

2025 – 2026

# SON STUDENT HANDBOOK

Susan S. Morrison :  
School of Nursing :  UNIVERSITY OF  
**St. Thomas**®

# SON Student Handbook

Susan S. Morrison School of Nursing

Morrison Family College of Health, University of St. Thomas

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The University of St. Thomas and Susan S. Morrison School of Nursing policies, procedures, and processes are continually being re-examined to reflect the needs and values of our student community. As such, the SON reserves the right to modify or cancel any policy, statement, or procedure at any time, and such changes may not be immediately reflected. The policies and statements are not an irrevocable contract, and the University and the SON reserves the right to change any policy or practice from time to time.

The School of Nursing follows the most current version of the student handbook that is posted on the university website. Students generally will be notified in their cohort Canvas course of any substantive changes to policies in the handbook when they occur.

June 2025

Dear Student:

Welcome to the Susan S. Morrison School of Nursing (SON) in the Morrison Family College of Health (MFCOH) at the University of St. Thomas! This handbook is intended to help you understand the School, the programs, our mission, vision, teaching and learning philosophy, goals, program and graduation requirements, policies, and procedures.


In addition to program information, your rights and obligations, are outlined. Please read this handbook carefully and note the schedules and sequencing that need to be followed to plan for and maximize your educational experience . Any updates to policies and procedures are published in the online (and only) version and represent current policy for which students are accountable.

Companion documents include the University of St. Thomas' [student policies](#), Center for Simulation Policy and Procedure, [Baccalaureate Program Information and Policies](#), and [University Graduate Academic Policies](#). Other required policies for participation in the program can be found in your course syllabi.

For any additional information, please contact your academic advisor, program directors, student success director, or program manager.

Best wishes for a wonderful year and a successful educational experience.

Sincerely,

A handwritten signature in cursive script that reads "Annette Hines".

Annette Hines, PhD, RN, CNE  
Executive Director of Nursing and Professor

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# Morrison Family College of Health

Welcome to the Susan S. Morrison School of Nursing (SON) in the Morrison Family College of Health (MFCOH) at the University of St. Thomas. The MFCOH was founded in 2019, under the leadership of Dr. MayKao Y. Hang, with the mission to prepare culturally responsive health care providers who proactively advance health equity and social justice. In accordance with the MFCOH, all undergraduate and graduate programs in the college orient curricula, experiences, and opportunities for students around four guiding principles. The principles include attention to 1) whole person care that attends to needs of the mind, body, spirit and community; 2) social ingenuity and innovation, which focuses on identifying new and effective ways of delivering and promoting health and well-being to expand access and affordability; 3) excellence using science and humanities to provide exceptional applied learning opportunities in the community so graduates are prepared for complex health challenges; and 4) advocacy aimed at dismantling systemic health inequities by addressing root causes such as racism and poverty. The mission, vision, values, and guiding principles of MFCOH represent a robust effort to attend to the current and future needs of a diverse society and to work to be change agents who strive to eliminate structural oppression and inequities.

## Morrison Family College of Health Vision and Mission

### MFCOH Vision

Informed by Catholic social teaching, the University of St. Thomas MFCOH will educate health providers and leaders to advance the physical, mental, social, and spiritual well-being of individuals, families, and communities skillfully, compassionately, and collaboratively.

### MFCOH Mission

We will prepare highly skilled and caring professionals who are culturally responsive, practice with ingenuity, and proactively advance health equity and social justice.

### MFCOH Values

- Innovation
- Equity
- Collaboration

### MFCOH Commitment to Diversity

In alignment with our professional values and philosophies, the MFCOH is deeply committed to working together as one college, collegiately and collaboratively. In all that we do, we strive to actively create an environment of inclusivity by embracing and affirming our differences and by developing equitable practices and policies for all who study, teach, and work both within, and on behalf of, our college.

## Susan S. Morrison School of Nursing Vision and Mission

### SON Vision

The Susan S. Morrison School of Nursing prepares highly skilled professional nurses who are culturally responsive, practice clinical excellence with ingenuity, and proactively improve whole-person healing to advance health equity and social justice.

### SON Mission

Inspired by Catholic intellectual tradition, the University of St. Thomas SON embraces academic excellence through fostering a caring culture during students' preparation for entry into professional Registered Nurse practice. Our graduates will partner with others, serving as culturally responsive leaders who value intellectual inquiry to act wisely in the provision of ethical and compassionate whole-person and community engaged care that promotes human flourishing. They will provide this care with ingenuity, dignity, and respect for diverse populations to advance health equity and social justice.

## About the Susan S. Morrison School of Nursing

### SON Philosophical Framework

At the St. Thomas SON, we believe that nursing occupies a unique presence amid health care providers through caring for the whole person and whole community through nursing's fundamental patterns of knowing: empiric, ethical, aesthetic, personal, and emancipatory (Carper, 1978; Chinn, Kramer, and Sitzman 2022). These patterns of knowing provide students with the foundation to achieve our mission, vision, and program outcomes, and exemplify the MFCOH Principles.

*Empiric knowing* means students gain the strong scientific foundation necessary to solve clinical problems through engaging in clinical reasoning, demonstrating sound clinical judgment, and developing an evidence-based practice. Under the auspices of Catholic intellectual tradition, we know that nursing is a fundamentally moral endeavor where students learn to embody *ethical knowing* as they understand their obligation to provide fair and just health care for the common good. We firmly embrace the important value of *aesthetic knowing* in all facets of nursing practice to aid in promoting health and healing. These facets include creating and engaging in interprofessional and relationship-based care milieus, using integrative nursing care practices, and incorporating forms of art into nursing care, such as stories and poetry. We believe in educating students to have a keen sense of *personal knowing*, especially self-awareness in providing safe, quality, and respectful care, including caring for cultures other than one's own culture. And, as aligned with Chinn, Kramer, and Sitzman, we believe in the intersection of *emancipatory knowing* with all the patterns of knowing so that students engage in critical reflection and ingenuity as they become professional nursing leaders, advocates, and change agents to bring about health equity and social justice for all people.

## SON Charter

The student voice is vital to the nursing education experience and the overall approach to continuous quality improvement in the SON. The SON Charter outlines the structures and operations of the school, which include obtaining student input. Faculty and staff gain student input in various ways, including surveys and student representation on the SON's Pre-Licensure Nursing Program Committee (PLNPC). Faculty and staff will address findings from student feedback in the PLNPC and through other means as needed. They will record actions taken to address student feedback and make suggestions for quality improvement using a timetable and plan for further review. They will also document mechanisms for communicating outcomes to students.

## SON Program Outcomes and Curricula

St. Thomas offers a Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN), both of which are pre-licensure nursing education programs. Pre-licensure means the nursing education students receive prior to becoming licensed to practice as professional registered nurses. Students who successfully complete the BSN or MSN, and obtain a nursing degree from St. Thomas, become candidates for the National Council of State Boards of Nursing, Inc., exam, or the NCLEX-RN®. Students who pass the NCLEX-RN® demonstrate they are competent to safely enter nursing practice. Depending on state regulations, students may practice nursing in a single state or in multiple states if the state of practice is part of the enhanced [Nurse Licensure Compact](#).

The program outcomes for the BSN and MSN programs align with the vision, mission, and philosophical framework. They are based on evidence-informed standards of nursing practice and nursing education regulations and standards and reflect the competencies St. Thomas BSN and MSN students must achieve by the end of the nursing program.<sup>1</sup>

## Program Differentiators

The MSN programs differs from the BSN program through higher level program outcomes, course learning outcomes, curriculum content, assessment methods, and four interprofessional core courses, reflective of the Morrison Family College of Health (MFCOH) principles:

- NRS 515: Whole Person Wellbeing
- NRS 535: Health Equity & Social Determinants of Health
- NRS 560: Interprofessional Collaboration & Integrative Health Care
- NRS 590: Innovation: Advocacy through Systems Change

Additionally, to assure compliance with the American Association of Colleges of Nursing's 2021 *The Essentials: Core Competencies for Professional Nursing Education*, there is additional coursework in physiology/pathophysiology, health assessment, and pharmacology and organizational leadership.

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<sup>1</sup> The BSN and MSN programs have similar program outcomes. However, given MSN students are second-degree seeking students, these program outcomes reflect higher order domains of learning to acknowledge the breadth and depth of academic and previous career experiences.

## About the BSN Program

Students in the BSN program will be prepared for entry into professional registered nurse practice through integrating natural and social sciences with theories and concepts unique to the discipline of nursing. Students will learn to provide nursing care across the spectrum of health care settings, including community-based settings, hospitals, and clinics. The BSN's unique focus on whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration prepares students to provide culturally responsive care with clinical excellence and ingenuity.

### BSN Degree Plan

The BSN program is a program designed to prepare highly qualified entry-level nurses in four years. The program is 131 total credits. Students work closely with advisors to ensure appropriate progression through the programs. The catalog and syllabi contain full course descriptions, also see [Appendix M: BSN Course Descriptions](#).

See Sample Degree Plan in [Appendix A](#).

### BSN Program Outcomes

<b>BSN Program Outcomes</b>
1. Integrates liberal education for the provision of professional nursing care for the whole person and whole community.
2. Develops person-centered plans of care through therapeutic relationship, respect, holistic assessment, prioritization, intervention, and evaluation to achieve dignified health outcomes.
3. Promotes the common good through ethical, moral and socially just nursing care for people and populations through health promotion, disease prevention, and emancipatory praxis.
4. Demonstrates clinical decision-making, scholarship, and evidence-based nursing practice in the provision of care within complex systems.
5. Uses ingenuity, innovation, and multiple ways of knowing to proactively and continuously improve quality and safety in nursing practice and health care systems.
6. Demonstrates interprofessional teamwork that values similarities and differences to enhance and strengthen health outcomes.
7. Uses information and communication technologies and informatics processes to provide quality nursing care.
8. Demonstrates advocacy, professionalism, and leadership skills, including leading self to lead others, self-care, lifelong learning, and clinical excellence.

## About the MSN Program

St. Thomas offer an MSN for students with a baccalaureate degree in a field other than nursing. This accelerated nursing program leverages students' previous education and/or career experiences, adding value to preparing them for entry into professional registered nurse practice. Like the BSN, the MSN focuses on clinical excellence and ingenuity and includes a set of interprofessional core courses centered on whole-person wellbeing, social determinants of health and health equity, interprofessional collaboration and integrative health care, and innovation,

advocacy and systems change. This core set prepares students to address health care system issues that impede quality care and access to health care through improving and changing these systems. Students graduating with a MSN will be able to provide nursing care across the continuum of care and transition to some practice roles (e.g., nursing leadership) without returning to school for a graduate degree.

## MSN Degree Plan

The MSN program is an accelerated program designed to prepare highly qualified entry-level nurses in 21 months. The program is 56 total credits, including 4 credits in interprofessional education. Students work closely with advisors to ensure appropriate progression through the programs. The catalog and syllabi contain full course descriptions, also see [Appendix N: MSN Course Descriptions](#).

See Sample Degree Plan in [Appendix B](#).

## MSN Program Outcomes

MSN Program Outcomes
1. Synthesizes knowledge from liberal education for the provision of professional nursing care for the whole person and whole community.
2. Creates person-centered plans of care through therapeutic relationship, respect, holistic assessment, prioritization, intervention, and evaluation to achieve dignified health outcomes.
3. Advances the common good through ethical, moral, and socially just nursing care for people and populations through health promotion, disease prevention, and emancipatory praxis.
4. Integrates clinical judgment, scholarship, and evidence-based nursing practice in the provision of care within complex systems.
5. Leads through ingenuity, innovation, and multiple ways of knowing to proactively and continuously improve quality and safety in nursing practice and health care systems.
6. Facilitates interprofessional teamwork that values similarities and differences to enhance and strengthen health outcomes.
7. Manages information and communication technologies and informatics processes to provide quality nursing care.
8. Creates change through advocacy, professionalism, and leadership skills within complex systems to address quality improvement, patient safety, and healthy workplace culture in the practice setting.

## Licensure and Accreditation Status

The baccalaureate degree program in nursing at the University of St. Thomas is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). The program is also approved by the Minnesota Board of Nursing and meets the educational requirements for licensure in Minnesota.

The master's degree program in nursing at the University of St. Thomas is accredited by the Commission on Collegiate Nursing Education (). The program is also approved by the Minnesota Board of Nursing and meets the educational requirements for licensure in Minnesota. St. Thomas has secured the Minnesota Office of Higher Education, Minnesota Board of Nursing, and Higher Learning Commission approvals to offer this program.

