to its very successful National League for Nursing re-accreditation visit. Some of the offices on the third floor of Thompson Hall were returned to classroom status, while College administrative offices on the first floor were reallocated to the Nursing Department. In addition, Department secretarial services were expanded. A statewide review of publicly funded nursing programs in 1983 resulted in Regents’ funding for updating and expansion of facilities and equipment. The Jane Minasian Nursing Laboratory, the Grace Gummo Learning Center and the student-faculty lounge were expanded/created. To maintain the quality of the Learning Center in the spring of 1991, the Department applied for and received a grant to expand its interactive computer learning capabilities.

To address new and evolving health needs in society the program curriculum was revised and expanded. In 1987, content was expanded in the areas of health assessment, gerontology, research, leadership and management. In addition, a portfolio assessment pilot program for registered nurse student placement in the senior year was initiated. The members of class of 1991 were the first graduates of this revised curriculum.

For some time, graduates of the program as well as community nurses and faculty members had expressed interest in the establishment of a graduate program in nursing. Staff from the division of Graduate and Continuing Education had received many inquiries about graduate programs. In response, in the fall of 1993, the faculty voted to study the possibility of such a program.
Working with the Academic Affairs office and consulting the guidelines for graduate program development from the Higher Education Coordinating Council, the College’s Graduate Council, and the National League for Nursing, a feasibility study was conducted via a survey to potential students and prospective employers in the region. The need for a program preparing advanced practice nurses was established and, after further study and Advisory Committee input, a Masters of Science degree with a major in nursing (forensic nursing) was chosen for further proposal development. This focus was seen as particularly suited to the College, with its new masters program in Criminal Justice and its Forensic Case Work program in conjunction with the masters in Counseling. Additional consultation was obtained from the President of the International Association of Forensic Nurses and support from nursing, health and criminal justice leaders in the Montachusett region was forthcoming. After further deliberation by the College administration and its Board of Trustees, the proposal was forwarded to the Higher Education Coordinating Council and approved in March 1996. The first class was admitted into the two-year part-time program in the summer of 1996.

The Department had continuous accreditation from the National League for Nursing until April 2001, when the decision was made to move to Commission on Collegiate Nursing Education (CCNE) professional nursing accreditation. In July, 2001, the Baccalaureate and Masters’ programs were accredited by the Commission on Collegiate Nursing Education.

In the Fall of 2002, the then sophomore class began progression in a revised curriculum. The intent of the change was to better prepare students through (1) increased medical-surgical clinical experiences, (2) a reorganization of content to better meet learning styles, and (3) a modification of content to address the professional RN licensing exam (NCLEX). This first class in the revised curriculum graduated in May, 2005.

In 2006, a new Clinical Skills Lab was built on the third floor of Thompson Hall. The old clinical skills lab was renovated, and became the Jane Minasian Health Assessment Lab. In the summer of 2008, the Nursing Department moved to the renovated third floor of Thompson Hall. A new nursing office and new faculty offices were created.

In June 2008, the Department of Nursing was awarded a Fairlawn Foundation Grant to convert the RN to BS in Nursing program to an on-line format, and to develop and pilot a RN to MS in Nursing track for nurses with a Bachelor’s degree in a related field. The grant lasted eighteen months, and the RN to BS in Nursing track is now a reality, with over one hundred RNs enrolled in the program. A portfolio process has been developed for the new RN to MS in Nursing track, and this track has been piloted with one student. The grant, along with the university, also allowed the department to build and equip a Control Room for the Clinical Skills Lab. This allowed the department to run scenarios with the four patient simulators, and was a much-needed addition.

In March of 2010, the department, in collaboration with Worcester State University, Montachusett Regional Vocational Technical School, Assabet Valley Regional Technical High School and Bay Path Regional Vocational Technical High School applied for and
received a grant from the Fairlawn Foundation to assess the need for an LPN to BS in Nursing option. This would allow for the granting of advanced placement credit to LPNs interested in pursuing a bachelor’s degree in nursing. Once the need for this option was established, additional grants from the Fairlawn Foundation and the Massachusetts Department of Higher Education allowed for the two universities to establish this track at each university. Fifteen students were admitted in the Fall of 2012, in this new LPN to BS in Nursing track.

In 2012, the Department celebrated its fiftieth anniversary. Over 150 alumni joined faculty members in a celebration which featured a CEU program on global health nursing by Dr. Patrice Nicholas, class of ’77, and a luncheon reception.

In January of 2014, the Department, in collaboration with Montachusett Regional Vocational Technical School, received a grant to create a seamless pathway for veterans to achieve a bachelor of science in nursing. The grant will allow Fitchburg State to develop and implement a method to seamlessly admit LPNs trained in the military into the existing LPN to BS in nursing track. The grant also provides for the development and implementation of advanced placement credit for military health care professionals in the LPN program at Montachusett Regional Vocational Technical High School.

As the history demonstrates, many changes have taken place in the nursing program. One thing, however, has never changed and never will: the commitment of the Department to provide its students with the best possible education and in so doing prepare them for the demands of professional nursing at the beginning and at advanced practice levels.

The faculty of the Department of Nursing believes:

- 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.
• 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.

• 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.

• 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. The role of the faculty member at the graduate level is to facilitate creative inquiry and achievement of specialized role competencies. This is accomplished through application of principles of adult education: self-direction, commitment to lifelong learning, and participation in and evaluation of learning activities.
VISION STATEMENT

As a center of excellence in baccalaureate nursing education, the Fitchburg State University Department of Nursing graduates students who are prepared to assume healthcare leadership roles in the global society of the 21st century. The Department uses continuous programmatic evaluation and innovation to maintain an educational culture that fosters social responsibility, service commitment, client advocacy and lifelong learning. Graduates are nurse generalists who are system sensitive problem solvers and critical thinkers. The graduate is committed to evidence-based practice and to recognize financial and regulatory mandates which govern health care practices. Graduates are capable of meshing technological innovations with holistic nursing measures to provide integrative care that meets the diverse needs of changing healthcare 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.
UNDERGRADUATE TERMINAL OUTCOMES

Upon completion of the nursing program, the graduate will:

1. Synthesize knowledge from the liberal arts, sciences, and nursing as a foundation for safe, client-centered care.

2. Incorporate basic organizational and systems leadership to provide quality care and patient safety.

3. Incorporate evidence-based practice including current research and critical thinking in the management of client care.