## Technical Standards for Nursing Programs

Technical standards are required abilities for effective performance in the Susan S. Morrison School of Nursing. The standards are compatible with registered nurse scope of practice as defined by the [Minnesota State Board of Nursing; Nurse Practice Act: 148.171, Subd. 15](#). Examples show how a standard may be applied in an entry-level nursing education program. The examples listed are for illustrative purposes only and are not intended to be a complete list of all tasks required in an entry-level nursing program.

These technical standards are essential program requirements, and School of Nursing students must demonstrate that they can meet these technical standards, with or without reasonable accommodations, throughout their time in the program. Reasonable accommodation to meet standards may be available for otherwise qualified individuals with disabilities.

Contact the office of [Disability Resources](#) as soon as possible for more information if you think you may need an accommodation for a disability.

### **Sensing/Observing**

- Observe and assess a patient accurately, through visual, auditory, and tactile abilities
- Ability to monitor and assess health needs
- Examples (not all inclusive):
  - Interpret and respond to monitors, alarms, emergency signals and cries for help
  - Interpret and differentiate heart, lung, and bowel sounds
  - Observation and assessment necessary in nursing care, both at a distance and close at hand
  - Observe patient responses
  - Observe small calibration markings and numbers (e.g., on syringes)
  - Assess color change in skin and fluids

### **Motor**

- Possess psychomotor skills necessary to provide holistic and safe nursing care and perform or assist with procedures, treatments, and medication administration
- Operate equipment typically found in the health care environment (IV pumps, cardiac monitor, and electric blood pressure equipment, safe patient handling equipment, etc.)
- Practice in a safe manner and appropriately provide care in emergencies and life support procedures and perform universal precautions against contamination
- Examples (not all inclusive):
  - Maintain sterile technique
  - Transfer and position patients
  - Position and re-position self around patients in their room or other workspaces
- Perform assessment and therapeutic procedures such as inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures

### **Communication**

- Communicate effectively and sensitively with patients and families
- Communicate effectively with faculty, preceptors, and all members of the healthcare team during practicum and other learning experiences

- Accurately elicit information including a medical history and other information to evaluate a client or patient's condition adequately and effectively
- Examples (not all inclusive):
  - Concisely and accurately explains treatments and procedures as well as other health education
  - Documents clearly and concisely, within legal guidelines

### **Cognitive/Intellectual Ability**

- Use and apply information acquired from various sources, including written documents and computer systems (e.g., lectures, demonstrations, written documents, literature searches and data retrieval)
- Identify and interpret information presented in images from paper, slides, videos, and screens that are presented in various formats
- Recognize and assess client changes in mood, activity, cognition, verbal, and non-verbal communication
- Use and interpret information from assessment techniques/maneuvers
- Measure, calculate, reason, analyze, and synthesize data related to patient diagnosis and treatment
- Exercise proper judgment and complete nursing responsibilities in a timely and accurate manner.
- Synthesize information, problem solve, and think critically to judge the most appropriate theory or assessment strategy
- Ask for help when needed and make proper judgments of when a nursing task can or cannot be carried out alone
- Exhibit a level of consciousness and attentiveness that guarantees patient safety
- Exeditiously incorporate data from multiple patient sources (e.g., physical assessment, vital signs, lab values, interdisciplinary documentation) in providing appropriate, safe patient care
- Examples (not all inclusive):
  - Identify cause-effect relationships in clinical situations
  - Recognize and respond rapidly and safely to changes in patient status based on a variety of sources such as physical assessment and pertinent laboratory findings
  - Revise care to promote appropriate patient outcomes
  - Access electronic health records using health agency-approved device
  - Safely monitor and respond to alarms, emergency signals, cries for help, heart, lung, and bowel sounds
  - Assess respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.

### **Behavioral**

- Behave professionally and maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors, and other professionals under all circumstances
- Exercise skills of diplomacy to advocate for patients in need
- Function under stress and adapt to classroom and practice setting environments
- Meet University of St. Thomas School of Nursing attendance requirements, including timeliness

- Examples (not all inclusive):
  - Arrives on time, prepared to fully participate
  - Manages work to meet deadlines
  - Be able and willing to examine their behavior when it interferes with productive individual or team relationships

### **Character**

- Concern for others, integrity, accountability, interest, and motivation
- Demonstrate intent and desire to follow the ANA Standards of Care and Nursing Code of Ethics
- Examples (not all inclusive):
  - Is honest in all communications and interactions
  - Has a positive attitude to ensure teamwork
  - Maintains confidentiality

## **Admission to the School of Nursing**

The Susan S. Morrison School of Nursing is committed to a diverse student body to achieve the best teaching and learning mix and contributes to the nursing discipline. The SON Admissions Committee evaluates and admits individuals with the greatest potential to be engaged in nursing preparation as students, scholars, and practitioners.

The SON admits one cohort of BSN students and one cohort of MSN students beginning in the fall of each year of admissions. The objectives of the admissions process are to:

- Develop a pool of qualified applicants who bring diverse understandings to the programs by virtue of culture, backgrounds, knowledge, and experiences.
- Facilitate the enrollment and retention of admitted students.
- Support the achievement of excellence and the successful completion of the programs.

### **BSN Application Requirements**

The BSN offers admission through the direct admissions process for high school seniors or a secondary application after admission and enrollment for the freshman fall semester at St. Thomas. Interested students may apply into the nursing major when the application opens at the end of the fall semester.

Students interested in transferring to St. Thomas for the undergraduate nursing program should review the [St. Thomas transfer policy](#).

Application requirements include a review of the applicant's academic record, experiences, and personal statement. Applicants who meet the minimum application requirements will be invited for additional assessment before admissions decisions.

Prior to beginning nursing courses in the fall of their second year, students must complete the following courses with a C- or better for consideration

- BIOL 105 Human Biology or BIOL 207 Genetics Ecology Evolution

- MATH 100 Mathematical Sampler / MATH 101 Finite Mathematics, or placement in/completion of MATH 108 Calculus with Review I or higher
- CHEM 108 Nursing Chemistry (CHEM 111 – General Chemistry I is an acceptable alternative)
- PSYC 111 General Psychology
- PSYC 102 Lifespan Psychology for Nursing (PSYC 202 Lifespan Psychology is an acceptable alternative)

Additionally, students must have a cumulative GPA of a 2.75 or higher when they apply.

Visit our [BSN Admissions webpage](#) for more information.

## MSN Application Requirements

The MSN program follows a direct-apply process. Application requirements include a review of the applicant's academic record, experiences, and personal statement, as well as the following:

- Transcript showing completed bachelor's or graduate degree from a regionally accredited institution.
- A cumulative GPA of 3.0 or higher is required from the undergraduate institution granting the bachelor's degree.
- Completion of six prerequisite courses with a C- or higher is required before the start of the program. Four of the six prerequisites must be complete when the application is submitted.
  1. Human Anatomy and Physiology I with Lab
  2. Human Anatomy and Physiology II with Lab
  3. Microbiology with Lab
  4. Lifespan Development Psychology
  5. Chemistry with Lab
  6. Statistics
- Successful completion of the [American Heart Association Basic Life Support Healthcare Provider course](#) (before starting the MSN program).

Visit our [MSN Admissions webpage](#) for more information.

## International Admissions and English Proficiency

The University of St. Thomas provides a variety of resources for international students. Some programs may require supplemental information for international applicants. Visit the International Students webpage for more information at <https://health.stthomas.edu/info-for/international-students/index.html>.

St. Thomas policy requires international students to prove a minimum level of English proficiency for university-level studies. Score reports must be sent to St. Thomas directly from the testing center and must not be more than 2 years old.

## BSN International Admissions

The [Office of International Students and Scholars](#) provide high-quality services and support to students and scholars from around the world.

## MSN International Admissions

International graduate applicants must first complete the online application for the MSN program. Review our [International Graduate Requirements](#) webpage for more information.

## English Proficiency

### BSN Students

Native English speakers from the following countries are exempted from this requirement: English-speaking Canada, Ireland, United Kingdom, Australia, New Zealand, and Commonwealth Caribbean Countries.

Applicants must meet at least one of the qualifications listed on the Office of International Students and Scholars (OISS) [English proficiency website](#). Alternative forms of English Proficiency may be considered on a case-by-case basis at the university's sole discretion. Score reports must be sent to St. Thomas directly from the testing center and must not be more than 2 years old.

### MSN Students

All international applicants must meet one of the English proficiency requirements listed on OISS's international graduate students website on [English proficiency](#) before qualifying for an I-20/DS-2019 (required for the F-1 visa) or being allowed to register for classes.

## Transfer Admissions

Undergraduate students wishing to transfer to St. Thomas after completing some undergraduate coursework elsewhere will apply to St. Thomas and complete the [Minnesota Transfer Curriculum \(MnTC\)](#). Transfer students who complete the MnTC will receive credit for most core curriculum requirements. Transfer admissions typically apply to undergraduate applicants. Visit our [Transfer Admissions webpage](#) for more information. Transfer student must take the following courses at St. Thomas to satisfy our undergraduate core curriculum requirements:

- One additional theology course
- One additional philosophy course
- A transfer student specific experience during orientation
- The Capstone experience

Transfer credits for Nursing courses will not be accepted. All Nursing (NRSG prefix) coursework must be completed at the University of St. Thomas. In exceptional circumstances, students may appeal for a waiver of this policy. Such appeals will be considered on a case-by-case basis by the Program Director and the Executive Director of Nursing.

Note: This policy only applies to transfer students and does not apply to first-time, first-year students (those who have not taken college credit as a degree-seeking student since high school graduation).

## Admission Statuses

Students accepted for admission are expected to begin the program in the year of acceptance.

### Admission Acceptance

Accepted applicants will be notified via email using the email address on file in the application or through the application portal.

### Admission Deferral

Accepted applicants may be considered for a deferral status for one academic year so long as applicant notifies the program at least 30 days in advance of new student orientation, which typically occur in August (subject to change), of any extenuating circumstances preventing them from starting the program.

The Executive Director and Program Directors must approve deferral requests. Students who are granted deferral status must begin the program in the following year; failure to do so requires reapplication for any future considerations.

### Admission Waitlist

Occasionally, the admissions committee may constitute a waitlist depending on the overall pool and number of applications. A waitlist position does not guarantee a spot and is valid for the academic year in which the applicant has applied.

## School of Nursing Program Policies and Procedures

The University of St. Thomas is dedicated to helping students reach their goals and provides a variety of resources to help support students. This handbook outlines the Susan S. Morrison School of Nursing BSN and MSN policies, procedures, and processes outlined in this handbook are specific to programs that students need to know and understand as they enter, progress, and complete the programs.

The School will provide opportunities and programs such as tutors, mentors, and academic skills workshops to help students succeed. Other opportunities will include programs that focus on mental health and wellness, as well as a student nursing association.

Other staff members to help you as well along your journey to becoming a nurse, include:

- Student Success Director
- Assistant Director of Nursing Simulation Education
- Clinical Placement Specialists
- Simulation Educator and Simulation Technician
- Program Manager
- Program Coordinator

## Advising

All Susan S. Morrison School of Nursing students are assigned a faculty or staff Academic Advisor or Graduate Faculty Advisor within the department. Advisors work collaboratively with their student advisees, and other pertinent individuals and offices to facilitate student success. Students and advisors are expected to be active in developing the advising relationship. Advisors will play a significant role in student success, including keeping students on track as they complete coursework, serving as a guide as students begin to think about careers as a nurse, and developing professional identity.

Students who actively engage in the advising process will:

- Respond to communication in a timely manner
- Prepare for meetings
- Communicate their goals clearly and honestly
- Develop their academic plan collaboratively
- Solicit feedback and engage in self-reflection
- Incorporate feedback when developing short and long-term goals for personal and professional learning
- Contact their Academic Advisor when they are experiencing challenges that may affect their success
- Use referrals made by their Academic Advisor

Students can anticipate their Advisor to:

- Recognize their advisee as a unique whole-person
- Respond to communication in a timely manner
- Provide accurate information about university policies, procedures, and resources
- Assist the advisees in developing their academic plan, and monitor the student's progress
- Be a responsive listener
- Provide constructive feedback
- Stimulate reflection
- Offer alternative perspectives
- Make referrals to support offices/people when appropriate

## BSN Advising Requirements

Students must meet at least once each semester (fall and spring) with their Academic Advisor before registration. Academic Advisors serve as an important support and facilitate student success, and students may meet with their Academic Advisor more frequently. While Academic Advisors will aid in academic plan development, and monitor the advisee's program progression, ultimately the student is responsible for their own success.

Students needing advising support while their Academic Advisor is unavailable for an extended period (e.g., sabbatical, off-contract summers) should contact the MFCOH Student Success Director for assistance and/or referral. Students wishing to change their Academic Advisor should contact the MFCOH Student Success Director.

## MSN Advising Requirements

Students and Graduate Faculty Advisors meet (in-person or virtually) at least once per semester, typically within the first few weeks. Additional meetings can be requested as needed. It is the student's responsibility to guide all meetings with an informally prepared agenda. Agenda items might include program questions, goal guidance, or discussion about areas of concern.

The advising relationship is a mutually beneficial endeavor and, as with any relationship, requires open, honest, and ongoing communication. Graduate students are expected to take ownership for their own personal growth and learning and are responsible to refine goals and follow-up on referrals based on the recommendations of the Graduate Faculty Advisor.

Students needing advisor support while faculty are unavailable for an extended period (e.g., sabbatical, off-contract summers) should contact the Student Success Director for assistance and/or referral. Students wishing to change their Graduate Faculty Advisor should contact the MFCOH Student Success Director.

## Background Study

See [Clinical Placement Section](#).

## Continuous Enrollment

Students must maintain continuous registration enrollment in the programs from matriculation to graduation, except formal leave of absence status, which may be granted for one year. If a student does not complete the program requirements for courses by the end of the graduating year, this policy goes into effect. Continuous registration is defined as registering for at least one nursing course per term until completion of all degree requirements.

## Basic Life Support (BLS) for Healthcare Providers

See [Clinical Placement section](#).

## Fit for Duty

Because adequate sleep is essential to providing safe, high-quality care, students must arrive at clinical well-rested. Nurses have a professional responsibility to be aware of the effects of sleep deprivation and take steps to limit these effects. Faculty reserves the right to dismiss a student from a clinical learning experience (in-facility, simulation, or community) if they are deemed unsafe for practice because of fatigue, sleep deprivation, or participation in night shift work. To clarify, students are not allowed to participate in overnight work prior to clinical learning experiences, including in-facility, simulation, or community assignments. Students are encouraged to schedule seven hours of uninterrupted sleep and arrive at clinical well rested. Any student deemed unfit for duty due to fatigue, sleep deprivation, or participation in night shift work will be dismissed from clinical, thus jeopardizing their progression in the nursing program.

## Health and Immunization

Nursing students must supply health maintenance information prior to enrollment in the nursing program and keep health maintenance records current until graduation from the SON.

See [Clinical Placement section](#).

## Health Insurance

All University of St. Thomas students are required to carry health insurance coverage. Most St. Thomas students can obtain coverage through age 26 under health care policies purchased by their parents. Students who do not have health insurance may purchase policies through a Health Insurance Marketplace.

The Affordable Care Act provides tax credits and subsidies for qualified individuals to help pay for insurance purchased in the Marketplace.

## Health Insurance Portability and Accountability Act (HIPAA) Policy

Maintaining confidentiality is an essential part of ethical nursing practice. Information accessed by students for patient care and for educational purposes is of a private nature and must be protected. Health information must be accessed and handled according to federal HIPAA standards and specific institutional policies. Special care must be taken to delete identifiers before using any private health information. During every clinical rotation all students must follow the institution/agency HIPAA policy as outlined in orientation at the respective institution/agency. Breach of the HIPAA policy could result in federally mandated fines or civil penalties as well as dismissal from the nursing program. Some simple guidelines to follow include:

- Follow all policies and procedures about protecting the confidentiality of patient/family information. Be sure to de-identify patient information when reporting cases during care conferences or in writing papers for courses.
- Keep patient information out of public traffic areas. For example, do not leave paper containing patient information where others can see it. Be responsible when disposing of patient/client information.
- Do not discuss clinical cases in public spaces. This includes in the unit hallways, hospital hallways, elevators, outside of the hospital on the way to your car, or the cafeteria.
- Discussion of clinicals cases should only occur in dedicated spaces as outlined by your clinical instructor.
- Be cautious when discussing patient/family information so others do not overhear these exchanges. Look for a private place to speak. If overhearing others inappropriately discussing a patient/family, respectfully remind individuals of the obligation to maintain confidentiality.
- If in doubt about privacy and professional communication, talk to the clinical instructor or to a member of the SON staff.

The policy on social networking will be adhered to as it relates to HIPAA and confidentiality.

Students may not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (e.g., TikTok, Facebook, Twitter, Instagram, cell phones). Students must refrain from taking photos with patients, even when asked by the patient.

Students may not leave/save any patient, family, faculty, clinical facility, or student information on any open access desktop or hard drive.

## Invasive Procedures

Students will not perform invasive procedures (i.e., blood draw, injection) on other students for practice.

## Incident Reports

The SON embraces the principles and practices of a fair and just culture. This culture is one of understanding that students, faculty, and staff are part of a learning organization. In such an organization, shame and blame are replaced with examining areas for improvement and reporting errors or mistakes in an atmosphere of safety, respect, and trust (Barnsteiner & Disch, 2017).

## Clinical Incidents

The SON requires students to report incidents that may or did harm a patient/family or oneself and will follow fair and just principles and practices to ensure system improvements. See [Appendix E](#).

## Learning Management System

Canvas is the University's official learning management system. The School uses Canvas to facilitate teaching and learning through the use of course assignments. Because Canvas is integral to teaching/learning practices, it is very important to monitor your course and community sites regularly.

## Getting Started with Canvas

If you are new to Canvas, you may be interested in this [knowledge base article](#) for getting started. You will find [helpful tutorials](#) to get started with how to use various features in the course, like submitting assignments, checking your grades, taking a quiz, or using the discussion board.

## Leave of Absence

See [Program Interruption](#) policy.

## Licensure Examination Requirements (or NCLEX® Requirements)

Students who successfully complete the BSN or MSN program, and obtain a nursing degree from St. Thomas, become candidates for the National Council of State Boards of Nursing, Inc., exam, or the NCLEX-RN®. Students who pass the NCLEX-RN® demonstrate they are competent to safely enter nursing practice. Depending on state regulations, students may practice nursing in a single state or in multiple states if the state of practice is part of the enhanced [Nurse Licensure Compact](#). SON faculty and staff will orientate students to licensure examination requirements prior to graduation. For specific information regarding nursing licensure in Minnesota, contact the

Minnesota Board of Nursing by mail: 1210 Northland Drive Suite 120 Mendota Heights, MN 55120- phone: (612) 317-3000 (main), [Nursing.Board@state.mn.us](mailto:Nursing.Board@state.mn.us) (email) or fax: (651) 688-1841. Their website is <https://mn.gov/boards/nursing/>.

## Orientation

All new students are required to participate in orientation which may include synchronous and asynchronous activities, as well as an in-person component on campus. Details will be shared with students in their admission letter and on the cohort's Canvas Community Site. In addition to community building, the purpose of orientation is to introduce program requirements, policies, and procedures, to complete tasks such as ordering uniforms, and to fulfill clinical placement onboarding requirements including necessary vaccinations.

## Policy Appeal

A policy appeal is a student request for an exemption from a particular SON policy. Students making such appeals should cite compelling reasons as to why a policy should not apply to them. SON policy exemptions are not made routinely. Students making appeals must cite serious circumstances beyond their control.

Reasons such as getting settled in a career, heavy workloads, or beginning a family are not, in themselves, compelling reasons. The MFCOH Associate Dean in consultation with the Executive Director of Nursing generally considers policy appeals. The request should first be addressed to the Executive Director of Nursing.

See our [Student Grievance Process](#) for additional information.

## Program Interruption (Leave of Absence)

Students experiencing extreme circumstances beyond their control may request a formal Program Interruption. An approved formal Program Interruption temporarily freezes the time limit for up to one calendar year. Students who interrupt their programs for one calendar year or more without an approved Program Interruption are subject to deactivation/reinstatement procedures.

Course withdrawal, program interruption, and/or program withdrawal may impact a student's financial aid package. Student are advised to check with the Financial Aid Office or their Financial Aid Counselor to determine the level of impact.

## Refund Schedule

In the event that students drop a course or withdraw officially from the program, the tuition and fees refund will be calculated according to a schedule set by the program (subject to federal regulations regarding Title IV federal financial aid).

The effective date of tuition refunds will be the date of Murphy transactions or the date of written notification to the advisor, Program Director, or the Program Manager.

## Registration Process

The registration process follows the University of St. Thomas guidelines and is handled by the Program Manager through the University of St. Thomas and Murphy online. Returning and newly admitted students will receive registration materials two to three weeks prior to registration via email/Canvas community sites. Complete instructions on how to register for courses are included in the registration materials. Timely registration is critical to engagement.

Attending class is prohibited unless the student is officially enrolled in that class. Admission to a class or particular section of a class is the sole prerogative of the registration process as administered by the Dean, Program Director and the Program Manager. All instructors have been notified to admit only those students whose names are on the class roster unless the student has proof of enrollment. Under no circumstances will credit be issued to anyone who attends a class for which he/she is not officially registered.

Class registrations may be cancelled for students who fail to complete registration or otherwise fail to begin the work of the class as evidenced by non-attendance in class or otherwise not undertaking course requirements in a timely fashion. Students should not assume that non-attendance of a class will automatically result in their being dropped from the class. To officially withdraw from a class, after consultation with the Program Director and the Academic Advisor, notify in writing your decision to withdraw from a course and submit to the Program Manager. If no official withdrawal is received after the term begins and registration still exists for the term, the student may be responsible for all billing associated with the course and a notation of F will appear on the academic transcript.

## Reinstatement to the Program

Students seeking reinstatement to the program must meet with the Executive Director of Nursing and faculty advisor to discuss the reinstatement. The discussion will involve the following:

- Review of circumstances leading to withdrawal or dismissal.
- Motivation for seeking reinstatement.
- Development of goals for success; goals are developed collaboratively among the student, director, and faculty advisor.
- Upon completion of the meeting, the student will complete a one-page letter summarizing the points above. The Executive Director of Nursing and faculty advisor will review the letter and, in collaboration with program faculty, inform the student in writing of the reinstatement decision. The reinstatement decision will be one of the following:
  - The student will be reinstated to the nursing program.
  - The student will be denied reinstatement with accompanying rationale for the denial provided.
  - The student will be reinstated for a probationary period, with specific conditions in writing documented in the student success plan.
  - All final reinstatement decisions will include rationale and be dependent on clinical site availability.

## Safety and Security

For safety and security needs, students should contact the [Department of Public Safety](#) at (651) 962-5100 or stop by their office on the first floor of Morrison Hall. Public Safety is open 24 hours per day, 365 days a year. For emergencies, call (651) 962-5555.

Additionally, safety and security personnel provide the following services:

- **Emergencies and First Aid:** A security officer will be dispatched to all emergency situations. All security officers are trained in First Aid and CPR and can administer aid until further help arrives. The security dispatcher will call 911 to summon police, fire, and ambulance as needed. Emergency call boxes are located throughout campus and are denoted by a tall blue light on top of the call box. Students are encouraged to use the call boxes in times of emergency. A security officer will respond immediately to a call from any of these locations. For calling in an emergency from a cell phone on campus, dial (651) 962-5555.
- **Escort Service:** Escorts are provided upon request for students and employees on campus or to an adjacent street during the hours of darkness.
- **Registration of Cell Phones:** Students are urged to register cell phone numbers with [St. Thomas's Emergency Notification](#) system. This system will only be used by the department of public safety to notify the community during weather closings or extreme cases involving the safety of the university community.

## Schedule Changes

The SON reserves the right to change the schedule of class offerings at any time during the registration period and reserves the right to cancel any class that has insufficient enrollment. Students should work with their advisor to enroll in other class sections, if available.

## Social Media and Artificial Intelligence Use and Guidelines

The purpose of these guidelines is to highlight the importance of attention to conscientious use of social media; it is not comprehensive, since the definition of social media is ever evolving. Students in the SON program are expected to comply with all social media policies of our sponsoring institutions and the profession (E.g., [ANA Social Media Guidelines](#) and the [MN Board of Nursing Use of Social Media by Nurses](#)). Compliance is grounded in the basic principles of ethical practice in the use of social media. Universal principles include honesty, transparency, thoughtful consideration of what you do and say online, and respect for the law and professional relationships. Likewise several basic assumptions need to be kept in mind: assume nothing stays private; assume everything is permanent and that you can be held responsible for what is said and done.

In addition to these basic principles, as a St. Thomas student you have responsibilities related to your professional identity and status as a student nurse. It is important to keep in mind your professional role when posting or communicating anything through social media including “private” sites such as Facebook. In the social media world, your personal and professional identities are likely to intersect. Guidelines from professional organizations and agencies continue to evolve; students are expected to adhere to those relevant to their status.

Any unauthorized use of artificial intelligence will be considered a breach of academic integrity with the resulting associated consequences. Students should check the NRSNG course syllabi to understand when and how they are allowed to use AI tools in each course.