4. Analyze information using information technology to improve patient outcomes.

5. Examine the impact of health care policy, finance, and regulatory environments on nursing practice.

6. Integrate principles of communication in professional practice.

7. Synthesize knowledge of health promotion and disease/injury prevention in designing population focused care.

8. Integrate professional standards of moral, ethical and legal conduct into nursing practice.
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.

**The Nursing Major**
Courses in the nursing major address the areas of Client, Health, Nursing and Environment. As the student progresses in the major, these concepts increase in scope and complexity.

**Patient/Client**
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/client 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, and may be the individual and/or his family, as well as a group. On the senior level, the concept of the patient/client further expands to include communities. In the last semester of the senior year, the patient/client is one with complex health problems and is usually found in the acute care setting.

**Health**
Introduction to the concept of health and the health care 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 prominent throughout the sophomore level, and students have opportunities clinically to engage in health promotion, risk reduction, and illness care. On the junior level, 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. On the senior level, students continue to focus on care of specialty populations, and also focus on community health, where health promotion, risk management, disease prevention, and services are key to the health of communities. In the last semester, student concentration is on complex health problems requiring acute care services.

**Nursing**
During the sophomore year critical thinking, its application in the nursing process, and the learning of communicative, educative, and psychomotor skills are addressed. The junior level emphasizes higher level application of nursing care components, such as the therapeutic use of self, communication, and more complex psychomotor skills. The senior level focuses on a collaborative role and task competence, and the increasing use 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 classrooms and labs on campus, and acute, chronic, and community settings off campus. On the sophomore level, the 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 special 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 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 demonstration of 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.

References

A LIBERAL ARTS AND SCIENCES CURRICULUM

It is the philosophy of professional nursing educators that all graduates be not only well prepared for a professional nursing career, but that they acquire a well-rounded liberal education. This philosophy is supported by the American Association of Colleges of Nursing, the Commission on Collegiate Nursing Education, and Professional Preparation Project of the Center for the Study of Higher and Postsecondary Education. To that end, the degree requires that approximately half of the curriculum credits derive from liberal arts and science (LA&S) courses as described below.

ART AND MUSIC: Art and music have been used to promote a therapeutic or soothing environment for clients in any healthcare setting. Courses in art and music provide an opportunity for nursing students to glean an appreciation of the value of incorporating art and or music into plans of care, or perhaps may foster a student’s interest in medical illustration.

BIOLOGY: Biological science courses provide a solid foundation upon which student nurses can progressively acquire an understanding of conditions that impact the normal functioning of body systems and ultimately, the impact of those conditions on our clients, their families, communities, and health care systems.

CHEMISTRY: Chemistry and the nursing profession pair well together as evidenced by the need for nurses to acquire a strong general knowledge base of the basic properties, actions, interactions and adverse effects of drugs and solutions used in patient care. Advanced work in chemistry, particularly in organic areas, is also relevant and useful to have on a transcript for graduate studies.

COMPUTER LITERACY: The volume of electronic healthcare journal databases and the goal to increase the use of Electronic Health Records in our health care systems support the need for our students to acquire basic computer skills. Computer science courses promote computer literacy for application to both classroom and clinical assignments. Further, managerial positions and graduate studies require a certain level of proficiency for statistical operations, library research, and developing educational programming.

ECONOMICS: Understanding the American economic system is becoming essential for professional practice in this 21st century. Decisions about access to care, cost of care, eligibility for services, type of care, and the setting for the delivery of care are all directly impacted by economics.

ENGLISH AND 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. Studying well-written literature can promote good writing and also provide resources for helping a client endure a lengthy illness or confinement through reading or listening to written literary works.
LANGUAGES: 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. Language courses offer opportunities for students to expand their communication skills by becoming familiar with, or fluent in, a secondary language, and also to develop a skill that is valued by health care agencies, clients, and the community.

GEOGRAPHY AND ENVIRONMENTAL/ EARTH SCIENCE: Nurses are involved with identifying and working with and around stressors in the individual and community environments. Practicing in a global society requires nurses to be cognizant of many cultures. Current nursing issues and trends can be better understood by gaining a general knowledge base related to geography and environmental sciences.

HISTORY: 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.

MATHEMATICS: Mathematics is used in all phases of nursing as evidence 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. The math courses in this curriculum intend to provide students with a firm foundation of calculation skills that will be essential throughout not only this nursing program, but also throughout a professional nursing career.

PHILOSOPHY: An understanding of logical reasoning and systems of thought is fundamental for professional careers. While critical thinking and ethical reasoning are incorporated into many nursing courses, a formal philosophy course fosters the development of these skills that will be drawn upon in both classroom and clinical course components, as well as throughout personal and professional experiences.

POLITICAL SCIENCE: Whether acquiring an understanding of how the government works in order to influence health care or human service legislation and regulation, or how institutional policy for health care agencies is developed and implemented, students will find acquired knowledge in political sciences practical and applicable to the nursing profession.

PSYCHOLOGY AND SOCIOLOGY: The program requires basic courses in these two disciplines in an effort to improve the breadth and depth of understanding related to individual clients, families, communities, societal structures as well as the constraints therein.

SPEECH: While not required, nursing majors elect to enroll in a Speech and Listening course to help develop a greater comfort/confidence level when speaking before groups on health matters and/or providing professional oral presentations.
# Fitchburg State University Department of Nursing
## LA&S Basic Undergraduate Curriculum Plan

### Pre-Nursing Major – Freshman Year

**Math Readiness Requirement:** All pre-nursing majors must achieve a grade of 82 or above on the Accuplacer Math Readiness Exam or a grade of 2.0 or better in Basic Math II by the end of the spring semester as a prerequisite to entering the nursing major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1200</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1200</td>
<td>Chemistry for the Health Sciences*</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1100</td>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1100</td>
<td>General Psychology or Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LA&amp;S Art or Music Elective</td>
<td>3</td>
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*CHEM 1200 may be taken either fall or spring semester of the freshman year.