## Student Conduct Expectations, Including Professional Conduct and Conduct as a Student

All University of St. Thomas students are expected to be familiar with and to comply with the university's mission, convictions, university policies, and applicable law. We call these our "community standards."

### Nursing Student Expectations

As future healthcare professionals, nursing students are held to high standards of professionalism, conduct, and commitment. The following expectations outline the behaviors and attitudes essential for success in the nursing program and the nursing profession.

#### 1. Civility and Professionalism

- Treat all faculty, peers, staff, patients, and community members with respect, courtesy, and empathy.
- Demonstrate professional communication at all times, including verbal, non-verbal, written, and electronic forms.
- Maintain confidentiality and adhere to HIPAA regulations when discussing clinical cases or patient care.
- Resolve conflicts constructively and respectfully using appropriate channels.
- Embrace diversity and inclusion, and avoid discriminatory or judgmental behaviors.
- Practice academic honesty—plagiarism, cheating, or any form of dishonesty will not be tolerated.

#### 2. Classroom Behavior

- Arrive on time and remain for the entire class period, whether in-person or online.
- Come prepared with all necessary materials, having completed readings, assignments, or preparatory work.
- Use technology responsibly—no texting, social media, or unrelated browsing during class.
- Refrain from disruptive behaviors, including side conversations, tardiness, or inappropriate comments.
- Listen actively and respect others' rights to speak without interruption.

#### 3. Growth Mindset

- Embrace challenges as opportunities to learn and grow.
- Accept feedback as a constructive tool for improvement, not a personal criticism.
- Maintain a positive attitude and a willingness to develop new skills and knowledge.

- Take responsibility for your own learning and development.
- Understand that nursing is a lifelong learning profession—mistakes are part of growth.

#### 4. Participation

- Engage in class discussions, simulations, group activities, and clinical debriefings.
- Ask thoughtful questions and contribute insights that enhance the learning environment.
- Complete all assignments and assessments on time and with integrity.
- Participate fully in collaborative work and share the workload equitably.
- Attend mandatory events, including orientation, skills check-offs, and clinical experiences.

#### 5. Engagement

- Take initiative to seek help when concepts are unclear—use office hours, tutoring, or peer study groups.
- Stay informed about course announcements, deadlines, and requirements.
- Connect classroom learning to clinical practice through active reflection and curiosity.
- Be present and engaged both mentally and emotionally—your focus is essential to safety and learning.
- Display commitment to the core values of nursing: caring, integrity, excellence, and accountability.

These expectations are designed to prepare students for the high standards of the nursing profession. By upholding these values, you not only foster a positive learning environment but also build the foundation for exceptional patient care.

### MFCOH Statement on Student Code of Conduct

The MFCOH relies on the University’s Student Code of Conduct to provide a foundation for questions around student conduct. The Student Code of Conduct not only applies to conduct that occurs on University property or at University sponsored activities, it also applies to off-campus conduct and behavior conducted online, via email, or other electronic mediums. Online postings such as blogs, web postings, chats, and social networking sites are in the public sphere and are not private. Online postings can subject a student to allegations of student misconduct if evidence of policy violations exist. The Student Code of Conduct states that “each student is responsible for their conduct from the time of application for admission through the awarding of a degree, even though conduct may occur before classes begin or after classes end.”

A violation of the Student Code of Conduct is defined as activity, whether on-campus, off-campus, or online, that adversely affects the St. Thomas community or is detrimental to the educational mission and/or interests of the University. Specific behaviors that violate the Student Code of Conduct are provided in the University policy.

While the University does not regularly search for online violations, it may take action as described in the Student Code of Conduct policy if such information is brought to the attention of University officials.

We encourage you to review the University's [Code of Professional Conduct](#) policy.

## Center for Simulation Code of Conduct

All students using the Center for Simulation are expected to adhere to the following:

- Professional conduct and communication are always expected. You will be participating and observing others during simulation experiences. Please maintain a respectful and safe learning environment for your classmates.
- It is expected that you will arrive on time for simulation with a professional attitude and desire to actively participate in the learning experience.
- Maintain confidentiality and follow both HIPAA and FERPA policies.
- Clinical dress code is required for simulated clinical experiences.
- Participation in simulation activities requires direct supervision. Students must be accompanied by a Center for Simulation staff or faculty member.
- Food and beverages are not permitted in the simulated patient rooms or skills lab.
- Covered beverages are permitted in the debriefing rooms. Food is not permitted in the debriefing rooms.
- All personal belongings must be stored in lockers.
- Hand hygiene should be performed prior to any contact with the manikins and/or equipment. Natural oils on your hands can destroy their "skin". Gloves should be used as they would in the clinical setting.
- Treat manikins with the same respect as a human patient.
- Do not use iodine or ink on or near the manikins or skills trainers.
- Manikins are to remain in the same location as found.
- Leave simulation rooms and skills lab as found. Tidy up after use unless directed otherwise.

## National Code of Ethics and Social Media Guidelines

Student must adhere to the [National Student Nurses' Association \(NSNA\) Code of Ethics](#) (which represents the industry standard for student nurses) and the [American Nurses Association \(ANA\) Social Media Guidelines for Nurses](#).

### ANA Use of Social Media Principles

Social media is a part of all our lives. It is entertaining and informative, allowing us to connect with individuals and brands, and to access and share timely news. Social media has such enormous power, it's critical to use basic etiquette while interacting with other users. Best practices are merely a high-tech version of old-school manners, from avoiding heavy self-promotion to maintaining a respectable presence on a social platform. However, because the online world moves at a much faster pace than the physical world, it's vital to consider the impact of our words, photographs, and videos before sharing them with hundreds or thousands of people.

Social media helps to increase the visibility of the nursing profession and the critical role that nurses are playing in our health care systems and communities worldwide. With that in mind, the American Nurses Association (ANA) has created a set of principles to help nurses get the best out of social media while safeguarding themselves, the profession, and their patients:

1. **Be aware of your audience.** Make sure that the content of your posts is appropriate for the people who will be seeing it and may share it with others.
2. **Maintain your professionalism.** Avoid posting anything that could be considered unprofessional or inappropriate, such as photos or videos of patients.
3. **Know your social media policy.** Familiarize yourself with your employer's social media policy and adhere to it across all the social media platforms that you choose to use.
4. **Secure your social media profiles.** Review and set-up the respective privacy settings for the social media platforms that you choose to use.
5. **Share credible information only.** The dissemination of credible and reliable information protects the health and well-being of the public.
6. **Engage with respectful content.** Do not share content that is harmful, disparaging, racist, homophobic, or derogatory.

## Student Grievance Process

Student grievances are petitions brought by students who believe that one or more of their student rights have been denied because of an arbitrary or capricious decision or action. SON student grievances that relate to the SON are handled within the Student Grievance Process cited below.

Students who believe their rights have been denied due to an arbitrary or capricious decision or action may file a grievance following sequence outlined in the Appeal/Grievance Process (Appendix G). Students must follow the appeal/grievance process as written because not doing so will likely increase the time required to resolve the grievance. University administrators involved in this process will only address a grievance once it has gone through the appropriate steps. The relevant administrator(s) will consider the grievance at the designated step and, if possible, attempt to resolve it. A student may opt to move to the next step if a resolution is not satisfactorily reached.

The BSN and MSN programs reserve the right to escalate any conduct incident to the Dean of Students Office. The Assistant Dean of Students and the Associate Dean of the MFCOH will investigate the student conduct incident together. If an incident is escalated to the Dean of Students Office, the Assistant Dean of Students and the Associate Dean of the MFCOH will notify the student of the investigation and the intended process and timeline for resolution. As a result of the investigation, and in consultation with the academic program, a student may be sanctioned, suspended or dismissed from a program if found in violation of university policies.

See our [Policy Appeal policy](#) for additional information.

## Grievance Against SON Program Staff or Faculty, Including Related to Assessments of Student Performance

A student may file a grievance against a SON staff or faculty member only if it is asserted that a specific decision or action that adversely affected the student has violated the student's rights because it was arbitrary or capricious. A student grievance against SON program staff or faculty must follow the sequence identified in the [Appeal/Grievance Process](#). The grievance process starts with the most immediate person involved and moves (if the student finds initial resolutions unsatisfactory and wishes to pursue the matter) to the Director of Nursing, MFCOH Dean's Office, University Grievance and Discipline Committee, and Provost.

The formal grievance process is initiated when a written grievance is presented to the pertinent SON staff or faculty member. The written grievance must identify the specific decision or action that is being protested and clearly explain which rights were violated and how the decision or action was arbitrary or capricious. If the grievance involves a course grade, the grievance also must present verifiable evidence of bias.

## Grievances Against Another Student

Student grievances against another student are handled through the University student grievance processes or, when deemed appropriate, by the Dean of Students. Students contemplating a grievance against other students should contact the [Division of Student Affairs](#).

## Student Nursing Organizations and Clubs

### Nursing Student Nurse Association

The National Student Nurse Association (NSNA) is the only national organization for students of nursing. According to the NSNA, its mission is to “mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.” St. Thomas nursing students are encouraged to join NSNA and avail themselves of the many resources this organization provides to support them in their journey to become a professional Registered Nurse. See the NSNA web site for more information.

### Student Nursing Association

The University of St. Thomas Student Nursing Association aims to provide education, social, and community events to all students in the Bachelor and Master of Science in Nursing programs. To be eligible, one must be actively enrolled in the Bachelor or Master of Science in Nursing program. [Learn more about](#) the School of Nursing’s Student Nursing Association.

## Uniforms

The SON values the professional image portrayed by nursing students and the attire and uniform policy was formally evaluated by faculty because of the school’s belief that the appearance and attitude of nursing students has a direct impact on the public’s perception of professionalism, competency, and quality of care. The following uniform policy ensures students’ attire and attitude reflect the professional image of nursing and applies to in-facility, simulation, and community experiences (may be adapted to align with individual community settings and the patient population served). If students do not adhere to the uniform policy, it may result in an unsatisfactory grade for that clinical day and possible clinical dismissal. The SON Student Uniform consists of:

- University of St. Thomas branded bottoms, either purple scrub pants and/or black skirt (2 required [1 pant, 1 skirt or 2 pants or 2 skirts]).
- University of St. Thomas branded purple scrub jacket with patch (1 required).
- University of St. Thomas branded gray scrub top with patch (2 required).

- University of St. Thomas branded gray polo shirt with logo and black dress pants (not cargos) (2 required)
- Solid black shoes (no open backs or Crocs).
- School of Nursing ID badge and/or facility required badge
- Required equipment includes a watch with a second hand and a stethoscope with diaphragm and bell function.
- Fingernails must be short and trimmed, no nail polish or artificial nails.
- Jewelry is restricted to a watch and plain wedding band.
- Clinical sites will have different policies regarding body piercings (ear, nose, etc.). Students need to follow site policy. It is recommended to limit to one small post in each ear.
- Undergarments must not be visible through the uniform.
- Hair must be neat, simply styled and should not touch the collar of the uniform. Long hair should be tied or pinned up appropriately. Facial hair must be neatly trimmed.
- Students should always exhibit good personal hygiene. This means clean nails, teeth, hair, shoes, body, and clothes. Students must remain free of odors or scents that might be offensive or unhealthy to others, including, but not limited to, cigarette smoke, body odor, bad breath, and excessive use of perfume or cologne.
- Students may wear religious head garments such as hijab and yarmulke.
- Tattoos must be non-offensive and covered whenever possible.

When the uniform is worn, it must be neat, clean, and complete as described above. This includes clean shoes and shoelaces. The scrub jacket is to be worn instead of sweaters. If another layer of clothing is needed, a short or long sleeved plain white T-shirt may be worn.

## Other Required Tools

As a student working toward becoming a nurse, the following items are an important part of your 'nursing toolbox' that you may need to work with daily in classes, at clinicals, or while in simulation sessions.

- [Required] A pen light. *A pen light is used for several reasons in patient care, such as checking a patient's pupil response or inspecting skin lesions.*
- [Required] A Littman Stethoscope. Color does not matter (you can go crazy with color). *Stethoscopes are an indispensable tool, enabling nurses to perform detailed and accurate assessments such as measuring blood pressure or listening for vascular sounds.*
- [Recommended] A watch with a secondhand. *A watch with a secondhand is particularly essential for measuring a patient's heart rate or administering medications that require precise timing.*

## Withdrawals

Students who wish to withdraw from a course, a program, or wish to interrupt their program sequence are strongly encouraged to meet and discuss their reasons and concerns with the appropriate faculty and staff advisors.