### Nursing Major: Second Year **

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>3</td>
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<tr>
<td>BIOL 1650</td>
<td>Nutrition or LA&amp;S Literature elective</td>
<td>3</td>
</tr>
<tr>
<td>NURS 2300</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 2500</td>
<td>Pathopharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 2700</td>
<td>Foundations of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>PSY 1200</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>

### Nursing Major: Third Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3200</td>
<td>Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3400</td>
<td>Medical-Surgical Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3710</td>
<td>Evidence-Based Practice in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LA&amp;S Selected Elective***</td>
<td>3</td>
</tr>
</tbody>
</table>

### Nursing Major: Fourth Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4400</td>
<td>Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4750</td>
<td>Chronic Illness</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>LA&amp;S Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**120 Total Credits (62 Nursing/58 LA&S)**

**All Nursing Majors, including transfer students, must meet the Math Readiness Requirement. Refer to notation under Pre-Nursing Major.**

**Please note under this new LA&S curriculum, Nursing Majors are exempt from the EXSS University requirement. In addition, the LA&S electives listed in each semester are only suggestions of when the electives should be taken. You may choose when you would like to take your LA&S elective requirements as long as they are completed before graduation.**
The LPN to BS in Nursing Bridge undergraduate nursing curriculum consists of six semesters plus one summer. It is designed to progress in complexity.

*Courses in which a minimum grade of 2.5 is required.
PROGRAM POLICIES

I. COURSE EXEMPTION

Course exemption for students in the nursing major is accomplished in two ways. For non-nursing courses, students must submit an official transcript to the Registrar of the University for Evaluation. For nursing courses, students must submit an official transcript to the registrar’s office showing their grade for the course in question. A copy of this transcript, as well as a course description and a syllabus will be submitted to the Department Chair. The Chairperson, in consultation with appropriate faculty, evaluates the course in relation to the comparable course offered by the Nursing Department. Course exemption is awarded based on the similarities of the courses, as well as the grade achieved in the course to be used in place of a required nursing course. Courses to be accepted in lieu of a required nursing course must have a grade of 2.5 or better, and must have been taken at a Board of Registration in Nursing approved and NLN and/or CCNE accredited school.

II. EDUCATIONAL MOBILITY

The Department of Nursing recognizes that career decisions and the selection of the program of study necessary to enter nursing are the responsibility of the individual and are based on career goals, abilities and resources. As career goals are revised, and nurses seek to gain competencies not achieved in their basic nursing education program, educational mobility enables an individual to move from one educational level to another with acknowledgement of acquired competencies and minimal repetition of previous learning. The development and implementation of efficient and creative methods for identifying and evaluating prior learning and experience is the responsibility of nurse educators. The faculty of the Department of Nursing support educational mobility, and stand ready to help students achieve their goals.

III. ADVANCED PLACEMENT

All candidates for advanced placement within the nursing department must hold a current Massachusetts Registered Nurse license, or a current Massachusetts Licensed Practical Nurse license. Advanced placement to the Department of Nursing for registered nurses is awarded in two ways: through articulation agreements and within the Registered Nurse track of the department. The Department of Nursing has articulation agreements with many community colleges. These Agreements grant advanced placement to graduates of these colleges who hold a Massachusetts registered nurse license, and 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. Those applicants who do not meet GPA standards, and those applicants who are graduates of hospital schools of nursing are also able to obtain advanced placement through the use of NLN ACE II exams, which grant Fitchburg State University credit for a score of 90 or better. Advanced Placement for LPNs is accomplished by examination. 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. LPNs who graduated from an accredited Practical Nursing program in Massachusetts must successfully complete three specified Accelerated Challenge Exams at the determined decision scores to meet one of the criterion for eligibility for admission to the Program and receive to 18 Transfer Credits upon admission to the Program.

IV. 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 (CHEM1200), Anatomy & Physiology I & II (BIOL1200/1300), Writing I & II (ENGL1100/1200), Introduction to Sociology (SOC1100), General Psychology (PSY1100) and Applied Statistics (MATH 1700). The Department of Nursing requires a minimum grade of 3.0 for both CHEM 1200 and A&P I & II.

5. In addition, all applicants must achieve a grade of 82 or above on the Accuplacer Math Readiness Exam, or a grade of 2.0 of better in Basic Math II in order to be considered for transfer.

6. 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.

7. 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. Admission 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.

8. 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
   - General Psychology
   - Introduction to Sociology
   - Anatomy and Physiology I
   - Anatomy and Physiology II
   - Chemistry for the Health Sciences
   - Applied Statistics
   - Two 3-credit elective courses

3. Both internal and external transfer students must meet the Math Readiness Requirement which means obtaining a grade of 82 or above on the Math Accuplacer Exam or passing Basic Math II with a grade of 2.0 or above prior to registering for nursing courses. **Transferring in a higher level math course does not waive this requirement.**

4. 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.

5. 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.
V. **READMISSION TO THE DEPARTMENT OF NURSING**

A. Students who withdraw from the Department or university in good standing may 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 two years, the student may be required to repeat courses.

B. 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.

C. If the student left due to academic or clinical difficulty, to be considered for readmission to the Department, a written letter is required. 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.

D. If the student has been away for more than two years, they may be required to repeat courses. The academic standards of the Department are followed.

E. No student will be re-admitted if they have failed two or more nursing courses.

VI. **UNIVERSITY READMISSION PROCEDURE**

Students who are not readmitted to the Department of Nursing may be eligible to be readmitted to the university. Please refer to the University Catalog.
STUDENT POLICIES

I. Academic Progression Policies in the Nursing Program

A. Nursing Pre-Majors/ LPN Freshmen Year Students

1. All students must successfully complete ENGL1100 Writing I, ENGL1200 Writing II, PSY1100 General Psychology, SOC1100 Introduction to Sociology and MATH1700 Applied Statistics by the end of the spring semester of their first year.

2. All students in the nursing pre-major/LPN freshmen year must achieve a grade of 2.5 or better 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.

3. In addition, nursing pre-majors/ LPN freshmen year students must achieve a grade of 82 or above on the Accuplacer Math Readiness Exam. Students failing to achieve a minimum score of 82 must complete Basic Math I and/or Basic Math II with a grade of satisfactory.

4. Successful completion of the requirements mentioned above by the end of the by the end of the Spring semester of the Freshman year will guarantee a seat in the sophomore nursing courses.

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

B. Students Transferring into the Nursing Major

1. In addition to transferring in the pre-requisite courses noted above, all transfer students must meet the Accuplacer Math Readiness Exam requirements.

2. Transferring in upper-level math courses from another institution does not waive this requirement.

C. Nursing Majors

1. Nursing students must achieve a MINIMUM GRADE OF 2.5 OR BETTER IN EACH NURSING (NURS) COURSE. A student may either fail one nursing course or withdraw from one nursing course throughout the entire nursing program.

2. For each NURSING course, nursing students must satisfactorily complete:
   a. theoretical requirements (i.e. exams, papers, projects)
   b. all required laboratory psychomotor skills
c. requirements for all clinical experiences (including pre/post conferences or seminars and final clinical evaluations as applicable)

3. Traditional sophomores who fail or withdraw from one nursing course are required to participate in 30 hours of tutoring at the Fitchburg State Tutoring Center, as well as complete 15 hours of skills in the Nursing Lab during the following semester. Failure to comply will result in dismissal from the program.

4. Sophomore students must also achieve a grade of 2.5 or better in BIOL 2700 Survey of Microorganisms 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 during the following semester. Failure to achieve a grade of 2.5 or better when the course is repeated will result in dismissal from the major.

6. Health Education Systems, Inc. (HESI) Testing is required at specific intervals throughout the program. Students are responsible to pay for all required HESI tests. Please consult the respective course syllabi for details.

7. Drug Calculation Testing:
   a. Students are tested on drug calculations at the beginning of each semester that they are enrolled in a course with an actual clinical component.
   b. Students must achieve a 90 percent on each test to pass the clinical component of the course in which they are enrolled.
   c. One ‘retake’ of the drug calculation test is offered within two weeks of the first test for students who fail the Drug Calculation test.
   d. Students who do not obtain at least a 90% on the ‘retake’ will fail the clinical component of the course and, therefore, fail the entire course.

8. Clinical/Lab Course Components
   a. 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).
   b. Any student who fails the Clinical/Lab component or withdraws due to difficulties in clinical/lab performance of any nursing course may 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:

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

c. The letter will be referred to the Student Policies Committee, who may require further documentation in the form of written communication and/or interview with the Committee.

d. Readmission to the nursing course must be approved by the Department of Nursing Student Policies Committee and the Department of Nursing Chairperson.

e. Only one readmission after clinical failure or withdrawal due to clinical difficulties is permitted.
II. Policies Related to Eligibility for Clinical/Lab Component of Course

A. Health and Clinical Requirements

Two weeks prior to the first day of the sophomore courses and yearly thereafter, all students are required to submit to the clinical placement coordinator written documentation that indicates evidence of receiving each of the following:

1. Health Records
   a. An annual physical exam
   b. Two doses of measles, mumps and rubella (MMR) vaccine ≥ 28 days apart OR serologic proof of immunity to measles and mumps and rubella
   c. Tdap (Tetanus, diphtheria, acellular pertussis) within the last 10 years
   d. Three (3) doses of the Hepatitis B vaccine AND a dated copy of a Hepatitis B surface antibody titer documenting immunity
   e. Two (2) doses of the varicella vaccine OR a dated copy of serologic proof of immunity to varicella
   f. Tuberculin Skin Test (TST). This test involves the planting and reading of PPD by a Heath Care Provider * (Refer to Appendix F: TB Skin Test Q & A)

1. Sophomore Nursing Students TST Requirements:

   An initial 2-Step TST (this means two plantings and 2 readings) as follows: 
   Step 1 - During July/August prior to the start of fall semester
   Results to be mailed to the Department of Nursing C/O the clinical placement coordinator by July/August
   Step 2 - During December/January prior to the start of spring semester
   Results mailed to the Department of Nursing C/O the clinical placement coordinator by January 15th

2. Junior and Senior Nursing Students TST Requirements:

   An annual TST in July for the start of the fall semester. Results to be mailed to the Department of Nursing C/O the clinical placement coordinator by July/August.

   Proof of a negative chest X-ray if any TST is positive. Results to be mailed to the Department of Nursing C/O the clinical placement coordinator by July/August.
Students who cannot receive the TST are required to contact the clinical placement coordinator prior to the beginning of the academic year to discuss options other than skin testing.

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

2. Students must provide documentation of receiving the current Influenza vaccine before October 15th. Documentation is submitted to the clinical placement coordinator.

3. **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.

4. **Current CPR Certification**
   This certification is through the American Heart Association (AHA)-BLS for Health Care Provider. AHA provides certification for a two year period. Certification by AHA prior to September 1 of sophomore and senior years will prevent delays the student starting clinical experience on time. Students without current AHA CPR certification will not be allowed to start clinical experience. Delaying clinical experience will jeopardize a student’s ability to complete courses and may result in course failure.

5. **Criminal Offense Record Investigation (CORI) is required** (See page 3).

6. Registered Nurse students are required to hold a current Massachusetts RN license in good standing throughout the program.

7. 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.
III. Evaluation Policies

A. *Fitchburg State University Grading System:*

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>92-94</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>89-91</td>
<td>A-/B+</td>
<td>3.5</td>
</tr>
<tr>
<td>86-88</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-85</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>B-/C+</td>
<td>2.5</td>
</tr>
<tr>
<td>74-76</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>71-73</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>69-70</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-68</td>
<td>C-/D+</td>
<td>1.5</td>
</tr>
<tr>
<td>64-66</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>60-63</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

B. *Grading System for Clinical Component of Course*

1. 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.

2. 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.

3. 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.