Course withdrawal, program interruption, and/or program withdrawal may impact a student's financial aid package and degree completion timeline. It is advised that a student check with the Financial Aid Office or their Financial Aid Counselor to determine the level of impact.

## Course Withdrawal

Students may withdraw from courses at any time. If a course is dropped prior to the withdraw/refund schedules as outlined by the University academic timelines, no record of the course will appear on a student's transcript. If a course is dropped after that deadline, a record of the class will appear on a student's transcript with a notation of "W" or "F".

Withdrawal from a nursing course will require withdrawal from nursing co-requisites and co-enrollment courses.

## Program Withdrawal

Students who wish to withdraw from the program are strongly encouraged to meet with their advisor to discuss reasons for withdrawing and document retention efforts. Prior to withdrawing, students must provide written notification to the Executive Director and the Program Manager. Students who voluntarily withdraw and wish to return to the program at a later point need to follow the [Reinstatement to the Nursing Program](#) policy.

Students who decide to withdraw from the program and have no intention of continuing later are required to email the Program Manager to indicate their desire to formally withdraw from the School of Nursing. The formal withdrawal will remove a student from active distribution lists to eliminate unwanted mail and communication from the SON.

## Writing Assistance and Support

The SON is committed to ensuring a student's writing access by offering the following writing assistance, support, and services.

### BSN Writing Support

Students enrolled in the undergraduate program (i.e., BSN) may directly contact the Center for Writing (CFW). The CFW provides free, one-on-one conferences with writers.

Visit the [Center for Writing](#) OneStthomas page for more information.

### MSN Writing Support

Our Graduate Writing Assistants (GWA) will consult on a one-to-one basis with you by providing student support and confidence building related to writing ability, learning to find your own voice and to interpret assignments, apply rubric evaluation tools, and self-reflect upon overall writing within the context of coursework, banded dissertation and broader graduate studies.

Visit the [MFCOH Graduate and Doctorate Writing Support](#) OneStthomas page for more information.

# School of Nursing Academic Policies and Procedures

## Academic Integrity

The University is a community of learning. Its effectiveness requires an environment of mutual trust and integrity. Academic dishonesty undermines this environment. In general, soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. To this purpose instructors have the discretion to ban student use or access to electronic or other devices. Plagiarism or failure to disclose original sources is dishonest, violates the mutual trust necessary between faculty and students, undermines the assessment of the University and its students, and takes unfair advantage of fellow students.

The School of Nursing works closely with the respective University-level units to develop policies and procedures concerning academic integrity.

BSN students are responsible for reading, understanding, and adhering to the [Undergraduate Student Academic Integrity Policy](#).

MSN students are responsible for reading, understanding, and adhering to the [Graduate Student Academic Integrity Policy](#).

## Academic Progression

Students must adhere to the following academic progression policies to ensure program completion and conferral of their professional nursing degree.

- Adhere to the [National Student Nurses Association Code of Ethics](#) and [Social Media Guidelines for Nurses](#)
- All St. Thomas student codes of conduct and academic policies as outlined here: [Student Policies](#) and the [University Policy Repository](#). Failure to meet these codes, principles, and guidelines may result in course failure or dismissal from the nursing program or university.
- Earn a minimum grade of C- (74%) in all nursing courses.
- In courses with clinical requirements, students must earn a minimum grade of C- (74%) in the theory portion of the course *and* a "Satisfactory" rating on the clinical practice evaluation.
- Any student earning less than a C- in the theory portion of the course or an unsatisfactory clinical practice evaluation rating will not pass the course.
- Many courses require a 74% average on all exams to pass the course. Students who earn less than 74% on exam averages will receive a D+ or lower as their final course grade, as posted in Murphy.
  - BSN nursing courses with this requirement include NRS 340, NRS 345, NRS 350, NRS 305, NRS 420, NRS 300, and NRS 450. Courses requiring a 74% average on all exams to pass the course are identified in the syllabus at the start of the semester.
  - MSN nursing courses with this requirement include NRS 530, NRS 540, NRS 541, NRS 550, NRS 570, NRS 600, NRS 605, NRS 610, NRS 620, and NRS

650. Courses requiring a 74% average on all exams to pass the course are identified in the syllabus at the start of the semester.

- Students who do not meet grading criteria or withdraw from a course(s) complete a progression plan (see [Progression Plan](#) policy). A progression plan outlines requirements and expectations for repeated coursework. Since SON coursework is sequential with courses offered once per academic calendar, re-taking failed courses will extend program length. Students will meet with their advisor to determine a revised course plan. Students may continue in the curriculum taking other courses, or may pause their progression until they repeat the failed course. Dismissal from the nursing program occurs in any of the following conditions:
  - if a student fails any two nursing courses, or
  - if a student fails any one nursing course twice.
- Students are permitted to reapply to the nursing program within one academic year (see [Reinstatement to Nursing Program](#) policy).
- Maintain an overall GPA of 2.0 each semester (unless students' scholarship criteria state differently). Students who maintain a GPA of 2.0 or greater and achieve a grade of C- or greater in nursing courses cannot retake classes to increase their GPA.
- Maintain an acceptable level of health and wellness ensures quality and safety. Verification from an appropriate healthcare provider may be required to validate health and safety.

Based on academic performance, students may be placed on a progression plan to ensure successful completion of the program. Review our [Program Planning policy](#) for more information.

## Academic Standing

The student's unofficial transcript indicates the student's academic standing as determined by final grades at the end of each semester (fall and spring). A student must maintain a cumulative grade point average (GPA) of 2.0 or greater and achieve a grade of C- or greater in nursing courses to progress to the next semester.

Review our [Academic Progression policy](#) for more information.

## Attendance

Attendance is required for every course, clinical, simulation, and laboratory experiences to ensure that students meet course and program learning outcomes. Students must arrive at class (and clinical) on time and remain for the entirety of their scheduled learning activity. It is the responsibility of the student to email the instructor, clinical specialist and course faculty **before** the day of absence and provide appropriate documentation, as required, in a timely fashion. If a student is going to be tardy to class (or clinical), the student must be in contact with the faculty of record prior to any academic experience. Students missing class are at risk of not progressing in the nursing program; any make-up work is at the discretion of the course coordinator.

## Computer Requirements and Expectations

Students will need a computer or laptop that can be accessed frequently and for large blocks of time. The computer/laptop needs adequate internet connection that allows you to watch videos,

listen to voice recordings, access Canvas, and participate in online course exams. Students should have a back-up plan in case your computer/laptop should crash or malfunction. A non-functioning computer/laptop is not an acceptable reason for submitting late assignments or for missing an exam.

Students are responsible for ensuring that their computer/laptop meets the [computer recommendations and specifications](#) outlined by our ITS department.

The School of Nursing can assume no responsibility for the inability of computers to connect to University of St. Thomas websites or course delivery sites. Students are responsible for keeping computers in good working order and notifying instructor(s) when any computer issue interferes with their ability to participate fully in course activities. The student must address these participation issues promptly to maintain an active status in the program.

## Browsers

A student should have at least two working internet browsers on your computer (Firefox, Safari, Chrome, etc.) so that if there is a problem with one browser you have a backup. Please keep browsers updated to head off software “challenges”.

## Netiquette Policy

Students are expected to use common courtesy and standards for professional behavior whenever emailing, posting, or chatting online. The following etiquette rules apply for online learning (Netiquette).

- Follow the same guidelines for respect and dignity as you would in a face-to-face classroom.
- Recognize that conveying meaning through words is important since online communication lacks the visual cues of seeing someone’s facial expression, hand gestures, tone, and other forms of nonverbal communication. Emoticons can convey some of the nonverbal, but not all.
- Use common sense and good manners at all times.
- Remember that humor is OK if it is respectful and not excessive.
- Realize that chat rooms and discussion boards are not anonymous. The faculty has access to all chat rooms and discussion boards, even those set up for specific groups.

*Reference Virginia Shea’s [“The Core Rules of Netiquette”](#)*

## Communication

Students are required to check their St. Thomas email and Canvas site at least once per day during the school week and once on weekends for messages and program updates. Email and voice mail messages will be responded to within 24-48 hours, except on holidays. Students are encouraged to discuss optimal means of communication with course faculty. In the event of severe weather on a scheduled class day or learning event, students are asked to monitor their email and Canvas closely for alternative assignments or plans.

Students must activate and use their St. Thomas e-mail account. The School uses e-mail as one of the official method of communication and students are expected to respond and communicate through their St. Thomas accounts.

The School will also use your Canvas community sites as another way to communicate programmatic information to your cohort as a collective. It is your responsibility to check Canvas once a day for pertinent information.

You are also expected to adhere to the communication practices as outlined by your course faculty when you are enrolled in a class. Failure to comply with course communication policies and processes will result in a reduction of your overall grade; please check with your professor on their policies.

## Course Assignment Expectations

Students are expected to complete all course assignments and learning activities. Assignments must be submitted on time unless a different date is approved by course faculty in advance of the due date. Late assignments will not be accepted unless students notify their course instructor **prior** to the assignment due date. Late work may result in a 10% deduction per day from the final assignment grade.

## Course Exams and Tests

Most exams and tests will be administered within your courses. You must attend all scheduled exams on specified dates and times. Make-up exams are prohibited except in unusual or unexpected circumstances where appropriate documentation might be required. Students must follow the specific policies regarding exam procedures as described below:

- Students must arrive on time to sit for examinations; failure to do so could result in a missed opportunity to complete the exam and impact the overall course grade.
- Students arriving late must complete the exam within the scheduled start and end times. Late arrivers cannot request extended testing time.
- Students who arrive late should enter the space quietly and respectfully. Entering an exam room late is disruptive, and minimizing distractions demonstrates respect for other students. Distracting behavior may result in dismissal from the exam space, thus earning a zero on the exam.
- Students requesting or receiving accommodations must follow all [procedures outlined by Disability Services](#).

During test administration, students must:

- Turn all forms of electronic communication off except for faculty-determined electronic testing provisions.
- Students may not wear or possess smart glasses—or any wearable device capable of recording, transmitting, or displaying information—during exams. Violation of this policy will

be treated as an academic integrity offense and addressed in accordance with the university's disciplinary procedures.

- Place items such as book bags, electronic devices not being used to take the exam (including cell phones and smart watches), coats, brimmed hats, food, and drinks in a designated room area. Exception: students can have water in a clear bottle/container without a label.
- Headphones, earbuds, or any other personal audio devices are not allowed in the exam room unless explicitly authorized as an approved accommodation. Unauthorized use constitutes a breach of exam security and will be handled under the university's academic integrity procedures.
- Use nonprogrammable calculators at the discretion of the faculty.
- Stay in the room while completing the examination. If a student needs to leave the room, they must seek special permission from the faculty or proctor.
- Sit in assigned seating at the direction of faculty or the test proctor.
- Limit questions about the examination to typos or other exam mechanics not announced or addressed at the beginning of the exam. Faculty and testing proctors will not answer questions about exam content or clarify exam questions.
- Protect the integrity of the examination by avoiding behaviors that raise suspicion of cheating, such as talking, glancing around the room, signaling, or looking at another student's exam. Keep all examination content confidential.
- Students needing to schedule an alternative testing time must contact course faculty as soon as they know they cannot take the exam; however, this cannot occur after the exam's start time. If a makeup exam is deemed necessary, it will be conducted at a time and location determined by the faculty, preferably within four days of the initial test administration. Faculty reserves the right to administer an alternative test version for the make-up exam.
- Some courses may use Honorlock for student exams unless prior arrangements and accommodations are in place.

## Exam or Quiz Question Clarification Process

Students are permitted to seek clarification about an exam or quiz question following testing, but must adhere to the following guidelines:

- Exam challenges must occur within 48 hours (about 2 days) after test grades appear on Canvas; beyond this specified time frame, course faculty will not consider additional appeals.
- Decisions are final once the course faculty review and consider the student's test question appeal.
- Any appeal that is approved applies to all students. Questions that did not perform well are removed from the test bank; this review process focuses more on test analysis and the ability of test questions to adequately measure student knowledge.
- For any appeal submitted, students must provide a rationale, with citations, as evidence to demonstrate how a test answer contradicts course readings or in-class presentations.

Support must come from course materials (lecture slides, course readings with page numbers, etc.).

- Students must engage in professional behavior and avoid argumentative engagement.

## Course Registration

The registration process follows the University of St. Thomas Registrar's Office's guidelines. Course registration must be completed by the student through Murphy Online, our official student account system. Students will receive registration materials and instructions via each cohort's community site on Canvas. Timely registration is critical to engagement and implies your intent to continue in the program.

See our [Registration policy statement](#) for more information.

## Grade Changes

An instructor may change a grade or mark. An instructor may change a grade only if there has been an error in the computation, transcription, or reporting of the grade. After one year, grade changes are not allowed.