4. The criteria for Clinical evaluation in the sophomore/junior years, is based on *Bondy’s Criterion Reference Rating Scales.* The rating scale and definition of terms are the following:
<table>
<thead>
<tr>
<th>Scale Label</th>
<th>Standard Procedure</th>
<th>Quality of Performance</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Safe Accurate</td>
<td>Proficient; coordinated; confident Occasional expenditure of excess energy Within an expedient time period</td>
<td>Without supporting cues</td>
</tr>
<tr>
<td></td>
<td>Effect Each time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Affect Each time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervised</td>
<td>Safe Accurate</td>
<td>Efficient; coordinated; confident Some expenditure of excess energy Within a reasonable time period</td>
<td>Occasional supportive cues</td>
</tr>
<tr>
<td></td>
<td>Effect Each Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Affect Each Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted</td>
<td>Safe Accurate</td>
<td>Skillful in parts of behavior Inefficiency and uncoordination Expends excess energy Within a delayed time period</td>
<td>Frequent verbal and occasional physical directive cues in addition to supportive ones</td>
</tr>
<tr>
<td></td>
<td>Effect Most of the Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Affect Most of the Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marginal</td>
<td>Safe but not alone Performs at risk</td>
<td>Unskilled; inefficient Considerable expenditure of excess energy Prolonged time period</td>
<td>Continuous verbal and frequent physical cues</td>
</tr>
<tr>
<td></td>
<td>Accurate – Not always</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effect - Occasionally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Affect - Occasionally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependent</td>
<td>Unsafe Unable to demonstrate behavior</td>
<td>Unable to demonstrate Procedure behavior Lacks confidence, coordination, efficiency</td>
<td>Continuous verbal and physical cues</td>
</tr>
<tr>
<td></td>
<td>Not Observed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definitions**

*Safety:* includes safety for client, nurse and others in the environment.

*Accuracy:* precision in applying knowledge base, in communication, in psychomotor skills.

*Effect:* achievement of intended purpose of behavior.

*Affect:* tone, manner of behavior, demeanor.

IV. Academic and Professional Integrity

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 may be barred from class, clinical practice, laboratories, and examinations for unethical, unprofessional behavior, or persistent unsatisfactory behavior that includes, but is not limited to nonattendance, dishonesty, plagiarism, and/or failure to produce assignments to the satisfaction of the instructor. Students so barred will fail the course and may be dismissed from the nursing program and/or University.

A. Definitions of Terms Addressing Issues of Integrity:

1. Cheating is a deception and a fraud. It is committed by using unauthorized sources of assistance and information during examinations or other academic exercises; copying from another’s work; falsifying data; and using deception regarding absences and requests for class or clinical extensions. Cheating also includes voluntary assistance or involvement in assisting another student in an act of dishonesty, which is called collusion. Cheating may include submission of the same piece of work for different classes without the instructor’s consent.

2. Plagiarism is stealing another person’s work by taking words, ideas, or other material and presenting them as one’s own. Plagiarism is committed when a person uses another person’s exact words or ideas with some changes without appropriately acknowledging the source of this work and giving credit to the author. Refer to the current American Psychological Association (APA) Publication Manual for further information on plagiarism.

3. 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.

4. *Academic Dishonesty*

   The Department of Nursing follows the University Academic Dishonesty Policy found in the Fitchburg State University Student Handbook and the University Catalog. Students will be subject to one or more of the listed sanctions to be determined by the course faculty. Academic dishonesty may 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.

B. *Social Media Policy*

   Fitchburg State University 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 may result in termination from the nursing program. A copy of the policy is included in Appendix C.

C. *Course Policies: Classroom Component*

   1. Class Attendance and Class Behavior

   a. 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.

   b. Students are expected to be respectful to instructors and other students in the classroom.

   2. Electronic Devices

   a. Recording devices in nursing lecture classes may be used if approved by the instructor.

   b. Inappropriate use of any electronic device during class time may result in the student being asked to leave the classroom.

      i. 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,
ii. Other Electronic Devices (i.e. laptop, PDA, iPad, Smartphone Apps, Kindle, 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.

3. Course Withdrawal

   a. The University policy regarding withdrawal from a nursing course is in effect for all semester-long courses.

   b. Students wishing to withdraw without penalty from the seven week-long nursing specialty courses must do so within two business days of completing 50% of the class hours of the course. The date is identified on the course calendars every semester. If the student officially withdraws after two business days of completing 50% of the class hours in this nursing specialty course, a grade of 0.0 is entered on the transcript.

   c. A waiver of university or departmental policies is sometimes granted for documented, critical extenuating circumstances.

4. Papers and Other Written Assignments

   a. Students must use the most current American Psychological Association (APA) Publication Manual style guidelines for all papers required in the Department of Nursing.

   b. All written assignments are due on the scheduled date unless other arrangements were made with the course faculty

   c. Papers may be submitted in electronic and/or hardcopy form as per the discretion of the faculty.

   d. Non-scholarly references, including but not limited to Wikipedia, may not be used in any scholarly work.

5. Examinations

   a. 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.
b. Students who are absent from a scheduled examination without prior permission may receive 0.0 for that examination.

6. Health Education Systems, Inc. (HESI) Testing

a. HESI Testing is required at specific intervals throughout the program:
   - Sophomore Spring Semester
   - Junior Fall Semester
   - Junior Spring Semester
   - Senior Fall Semester
   - Senior Spring Semester

b. HESI Testing dates and times will be provided by the respective course instructors +/- level coordinator(s).

c. Students are responsible for paying for all HESI testing. Payment information will be provided to students by course professor +/- level coordinator

D. Course Policies: Clinical/Laboratory Component

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.

1. General
   a. Clinical/Lab experience is an integral part of nursing courses. Students are expected to attend all clinical/laboratory sessions and all scheduled clinical seminars.

   b. The Clinical/Lab experiences will begin promptly at the assigned time; lateness is not tolerated.

   c. 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 may request proof of reason for absence.

   d. Clinical/Lab absences may require additional time or make-up assignments beyond that assigned for the course to satisfactorily attain clinical and/or terminal outcomes.
e. No student is permitted to be in the Clinical area without the express knowledge or permission of the clinical instructor.

f. 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.

g. Clinical/Lab experiences in some agencies may require evening, night or weekend shifts.

h. 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.

i. Inappropriate use of electronic devices during Clinical/Lab sessions may result in a clinical warning and the student being asked to leave Clinical/Lab setting. (See Section IV, Part B, Item 2 in this Student Handbook for information on Electronic Devices)

j. Evaluation of clinical/laboratory performance component 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.

k. Please review the General Lab Policies located in Appendix D of this Handbook prior to the start of Clinical/Lab sessions.

2. Confidentiality Policy

a. 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.

b. 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 may 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.

c. 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.

d. While student records are protected by HIPAA, specific information is released to clinical agencies regarding immunizations and titers.

3. **Code of Conduct in Clinical/Lab Practice**

a. **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.

b. **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. The student’s clinical instructor, preceptor, and/or the agency may evaluate such behavior as unsafe. The clinical instructor makes the final decision.

c. Sanctions and Procedures for Unsafe Clinical Practice

- A 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:

4. Needle Stick Policy

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

a. The clinical agency’s protocol and policies for immediate care must be followed.

b. 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.

c. A written report 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.

d. The student will be followed up by her/his health care provider.

5. 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.

6. 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 further 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:** The faculty member for each clinical group will determine the appropriateness of attire based on this policy and any clinical agency policy. 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 may 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 may result in failure of the clinical component of the course as well as the course (grade of 0.0).

A. **Clinical /Lab Attire Requirements:** Unless otherwise noted by the course /clinical instructor, students are required to wear the FSU student nurse uniform for clinical/lab experiences as follows:

- The specified green scrub top and scrub pants and a short white lab coat with the FSU uniform patch on the left upper sleeve of the lab coat and scrub top. Students must order these items through the FSU Bookstore.

- Footwear may be purchased off-campus or from the FSU Bookstore and consists of white or sheer stockings, knee-highs, or socks, closed-toe all white shoes or closed-toe all white sneakers. Socks and shoes should 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 setting. Students must order name pins through the FSU bookstore

- A plain watch with a second hand, a pen, bandage scissors, and stethoscope are required. Students may purchase these items off-campus.

- During the senior practicum (NURS 4801) students may wear the uniform of the clinical placement in lieu of the FSU uniform.

- At all other times when students are representing the Department of Nursing and when the school uniform is not required, professional attire* is required.

- Clothing must be clean and wrinkle-free and must fit properly. Proper undergarments must be worn but not be visible.

* Examples of attire not considered professional for the clinical/lab setting include T-shirts, sweatshirts, sleeveless tops, tank tops, and any tops that that expose the abdomen, midriff, or
cleavage; shorts, skorts, above-the-knee skirts, leggings, sweat pants, stirrup pants, jersey, spandex, and painter pants; clothing that is transparent, sheer, glittery; jean (denim) tops, bottoms or jackets of any color and clothing with 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, and boots. When in doubt, students should seek guidance/approval from the course instructor.

B. Additional Professional Appearance Requirements

- Wearing scented products (i.e. cologne, perfume or scented lotions) is not allowed due to increased chemical sensitivity in the general population.

- Hair on the head and/or face should be clean and arranged neatly so as to not compromise patient care or student safety. Hair should be pulled up above collar and away from the face/eyes. Make-up and artificial hair coloring are required to be conservative.

- Nails must be natural, clean, and short enough to allow for safe patient care. Artificial nails are not allowed in the clinical/lab setting. Nail polish, if used, must be clear and free of chipping.

- The following jewelry is acceptable in the clinical setting:
  - Two plain ring bands
  - One pair of small stud OR gauge OR tragus earrings (secure backings for each).

- Necklaces and bracelets are not allowed in the clinical/lab setting.

- Other body piercings and any tattoos must be concealed when in the clinical/lab setting.

Exceptions to the Dress Code Policy may be made for religious or health-related reasons, or agency-specific requirements.

V. Licensure Information

A. 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 the Good Moral Character statement on p. 4).

B. 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. RN Students are required to be licensed as a registered nurse in Massachusetts.

C. For further licensing information please refer to the Commonwealth of Massachusetts Department of Health and Human Services: Board of Registration in Nursing (BORN) website: http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/

VI. Avenues for Addressing Concerns

A. 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.

B. 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:

Concems 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 may 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 may not always be 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 may use 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 may 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 may request a review of the issue by the FSU Dean of Student and Academic Life. Procedures for this appeal must be followed as identified in the current University Student Handbook and Catalog.

Student Appeal of Departmental Policies

An appeal of the Department of Nursing Policies may be considered under extenuating circumstances. Extenuating circumstances are defined as:

1. Student injury or illness
2. Death of a relative
3. Other special circumstances

A Student Petition for Waiver of Departmental Policies form is available in the nursing office. Students should note that waivers are not automatically granted. All waivers must go through the following procedural steps:

The student must complete a Student Petition for Waiver of Departmental Policy form and write a letter on his/her own behalf that includes:

1. The basis of the appeal
2. Why the student failed to make the satisfactory academic progress
3. Changes in the student's situation that will allow the student to demonstrate satisfactory academic progress

The student submits the completed required documents to his/her advisor. The advisor signs and submits the documents to the chairperson of the Student Policies Committee. Upon review by the committee, any recommendations/comments are forwarded to the Department Chairperson who will review the documents and notify the student of the decision. The student is encouraged to seek the guidance of their advisor during this process.

*Formal Complaint within the Nursing Program*

The FSU Nursing Department defines a formal complaint as a signed letter that specifically expresses concern from the program’s community of interest about issues related to a student’s experience in this nursing program. A formal complaint does not replace the processes mentioned above for ‘Addressing Issues with Faculty’ and ‘Petition for Waiver of Departmental Policies’.

The formal complaint should include:

1. The basis of the complaint
2. The steps taken to resolve the complaint
3. 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. 2013-1)
- 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.
RESOURCES

Nursing Program Resources

Main Department of Nursing Office: Thompson Hall 324

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda McKay, Chairperson</td>
<td><a href="mailto:lmckay@fitchburgstate.edu">lmckay@fitchburgstate.edu</a></td>
<td>978-665-3221</td>
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<tr>
<td>Rhonda Burgess, Admin. Assistant</td>
<td><a href="mailto:rburges1@fitchburgstate.edu">rburges1@fitchburgstate.edu</a></td>
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</tr>
<tr>
<td>Deborah Gifford, Admin. Assistant</td>
<td>dgiﬀ<a href="mailto:or1@fitchburgstate.edu">or1@fitchburgstate.edu</a></td>
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<tr>
<td>Carol McKew, Lab Coordinator</td>
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<td>978-665-3249</td>
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<tr>
<td>Stephanie Easton, Clinical Placement Coord.</td>
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<tr>
<td>Linda McKay, LPN/RN Coordinator</td>
<td><a href="mailto:lmckay@fitchburgstate.edu">lmckay@fitchburgstate.edu</a></td>
<td>978-665-3221</td>
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The Resource persons available in the office are Rhonda Burgess 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 nursing department 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 all located on the second and third floors of Thompson Hall.