Grade changes must be submitted using St. Thomas approved procedures:

- An instructor must use an approved "Grade Change" form for a grade change to be processed.
- The instructor must sign the form that is submitted with the grade change.
- Grade change forms must also be signed by the department chair/director and dean or dean's designee.

To learn more about the University's Grade Change policy, visit [Grade Changes](#).

## Grading Scale

The grading scale for the nursing sequence is more rigorous than some grading scales. The reason for this rigor is to facilitate students' preparation for the NCLEX-RN® examination and assure they provide quality and safe nursing care. Courses with a clinical component require students to receive a satisfactory grade for the clinical component to pass the course. The SON grading scale is as follows:

94.0% and above	A	77.0 - 79.9%	C
92.0 - 93.9%	A-	74.0 - 76.9%	C-
89.0 - 91.9%	B+	71.0 - 73.9%	D+
86.0 - 88.9%	B	68.0 - 70.9%	D
83.0 - 85.9%	B-	65.0 - 67.9%	D-
80.0 - 82.9%	C+	64.9% and below	F

*\*Whatever percentile is achieved reflects the grade that has been earned.  
Grades will not be rounded up (e.g., 73.9% remains at 73.9% as opposed to be rounded to 74%).*

To clarify grading requirements, in courses that specify a 74% exam average to pass, students in these designated courses must 1) achieve a 74% average on all exams, 2) a minimum grade of 74% on overall course points and 3) if applicable, a satisfactory rating on their clinical performance evaluations. In courses where the exam average requirement does not apply, grading depends on overall course points and a minimum grade of 74%.

For more information about university BSN GPA calculations see [BSN GPA Calculations](#).

## Health Examination Systems, Inc. © (HESI) Specialty Exams

Health Education Systems, Inc© (HESI) specialty exams are administered throughout each respective program and each cohort of students completes eight examinations throughout their degree plan, with course placement as outlined below.

### BSN Degree Plan and HESI Exam Placement

*\*Orange font=Denotes planned HESI exams.*

	<b>First Year</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>FALL</b>	<ul style="list-style-type: none"> <li>• FYEX 100 &amp; 150 (1 cr.)</li> <li>• BIOL 105: Human Biology (4 cr.)</li> <li>• MATH 100 or 101 or CORE: (4 cr.)</li> <li>• PSYC 111: General Psychology (4 cr.)</li> <li>• CORE: 4 cr.</li> </ul>	<ul style="list-style-type: none"> <li>• EXSC 213: Human Anatomy (4 cr.)</li> <li>• EXSC 214: Human Physiology (4 cr.)</li> <li>• NRSNG 210: Foundations of Nursing Practice (2 cr.)</li> <li>• NRSNG 240: Pathophysiology and Pharmacology for Nursing Practice I (2 cr.)</li> <li>• CORE: 4 cr.</li> </ul>	<ul style="list-style-type: none"> <li>• NRSNG 300: Psychiatric/Mental Health Nursing (4 cr.)</li> <li>• <b>Psychiatric/Mental Health Nursing</b></li> <li>• NRSNG 305: Complex Nursing Care I (4 cr.) <b>Fundamentals</b></li> <li>• CORE: 4 cr.</li> <li>• CORE: 4 cr.</li> </ul>	<ul style="list-style-type: none"> <li>• NRSNG 420: Population Health Nursing (4 cr.) (Community)</li> <li>• NRSNG 430: Nursing Care for Women and Families Nursing (4 cr.) <b>Pediatric Nursing</b></li> <li>• NRSNG 410: Healthcare Ethics, Policy, and Advocacy (4 cr.)</li> <li>• CORE: 4 cr.</li> </ul>

<b>SPR</b>	<ul style="list-style-type: none"> <li>• STAT 220 (JMP or SPSS lab) (4 cr.)</li> <li>• CHEM 108: Principles of General, Organic, and Biochemistry (4 cr.)</li> <li>• PSYC 102: Lifespan Psychology (2 cr.)</li> <li>• CORE: 4 cr.</li> </ul>	<ul style="list-style-type: none"> <li>• NRSNG 220: Nursing Clinical Skills and Health Assessment (4 cr.) <b>Health Assessment</b></li> <li>• NRSNG 250: Pathophysiology and Pharmacology for Nursing Practice II (4 cr.) <b>Pharmacology</b></li> <li>• BIOL 256: Principles of Microbiology (4 cr.)</li> <li>• CORE: 4 cr.</li> </ul>	<ul style="list-style-type: none"> <li>• NRSNG 350: Complex Nursing Care II (4 cr.) <b>Medical Surgical</b></li> <li>• NRSNG 370: Perinatal Nursing and Childbearing Families (4 cr.) <b>Maternal Child</b></li> <li>• NRSNG 360: Applied Research and Evidence Based Practice (4 cr.)</li> <li>• CORE: 4 cr.</li> </ul>	<ul style="list-style-type: none"> <li>• NRSNG 450: Complex Nursing Care III (4 cr.) <b>Exit Exam</b></li> <li>• NRSNG 440: Informatics and Healthcare Technologies in Nursing Practice (4 cr.)</li> <li>• NRSNG 470: Leadership in Nursing Practice (4 cr.)</li> <li>• CORE: 4 cr.</li> </ul>
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MSN Degree Plan and HESI Exam Placement

\*Orange font=Denotes planned HESI exams.

	Year One	Year Two
Summer	Outstanding Pre-Requisites TOTAL CREDITS: Varies	<ul style="list-style-type: none"> <li>NRSG 605: Nursing Care for Children &amp; Families (4) <b>Pediatric Nursing</b></li> <li>NRSG 610: Patho/Pharm III (3) <b>Pharmacology</b></li> </ul>
Fall	<ul style="list-style-type: none"> <li>NRSG 510: Foundations of Nursing Practice (2) <b>Health Assessment</b></li> <li>NRSG 520: Nursing Clinical Skills and Health Assessment (4)</li> <li>NRSG 540: Pathophysiology &amp; Pharmacology for Nursing Practice I (3)</li> <li>NRSG 550: Complex Nursing Care I (4) <b>Fundamentals</b></li> </ul>	<ul style="list-style-type: none"> <li>NRSG 590: Innovation: Advocacy through Systems Change (1)</li> <li>NRSG 600: Perinatal Nursing &amp; Childbearing Families (4) <b>Maternal Child</b></li> <li>NRSG 620: Population Health Nursing (4)</li> </ul>
J-Term	<ul style="list-style-type: none"> <li>NRSG 525: Applied Research &amp; Evidence Based Practice (3)</li> </ul>	<ul style="list-style-type: none"> <li>NRSG 640: Informatics &amp; Healthcare Technologies in Nursing Practice (3)</li> </ul>
Spring	<ul style="list-style-type: none"> <li>NRSG 515: Whole Person Wellbeing (1)</li> <li>NRSG 535: Health Equity &amp; Social Determinants of Health (1)</li> <li>NRSG 530: Psychiatric/Mental Health Nursing (4) <b>Psychiatric/Mental Health Nursing</b></li> <li>NRSG 541: Pathophysiology &amp; Pharmacology for Nursing Practice II (3)</li> <li>NRSG 570: Complex Nursing Care II (4) <b>Medical Surgical</b></li> </ul>	<ul style="list-style-type: none"> <li>NRSG 560: Interprofessional Collaboration &amp; Integrative Health Care (1)</li> <li>NRSG 650: Capstone: Complex Nursing Care III (4) <b>Fundamentals, Health Assessment, Exit Exam</b></li> <li>NRSG 670: Nursing Leadership in Complex Health Care Systems (3)</li> </ul>

## HESI Course Points

HESI proctored exam points are calculated as a percentage of total course points and contribute to overall grading. In courses where a 74% average on all exams is required to pass, it's important to note that this requirement doesn't apply to HESI proctored exams. The points from HESI exams are not factored into the 74% average. Based on the table below, student performance is measured according to interval levels, and scores of  $\geq 900$  fall within the recommended performance range. In courses where HESI proctored exams are administered, points contributing to overall course grades are as follows:

### HESI Proctored Exam Preparation

Students must complete all assigned Elsevier Adaptive Quizzing (EAQ) quizzes. EAQs must be completed with a passing score to sit for the HESI proctored exam. If points are given for EAQs, points for EAQs will be determined by each individual faculty member and will be reflected in the syllabus. At least one of the EAQs will be a mastery style exam.

## HESI Proctored Exam Completion

Exam completion consists of (10%) of the course grade. All students who take and complete the exam will receive the minimum number of points allotted per the course syllabus. The points below include satisfactory remediation after the proctored exam has been completed. See Table 1 for the distribution of HESI exam points. 3% exam completion (any score up to 849).

*HESI Exam Point Distribution (Table 1)*

HESI Score		% Of Total Course Points
1000+	Recommended Performance	100%
950-999	Recommended Performance	95%
900-949	Recommended Performance	90%
850-899	Acceptable Performance	85%
800-849	Below Acceptable Performance	75%
750-799	Below Acceptable Performance	70%
700-749	Needs Further Preparation and Retesting	65%
<699	Needs Further Preparation and Retesting	60%

Note: The combined HESI exam preparation and the HESI exam completion contribute up to 7% of students' final course grade. The current (2023) HESI exams include "Legacy Items" and "Next Generation (NGN) items". Students' final HESI score will be based on legacy items only. Students' scores for each question type will be delineated in students' HESI exam report.

## HESI Exam Remediation

All students are required to complete and submit remediation activities addressing the deficiencies identified in their exam reports within two weeks. Remediation involves completing case studies and essential packets. Case studies must be completed with a score of 80% or higher to earn points.

## Second HESI Proctored Exams

Each HESI proctored exam has two versions, each featuring different questions. Students are advised to complete both HESI exams in each assigned course. Students will be evaluated in their course by taking the highest score of the two exams.

## HESI Exit Exams

### First HESI Exit Exam

The HESI Exit Exam, Version 1, will be administered early in the final semester of the nursing program. After completing the exam, all students must develop and submit a remediation plan addressing any deficiencies identified in the HESI proctored exit exam report.

### HESI Three-Day Live Review

After the HESI Exit Exam, Version 1, is administered and students have had an opportunity to remediate, all students must attend a HESI 3-day live review session.

POINTS: HESI 3-day Live Review= 5% of the course grade. Must attend in person all three days in full.

### Second HESI Exit Exam

Following the 3-day live review, the HESI Exit Exam, Version 2, will be administered to all students. After the exit exam is complete, students are required to revise their remediation plan as a study guide useful for preparing for the NCLEX examination.

### Points for HESI Exit Exams

Points for both HESI Exit Exams will follow the HESI exam points as listed in Table 1 (see above).

## Incomplete Grades

The mark of “I” (for Incomplete) is used if the student has not completed the work of the course, has good reason for delay, and arranged an incomplete with the instructor before grades for the course are due. The request for an “I” must be initiated by a student maintaining an average of C- or better prior to the last scheduled course date; if a student has not made the request, the instructor will record the grade earned to that point. Ordinarily, good reason will involve matters not wholly within the control of the student such as illness. Students must have at least 2/3 of the course completed to get an incomplete and just 30 days to make up missing work. The mark may not be used to allow a student to improve a grade by completing additional work over and above that ordinarily expected for the course or by repetition of work already submitted to the instructor. The mark of I should not be used without prior arrangement between instructor and student.

If a mark of I is assigned, an [Incomplete Form](#) must be submitted to the office of Student Data Registrar. This form includes a description of work left to complete, a deadline for completion, the option for an instructor to provide a provisional grade based on work the student has completed to date, and signatures of both the student and instructor. The student must complete the designated work and submit it to the instructor by the date designated by the instructor on the incomplete form.

If a final grade is not submitted by the faculty member before the deadline, the mark of I will change to the provisional grade assigned on the form, or to a grade of F or R if no provisional grade was assigned. The deadline may not be extended. The instructor may change a resulting F or R by means of university grade change policies and procedures. In an instance where a grade has not been assigned at the end of the term, a designation of Not Recorded (NR) will be assigned to the student’s academic record. The NR must be changed to a grade by May 1 for the fall semester or January term; by December 1 for the spring semester or summer session. These changes require approval of the department chair/director and dean or dean’s designee. In the absence of a final grade on or before the deadline, the mark of NR will be changed to a grade of F or R. This deadline may not be extended. The instructor may change a resulting F or R by means of the university “Grade Change” forms, policies and procedures listed above.