Health Assessment & Clinical Skills Laboratories Thompson Hall 306 & 302
The Health Assessment lab is set up with examination tables and equipment to practice physical assessment skills. The lab is equipped with ten learning stations, each of which consists of an examination table, sphygmomanometer, otoscope, ophthalmoscope, and other standard equipment. The state-of-the-art clinical skills lab is set up to represent a hospital environment. The lab is equipped with nine learning stations, where students practice various clinical skills before entering the clinical environment at different agencies. The lab is also equipped with state of the art patient simulators, including SimMan, SimMan 3G, SimBaby, and SimNewB. (See Appendix D for General Lab Policies)
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.

Academic Success Center
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 Academic Success Center at www.fitchburgstate.edu. The following is a list of these programs:

- **The ACCESS Program and Minority Affairs Programs:** a state funded program to assist talented, low income and educationally disadvantaged undergraduate students;
- **Counseling Services:** for short term, confidential counseling services to all students;
- **Career Services:** for assisting students and alumni in planning for career decisions during and after enrollment at the University; also GRE’s;
- **Disability Services:** for support services for undergraduate and graduate students with disabilities enrolled in the day or evening division;
- **Expanding Horizons:** 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;
- **Placement Test Center:** for administration of required placement tests;
- **Tutor Center:** for free individual peer tutoring to assist students to increase their academic potential; and
- **Writing Center:** for professional and peer tutors who work with students to improve their writing skills.
Activities and Organizations

Student Nurse Activities
Becoming involved in Department of Nursing activities, such as the Student Nurses Association or Sigma Theta Tau, 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.)

Epsilon Beta, Sigma Theta Tau Inc., International Honor Society of Nursing
The department of nursing sponsors a chapter (Epsilon Beta) of the prestigious honor society for nurses, Sigma Theta Tau Inc., International Honor Society of Nursing. Students in their junior and senior years as well as nurses in the community who have demonstrated academic achievement and leadership potential may be elected to membership. Opportunities for organizational leadership, communication and collaboration with nurse leaders in the New England area are available to members. Scholarly activities are sponsored both by the University chapter and collaboratively with other regional chapters.

Department of Nursing Committees
The Faculty organization of the Department of Nursing has a number of committees to foster the mission of the department: Student Policies, Admissions, Bylaws, Curriculum, and Liaison/Nominations. 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. The Liaison/Nominations Committee works with the Nursing Student Association and also recommends students for departmental awards at Honors Convocation. Students who are interested in serving on departmental committees should forward a request to the department chairperson.

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. Sigma Theta Tau International is a selective international nursing honor society. Many graduates, faculty members, and community nurse leaders, are active members in one of the chapters of this International Honor Society of Nursing.
Upon passing the NCLEX-RN licensure exam, a variety of professional organizations are available to nurses with the aim of providing support the nursing profession, facilitating the delivery of high quality and safe nursing care, and promoting the overall health of the individual and different populations. There are also many associations representing specialty areas of nursing which provide informational journals and research opportunities for nurses, such as critical care, occupational health, infection control, oncology nursing, orthopedic nursing, maternity nursing, 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

The following scholarships are awarded to qualified nursing students each year. Please refer to the University’s Scholarship Application Bulletin for details on these scholarships.

**Annette Rose Mitchell Nursing Scholarship** awarded to a senior Nursing student who has maintained a 3.0 GPA for three years.

**Dr. Burnham Walker Memorial Scholarship** awarded to a full-time student majoring in Biology, Chemistry or Nursing based on financial need and academic achievement.

**Flora D. Mulholland Memorial Scholarship** awarded to a Nursing major evincing high scholastic achievement and a demonstrated financial need.

**Fitchburg Visiting Nurses Association Scholarship** awarded by the VNA to a student willing to commit to work in the area after graduation.

**Grace Gummo Nursing Scholarship** awarded to deserving students in the Nursing program.

**Lara A. Willard Memorial Scholarship** awarded to a female undergraduate nursing student evidencing scholastic achievement, demonstrating financial need and the potential to succeed.

**James H. Guertin Memorial Scholarship** awarded to a full-time nursing student from North Central Massachusetts evidencing a strong work ethic and demonstrated financial need.
APPENDIX A
Technical Standards for Admission, Progression and Graduation

The mission of the university’s nursing program is to prepare professional nurses capable of meeting societal healthcare needs in a variety of settings. The program fosters critical thinking to build a strong foundation for the practice of holistic nursing. Certain functional abilities are essential for the delivery of safe, efficient nursing care during clinical training activities. The faculty of the Department of Nursing has identified a set of technical standards that we deem essential to a student’s success in meeting the outcomes of the nursing program. A student who does not meet the Technical Standards, but is otherwise considered qualified for the nursing program should contact Disability Services to see if reasonable accommodations are available and can be made. In the nursing major, a considerable amount of learning takes place outside of the classroom in clinical settings where patient safety is paramount. Any student who seeks accommodations prior to or immediately after enrolling in the nursing program must also request an assessment of the types of reasonable accommodations needed for the clinical component of the program.

There are five domains of nursing technical standards:

1) Communication Skills: The student admitted to the nursing major must be able to communicate with accuracy, clarity and efficiency with patients, families, members of the health care team, as well as with instructors and peers. This includes both verbal and nonverbal communication. Each student must have the ability to speak, read, comprehend and write the English language.

Examples include but are not limited to:
- Maintaining accurate patient records (computer generated or written)
- Communicating patient status changes
- Providing patient teaching

2) Cognitive Abilities: The nursing student is expected to demonstrate cognitive abilities which include intellectual, conceptual, integrative, quantitative, critical thinking and comprehension skills that allow the student to carry out the nursing process in the care of patients.