## Independent or Directed Study Course

An independent or directed study course provides an opportunity for students who wish to undertake a well-defined research project or clearly outlined and carefully delineated course of study. Independent study courses are restricted to students of proven ability who have sufficient background in the subject and can complete their work under the guidance of a faculty member. They conduct the project in an independent manner without attending regular class meetings. Independent study is characterized by a reduction in formal instruction and an increase in the individual student's responsibility and initiative in the learning process.

Approval of an independent study course by the faculty sponsor and Executive Director of Nursing attests to the academic value of the study and to the ability of the student to master a body of knowledge with minimal faculty guidance. Independent studies may not substitute for required courses.

Approval for an independent study is complete when the faculty sponsor and Executive Director of Nursing have signed and approved the "Independent Study" form.

## Plagiarism

The SON program follows the definition of plagiarism from Hefferman and Lincoln (1982):

Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea you must say that you are doing so. In every instance, you must also formally acknowledge the written source from which you took the material.

*Reprinted from "Writing: A College Handbook" by James A.W. Hefferman and John E. Lincoln.  
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You can avoid plagiarizing if you are careful to follow these guidelines from the Writing Resource Center (1997):

- Put the words of an author in quotation marks; record them accurately; and follow the quotation with a citation that indicates your source. Use quotation marks even when you borrow a phrase or a single, special word from another person. Follow the APA style of citation.
- Write a summary or paraphrase in your own words and sentence patterns. Follow it with a citation. Just changing some words does not make a paraphrase; the ideas must be digested, understood, and written in your own words.
- In addition, it is wise to lead into your quotation or paraphrase by using the author's name. For example, you can write, "According to Tanner," followed by a quotation from Tanner or your paraphrase or summary of Tanner's ideas.

- Be careful not to plagiarize your teacher or colleagues, as well. If you borrow words or ideas from anyone...be sure to give them credit by quoting and citing them, or paraphrasing and citing. They will thank you for it.
- And a final note concerning plagiarism and the Internet: to avoid plagiarism, cite the source of anything that you borrow from the Internet, including material from Web pages, e-mail, and newsgroups. These materials are the words and ideas of people who deserve to be given credit.

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May be used freely for non-profit educational use as long as credit is given for source.*

Students are required to use the most current APA Publication manual in all classes. The SON takes academic integrity seriously and documented incidents of plagiarism will be addressed and are subject to disciplinary action as noted above.

The School of Nursing collaborates with a Library Liaison specializing in the nursing discipline. Extensive information about APA compiled by our Liaison can also be accessed through their webpage at <https://libguides.stthomas.edu/prf.php?id=5ada6401-7cdb-11ed-9922-0ad758b798c3>.

Also see our [Academic Integrity](#) policies for more information.

## Progression Planning

### Notice of Concern and Success Plan

At times students benefit from a collaborative effort while striving to succeed. The [Notice of Concern and Success Plan \(Appendix D\)](#) is intended to facilitate student growth toward achieving program outcomes by providing honest, direct, and timely feedback to students about areas of concern.

The Success Plan is co-developed, meaning the relevant faculty, the faculty advisor, the student, and those involved in the student's educational success create the plan collaboratively. Any relevant individual may request the development of a Success Plan, including the student. After meeting with a faculty or staff member to create a Success Plan, the student must return a signed copy to the Student Success Director within 8 business days of its creation. Failure to do so may result in a Student Progression Report and Remediation plan. The plan may be shared with relevant faculty and staff to ensure continuation of identified resources to facilitate success.

### Student Progression Report and Remediation Plan

Students who are not meeting program requirements (i.e., grading, professionalism, attendance) will require a [Student Progression Report and Remediation Plan \(Appendix C\)](#). The Student Progression Report and Remediation Plan is an official notice intended to address area(s) of academic and/or clinical concern(s) that are severe enough to indicate that they may impact the student's ability to progress, or to document concerns that have already resulted in an inability to progress. The Student Progression Report and Remediation Plan does not necessarily follow a Success Plan, as some concerns are more consequential than others. The progression plan is co-

developed, meaning the relevant faculty, the faculty advisor, the student, and those involved in the student's educational success create the plan collaboratively. The plan must adhere to university and program requirements and policies, and include:

- A statement(s) of the areas of concern.
- Document the areas of concern as it aligns with course and program outcomes.
- Outline of student success plan targeted to address areas of concern.
- Plan to evaluate progress toward resolution of areas of concern (when, what, and how progress will be measured).
- Additional support and resources.
- The Executive Director of Nursing and Student Success Director reviews progression plans to provide for a systematic process for evaluating continued progress to make recommendations for further assistance, progression, retention, withdrawal, or dismissal.

Students receiving a Student Progression Report and Remediation Plan must deliver a completed, signed copy to the Student Success Director within 8 business days of its creation. Failure to do so may result in an inability to progress in the program. The plan may be shared with relevant faculty and staff to ensure continuation of identified resources to facilitate success.

Students who fail to progress and are planning to return to the program will be expected to engage as a participant in a Canvas course by predetermined deadlines to ensure progression requirements are maintained. Additionally, depending on programmatic changes, students may be required to participate in some orientation materials or activities. The Student Success Director will inform students of these requirements when they are necessary.

## Pregnancy and Childbirth

The SON recognizes that pregnancy is protected under Title IX. Students may voluntarily request accommodation related to pregnancy and childbirth. Students will not be penalized for absences related to pregnancy and childbirth if the student's medical provider deems the absences medically necessary. However, students must meet applicable academic standards to complete the program, so any such absences, missed content, assignments, exams, or clinical experiences need to be made up as they would for any other absence. Medical provider clearance may be required to return to the patient care setting, and extended absences may affect program progression. Due to the sequential nature of courses, and clinical placement, students are encouraged to inform the MFCOH Student Success Director as soon as possible to develop a support plan in collaboration with the student, faculty, and the Clinical Placement team.

Students are encouraged to contact the University [Title IX website](#) for more information about student rights and responsibilities.

## Syllabi

All course syllabi are posted on their respective course Canvas sites.

# School of Nursing Clinical Placement Policies and Procedures

## Clinical Experience Overview

Clinical experiences are a significant and exciting element of a student's nursing education experience. Clinical experiences (which include "in field" and simulation experiences) allow students to apply classroom learning to real-world nursing practice and begin to embrace nursing as a vocation. These experiences entail protecting the health and safety of those for which students are learning to provide care and themselves. As such, students must adhere to the following policies. Failure to comply with these policies can result in a need for a progression plan.

Selected policies and procedures related to clinical placement outlined in this section are pertinent to the overall School's operation. Faculty have the right to dismiss a student from clinical areas if the student is ill, unprepared (e.g., per defined course and clinical site expectations), late, or deemed to be a risk to patient safety. In some cases, dependent on the nature of an infraction, students can be dismissed from the course, program, or university. Depending on individual faculty requirements, students may be required to [review and sign a clinical contract prior to engaging in a specific field placement \(Appendix H\)](#).

Students must expect they may have to travel outside of the Twin Cities to site locations that may require an overnight stay. The program makes every effort to provide students with clinical learning opportunities that allow you to practice in a variety of clinic settings. If your clinical experience requires you to stay overnight, you may submit a reimbursement request for eligible expenses. See our [Reimbursements for Select Clinical Placements](#) policy.

## Clinical Placement Assignments

Student clinical placement assignments are secured and managed by the Clinical Placement Team in collaboration with faculty and clinical education partners. The Clinical Placement Team works with various constituents to identify appropriate clinical sites meeting institutional and regulatory requirements, program and course goals, and student learning outcomes. To preserve and maintain positive relationships with clinical partners, students must follow placement protocols set forth by Clinical Placement Specialist. Students are not allowed to contact clinical sites directly to request a placement and any communication with sites must occur through the Clinical Placement Team. Students receive an orientation to the clinical placement process after admission to the SON, and ongoing updates throughout the program as necessary.

The clinical assignment-making process is intricate and complex, requiring careful pre-planning where multiple factors are considered, such as securing legal and valid affiliation agreements and negotiating placements in a healthcare environment that have limited resources. Clinical learning intends to provide students with opportunities to apply concepts learned in the classroom in multiple settings to achieve program outcomes. Students are empowered to make the most of each learning experience while participating in providing feedback about the quality of the clinical experience using established feedback processes.

## Attendance for Clinical Experiences

Attendance is required for every clinical, simulation, and laboratory experience to ensure that students meet course and program learning outcomes. It is the responsibility of the student to arrange for anticipated absences with course faculty and clinical instructor before the day of absence and provide appropriate documentation, as required, in a timely fashion (see attendance policy for full description).

## Absences from Clinical Experiences

Attendance is required for every clinical, simulation, and laboratory experience to ensure that students meet course and program learning outcomes. Students must arrive at clinical (i.e., in-facility, simulation, and community experience) on time and remain for the entirety of the scheduled learning activity. If a student is going to be tardy to clinical, the student must contact the instructor and course faculty prior to this experience. Students are not to leave the clinical site until dismissed by their instructor.

If students miss 8 or more hours of a clinical experience, or one or more simulation session, they are required to make up the absence, if a make up is available. Missing clinical sessions could result in loss of points, a lower grade or failing a course.

Students missing clinical experiences are at risk of not progressing in the nursing program and clinical make-ups are at the discretion of the clinical faculty, clinical placement specialist, program director and simulation center leadership.

## Attire and Uniform for Clinical Experiences

See our [uniform and other required tools](#) policy for more information.

## Background Clearance Checks

Minnesota law requires background studies on individuals who provide direct contact services to patients and residents in facilities and programs approved by the Minnesota Department of Human Services (DHS) or the Minnesota Department of Health (MDH). Students must comply with these requirements. An individual who is disqualified because of the study may not be allowed to participate in clinical activities at the discretion of clinical facilities, regardless of whether the disqualification is set aside by the Commissioner of Health. If the disqualification is not set aside, the student will not be permitted to participate in any clinical activities in a Minnesota licensed health care facility. The MFCOH follows the requirements of our clinical sites. Students not in compliance with due dates for background study completion will lose their place in the program. Additionally, students who are disqualified or fail to participate in the background study process will not be eligible to progress in the program.

- A background study is **required** for nursing students who have direct access to patient care. Students must upload PDF copy of their DHS-issued clearance letter to Clinician Nexus.
- The initial background study is completed prior to beginning clinical rotations.

- DHS and a designated individual within the University of St. Thomas capture and monitor background studies via DHS’s website.
- Depending on clinical site placement, students may be subject to national background check requirements and are responsible for paying fees associated with all background check requirements.

## Basic Life Support

All students are required to provide evidence of successful completion of the [American Heart Association’s BLS for Healthcare Providers](#) (BLS) course prior to fall semester of your incoming year for MSN students and fall of junior year for BSN students.

- BLS certification must be renewed every two years (expiration date noted on documentation of successful completion).
- BLS certification must be current throughout any semester that you are registered for courses.
- BLS certification renewal certificate is due three weeks before the current expiration date and uploaded to Clinician Nexus.

If your BLS certification expires during a semester, you will be removed from Clinical Site and fail the clinical course, then placed on a Progression Plan for failing a course.

## Health and Immunizations

All students are required to provide proof of immunity (proper vaccination or evidence by titer) per the clinical partner requirements and current Centers for Disease Control and Prevention guidelines for Vaccination of Healthcare Workers.

The following are required (some clinical partners may have additional):

Immunization/ Vaccination	Requirement
Tuberculosis	<ul style="list-style-type: none"> <li>• Documentation of a negative TB symptom screen (e.g., no symptoms of active TB disease) and a negative TB blood test (e.g., QuantiFERON blood test [QFT]; T-Spot) or Two-step skin test (e.g., Mantoux,). The second TST may be performed after the Health Care Worker starts working with patients.</li> <li>• Persons with prior positive TST or QFT: documentation of subsequent negative CXR completed following positive TST or QFT, and no signs and symptoms of pulmonary TB.</li> <li>• Newly positive TB test: evidence of negative CXR (recent CXR- e.g., previous month, can be used), no signs or symptoms of pulmonary TB, and annual symptom questionnaire, see Appendix C.</li> <li>• After submitting initial negative test results, an annual symptom/risk questionnaire is required.</li> </ul>

Varicella (Chicken Pox)	Documentation of two doses of varicella vaccine on or after first birthday; laboratory evidence of immunity; or laboratory confirmation of disease
Measles, Mumps and Rubella	Documentation of two doses of MMR vaccine on or after first birthday; laboratory evidence of immunity; or laboratory confirmation of disease
Hepatitis B	Documentation of a completed series and a post-series serology indicating immunity; laboratory evidence of past infection; signed waiver declining vaccination.
Tetanus (Tdap)	Documentation of 1 Tdap immunization/booster within the last 10 years
Seasonal Influenza	An influenza vaccination must be received prior to working between October 1 and March 31. Exemptions are granted for medical contraindication or sincerely held religious beliefs, practices, or observances.
COVID-19	Per current affiliation agreements, this requirement is still in place. Documentation of one completed COVID-19 vaccination series. Exemption for medical contraindication or sincerely held religious beliefs, practices, or observances.