Examples include but are not limited to:
- Incorporating data from multiple patient sources (physical assessment, vital signs, lab values, interdisciplinary consults) in a prompt manner in order to provide appropriate, safe patient care
- Recognizing urgent/emergent situations and responding appropriately
- Demonstrating sufficient skills in problem solving (i.e. calculation, reasoning, analysis, synthesis)
3) Visual, Auditory, and Tactile Abilities: The nursing student must have sufficient capacity to make and interpret visual, auditory, and tactile observations.

Examples include but are not limited to:
- Visual acuity sufficient to draw up correct dose of medication in a syringe
- Auditory ability sufficient to detect sounds related to body function
- Tactile abilities sufficient to detect change in temperature, tissue injury (edema)

4) Motor Abilities, Strength and Physical Endurance: The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide comprehensive nursing care.

Examples include but are not limited to:
- Turning, repositioning patients as well as transferring patients in and out of bed
- Administering CPR
- Standing or sitting for long periods of time (i.e. minimum of 3-4 hours)
- Conducting assessments that may require the student to bend, squat, reach, kneel, balance and or move body and extremities quickly
- Completing an assigned period of clinical practice (i.e. continuous care for 4-5 hours, as well as shifts on days, evenings, nights, or weekends between 8 and 12 hours)

5) Behavioral and Social Attributes/Abilities: The nursing student must possess the emotional and mental health required for full use of their intellectual, communication /observation, motor and sensory abilities in order to exercise sound, stable judgment in the care of patients in a variety of settings.

Examples include but are not limited to:
- Ability to relate to patients, families as well as work cooperatively with other disciplines on the health care team and peers with honesty, respect, and integrity without bias or discrimination
- Ability to develop mature, sensitive and effective therapeutic relationships with patients
- Ability to adapt to changing and sometimes stressful environments
- Ability to remain calm and focused in emergency situations

PLEASE NOTE:
As students progress through the nursing program, it is essential that nursing students meet the above Technical Standards

Students will be asked to sign and submit a ‘Technical Standards Certification Statement’
1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

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

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

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

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

The above Provisions were taken directly from:

APPENDIX C

Massachusetts Board of Regulation for Nursing

Use of Social and Electronic Media by Nurses

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®, 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 work place.
• 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.

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References:
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 session and may include: demonstration, performance practice, and return demonstration, simulation, and dosage calculation sessions. Date(s) and times for lab sessions will be identified in Blackboard +/- or via e-mail.

The lab session(s) will be held in the FSU Clinical Skills Lab +/- 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 laboratory 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 are expected to be present and punctual for all lab experiences. Students arriving late to lab may be asked to leave +/- or issued a clinical warning.

Any student who misses a lab experience due to incomplete health data will be placed on clinical warning on the day of the first lab absence, without exception.

NOTE: There are no planned lab ‘make-up days’ or assignments unless extenuating circumstances warrant such consideration. In such cases, arrangements will be made between the student, the course professor, and the respective lab instructors.

Preparation
Students are expected to come to the lab sessions having prepared the lab content as specified in the Course Schedule +/- or BlackBoard.
Attire

Unless otherwise indicated, students are expected to report to lab wearing the designated school uniform with name tag, a watch with a second hand, and appropriate footwear (refer to Dress Code Policy in the current academic year’s Undergraduate Nursing Student Handbook for all dress requirements).

Senior-year students may dress neatly in street clothes and their FSU lab coat for planned skill practice or ‘Open Lab’ sessions. Please refrain from wearing jeans that are tattered/torn or with holes. Closed-toe shoes are required.

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 come to lab 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 conference table only.
- No children or visitors are allowed during lab/simulation session without the expressed permission of the Lab Coordinator/or Lab Instructor.
- Proper knowledge and care of equipment is required; and in some instances, guidance by instructors may be indicated.
- Students are expected to leave the lab/clinical 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).

PLEASE NOTE:
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 (N.S.N.A.)

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, life style, 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**

**TB Skin Test (TST) Q & A**

Q. What constitutes a Current TST?
A. A TST is considered current if no more than 365 have elapsed since the *administration* of the test. For a two step TST, the 365 time interval starts the day the second test is *administered*.

Q. What constitutes a 1-step TST?
A. The Center for Disease Control and Prevention recommends the test be administered and then evaluated (read) 48-72 hours (2-3 days) later.

Q. What constitutes a 2-step TST?
A. The Center for Disease Control and Prevention recommends the first test be administered and then evaluated (read) 48-72 hours later, no earlier and no later. A *minimum* of 7 days after the *administration* of the first test, the second test can be administered. The second test is evaluated 48-72 hours later.

Q. What is the *minimum* interval between administration of step 1 and step 2?
A. Seven days.

Q. What is the *maximum* interval between step 1 and step 2 and still have a current 2 step TST?
A. The CDC recommends a maximum of 365 days between administration of step 1 and step 2. Individual health programs are free to set a shorter interval to suit their educational needs.

Q. If a student waits 1 day past the expiration of their 2-step TST what do they need to do?
A. In this case, the student must have a 2 step TB skin test performed.

Q. Can a chest x-ray be substituted for a TST?
A. A chest x-ray cannot be substituted for a TB skin test. A chest x-ray is only accepted as a follow-up to a positive TB skin test.

Q. Can a blood test be substituted for a TST?
A. Currently, FSU DON does not accept a blood test in lieu of a TST or a chest x-ray. Please contact the clinical placement coordinator if you cannot receive a TST.

Q. Who should read (evaluate) the TST?
A. Skin tests should be read by someone who has special training or has much experience in evaluating results, either by the same person who administered the test or at least at the same facility where the test was administered. FSU will not accept a TST administered by one facility and read by another.

Q. If a student had several one step TST while working for a previous employer, what is required?
A. If a student can show documentation of having two or more consecutive annual negative one step TST, a 1-step TST will be required prior to enrolling. If not able to show documentation, a 2 step TST is required.
APPENDIX G

Acknowledgement of Receipt, Review, and Understanding of the Fitchburg State University Department of Nursing Student Handbook Content

My signature below indicates that I, _________________________________________, 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 FSU Nursing Program (Located in Appendix A of this Handbook)

__________________________________________
Print Name

__________________________________________
Student Signature                                                                  Date