Medical/Religious Exemptions

<b>Immunization/ Vaccination</b>	<b>Allowed Medical Exemptions</b>	<b>Allowed Religious Exemptions</b>
Influenza	<ul style="list-style-type: none"> <li>Severe allergic reaction (e.g., anaphylaxis) or hypersensitive to the vaccine or vaccine component(s)</li> <li>Guillain-Barre syndrome within six weeks of a prior influenza vaccine</li> <li>Bone marrow transplant within the past 6 months</li> </ul>	Sincerely held religious belief, practice, or observance that conflicts with Influenza immunization
COVID-19	<ul style="list-style-type: none"> <li>Documented history of severe allergic reaction (anaphylaxis) to a component of each currently available COVID-19 vaccine</li> <li>Receiving immunosuppressive treatment and advised by a medical provider to defer vaccination until a future date</li> <li>Another medical condition recognized by the CDC as posing more risk than benefit for administering vaccination.</li> </ul>	Sincerely held religious belief, practice, or observance that conflicts with COVID-19 immunization

Students will be considered out of compliance if an onboarding requirement is not completed by the designated deadline. Students enrolled in any nursing course(s) who are out of compliance will receive a 1% reduction to the overall course grade for each item out of compliance during the course. If an item is not brought into compliance within one week, an additional 1% reduction will

occur for each week the student is out of compliance. All reductions will be applied at the end of the semester.

Also nursing students in clinical courses who are out of compliance will not be permitted to attend clinical until documentation has been uploaded to Clinician Nexus. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet student learning objectives, which may result in course failure.

## ID Cards for Clinical Experiences

Nursing students obtain a separate nursing student ID badge with their first name and last name initial. This student ID is required for clinical rotations and is part of the uniform standards. To participate in clinical experiences, all nursing students must wear their ID badge while attending any clinical experience.

See the ID [policy statement](#) for more information on how to obtain an ID through our Student ID Office.

## Health and Immunization for Clinical Experiences

See [Health and Immunization](#) information.

## Reimbursements for Select Clinical Placements

Students who meet specific criteria are eligible to receive a capped reimbursement to offset costs associated with lodging, travel, and meal expenses. The cap for reimbursement is up to a maximum of \$100 per day. Students can submit itemized receipts for the following expenses: lodging, meals, parking, bus fare, and/or ride share (Uber/taxi) with the following limitations:

- A maximum of \$10 for breakfast, \$15 for lunch, \$25 for dinner will be allowed for the capped reimbursement. Students can purchase groceries instead of dining out for every meal if desired.
- Clinicals sites must be more than 150 miles round trip calculated from the University of St. Thomas to clinical site.
  - The standard mileage reimbursement rate for University of St. Thomas business use of personal vehicles can be found on the [UST Mileage reimbursement website](#).
- Students must follow the [University's Travel Policy](#). If students carpool, it is the responsibility of drivers to determine how travel costs are shared.
  - If students share a hotel room, receipts must have the name of the person (can be handwritten) for the other student to get credit in their reimbursement of their half of the room.
- No alcohol can be on the itemized receipts.

Receipts for reimbursement must be submitted within 14 business days, at the conclusion of each clinical experience, by completing the [Student Reimbursement Form](#). Submissions must be legible and organized or it will be returned to submitter which will delay reimbursement.

# University Policies and Procedures

## Bias or Hate Reporting

St. Thomas is committed to providing an inclusive living, learning, and working environment that supports the well-being of each member and respects the dignity of each person. Incidents of hate and bias are inconsistent with the St. Thomas mission and convictions and have no place here.

Anyone can make a report – the target of a bias incident, a friend, or a witness. If you believe that you or someone else has been adversely affected by a bias incident, make a report. If you are a student who has experienced or witnessed a bias or hate incident, we want to address the incident and provide you with resources.

Visit our Bias or Hate Reporting website for more information at <https://www.stthomas.edu/student-affairs/departments/dean-of-students/bias-hate-reporting/>.

## COVID-19 Vaccine Requirements

With the end of the federal Public Health Emergency for COVID-19, the University of St. Thomas announced in May 2023 that the university suspended its COVID-19 requirements for all students, faculty, and staff. In alignment with CDC recommendations, many health systems revised their COVID policies; however, depending on the site and patient population served, some variation may still exist. Since many clinical partners still require COVID-19 vaccinations, the current policy regarding [health and immunizations](#) outlined in this handbook remains in effect.

## Disability Services and Access

The University of St. Thomas is committed to compliance with the Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act Amendments Act of 2008. The disability services office works with students, faculty, staff, and campus visitors on making all programs and activities offered by the University of St. Thomas, when viewed in their entirety, readily accessible to individuals with disabilities. Information relating to the existence, location or relocation of services, activities, and facilities that are accessible to and usable by individuals with disabilities can be obtained upon request. Additional resources, including information on services provided and accommodations can be found on the university's Disability Resources website. To schedule an appointment with Disability Resources, please call 651-962-6315 or self-schedule your appointment via 'My Tommie Support Team' on your OneStThomas homepage.

## Discrimination

The University of St. Thomas is committed to the principles of equal educational opportunity. St. Thomas does not unlawfully discriminate based on race, color, creed, religion, national origin, sex, sexual orientation, gender identity or expression, family status, disability, age, marital status, status with regard to public assistance, membership or activity in a local commission, genetic information, veteran status, or any other characteristic protected by applicable law. The university's policy of nondiscrimination extends to all aspects of its operations, including but not limited to, employment, educational policies, admissions policies, scholarship and loan programs and all

other educational programs and activities. Additional resources, including reporting information, can be found on the university's Title IX website. For inquiries related to discrimination, please contact the university's AVP for Equity Compliance and Title IX Coordinator.

## Diversity

The university's internal work on Diversity, Equity and Inclusion is coordinated through the [Office of Diversity, Equity and Inclusion \(ODEI\)](#). ODEI ensures that our work within the University will make St. Thomas more inclusive. This happens at all levels and includes everyone. In addition, [Student Diversity and Inclusion Services \(SDIS\)](#) directly supports students by offering programming that promotes diversity and social justice awareness and works to create an inclusive and welcoming environment for all students. For more information on the Office for Diversity, Equity and Inclusion, click [here](#).

## Ethics, Health, and Safety Related to FERPA

FERPA stands for the Family Educational Rights and Privacy Act and was established in 1974. As amended, FERPA prohibits postsecondary educational institutions from disclosing the education records of students to most third parties without the student's written consent.

The rights afforded to all St. Thomas students through FERPA, as well as the student's consent to release education records, are detailed [here](#).

## Higher Learning Commission (HLC) Statement

The University of St. Thomas is accredited by the Higher Learning Commission ([www.hlcommission.org](http://www.hlcommission.org); 312-263-0456), an institutional accrediting agency recognized by the U.S. Department of Education.

## Sexual Misconduct

The University of St. Thomas mission and convictions embody the University's commitment to promote and protect the personal dignity and well-being of every member of the St. Thomas community. Sexual harassment, sexual assault and other forms of sexual misconduct violate that commitment and are not tolerated in our community. Moreover, they constitute unlawful sex discrimination. All forms of sexual misconduct are prohibited by St. Thomas. The university's sexual misconduct policy and additional related resources can be found [here](#).

Additional resources, including reporting information, can be found on the university's [Title IX website](#). For inquiries related to sex discrimination, including sexual harassment and sexual violence, please contact the university's AVP for Equity Compliance and Title IX Coordinator, which is listed on the Title IX website.

# University Academic Support Services

## Athletic Facilities

The athletic facilities available to students are at the [Anderson Athletic and Recreation Complex \(AARC\)](#) and include a weight room, swimming pool, racquetball courts, squash courts, and field house, which includes volleyball, badminton, tennis, basketball, a jogging track, cardio equipment, and fitness classes. Graduate students are charged a membership fee to use the AARC. For more information, call (651) 962-5900.

## Bookstores

In addition to books needed for classes, the [Campus Store](#) carries a wide variety of office supplies, clothing, cards, and gifts, as well as magazines and best-selling novels. When commencement is held at St. Thomas, caps and gowns are picked up at the bookstore. For hours of operation, call: (651) 962-6850.

## Box Office

A sampling of the ticket offerings includes but is not limited to: General Cinema, Mann and United Artist movie tickets, Guthrie Theatre, Ordway, Timberwolves, Hey City Theatre, Valleyfair, Renaissance Festival, Minnesota State Fair, Minnesota Twins, Science Museum, and Children's Museum, plus numerous St. Thomas campus events.

In addition to ticket sales, [Tommie Central](#) also rents – at very minimal cost – outdoor and recreational equipment. A sampling of the rental offerings includes but is not limited to camping tents, backpacks, snowboards, in-line skates, golf clubs, basketballs, and mountain bikes. Tommie Central is located at the main information desk in Anderson Student Center. Contact Tommie Central by phone (651) 962-6137.

## Business Office – Tuition Payments and Refunds

Questions about the student payment agreement should be directed to the [Business Office](#) (Murray Herrick, 105). Refunds are made on a pro-rated basis, depending upon the date in which a course is dropped. Complete information for SON students about refunds and deadlines is noted on the refund schedule available in the Business Office. Check ahead for acceptable forms of payment (e.g., check, credit cards). For more information, please call (651) 962-5816.

## Campus Maps

A campus map for St. Thomas can be found at [Campus Maps](#). Additional information about parking and transportation can be [found in our policy here](#).

## Career Development

[Career Development](#) serves students and alumni with their vocational and career learning. Services have been designed to assist students in all stages of career planning, including

internships, employment, or graduate education. St. Thomas Career Development also maintains a job bank database where students can search for jobs and internships.

## Center for Campus Ministry

The mission of the [Office for Pastoral Care & Worship](#) is to invite and encourage all to encounter the presence of God in the world. Marked by faith, hope, and charity, the center invites people of all faiths to join in prayer and worship to move and act to transform themselves and the world. Rooted in the Roman Catholic tradition, the center worships as a eucharistic community and works to connect those of other faiths to worship opportunities that feed them.

## Center for Well-Being

[The Center for Well-Being](#) is an integrated health care model partnering with the following for services:

- Counseling and Psychological Services
- Health Services
- Health Promotion, Resilience, and Violence Prevention
- Violence Prevention and Awareness

By integrating services, the center can better support students, faculty, and staff from a single location. The Center for Well-Being provides compassionate care, expertise, and resources to help members of the community thrive in and out of the classroom. Students can access the center by calling (651) 962-6750.

## Computing Services/Tech Help

The university's [Innovation & Technology Services \(ITS\)](#) provides a variety of computing services free to students, faculty, and staff. Through computer labs on all campuses, Innovation & Technology Services makes a combination of hardware and software packages available for word processing, spreadsheets, database management, statistics, electronic mail, and computer assisted instruction. Computing labs are in the libraries on the St. Thomas campus. Labs vary in the equipment they offer and the hours they are open. For hours of computer labs, call the Tech Desk at (651) 962-6230.

## Department of Public Safety

The Department of Public Safety, in partnership with the campus community and within the framework of the university's mission, is dedicated to creating and promoting a safe, secure and peaceful environment by applying policies and laws, delivering emergency services, performing requests for assistance, and providing on-going education.

For safety and security needs, students should contact the [Department of Public Safety](#) at (651) 962-5100 or stop by their office on the first floor of Morrison Hall. Public Safety is open 24 hours per day, 365 days a year. For emergencies, call (651) 962-5555.

## Copy Machines

Students will receive a supplied print/copy quota for each semester of the academic year (Fall, J-term/Spring, Summer). Copiers are in the Summit Classroom Building (lower level) and O'Shaughnessy-Frey Library Center (lower level, level one, and level two). Other machines are located throughout campus.

## Counseling and Psychological Services (CAPS)

[Counseling & Psychological Services](#) promotes the mental health, interpersonal relationships, and academic performance of University of St. Thomas students. These services contribute to a healthy campus learning environment by providing psychological services to all who work, train, and study at the university. The staff includes psychologists, counselors, doctoral interns, and counseling practicum interns. Services include individual and group counseling, crisis counseling, intervention, alcohol assessment, consultation/outreach, and referrals. Crisis services are available 24 hours/day and can be accessed by calling (651) 962-6750.

## Disability Resources

The mission of [Disability Resources](#) at the University of St. Thomas is to make a reasonable effort to provide all qualified students with disabilities equal access to all university courses, services, programs, employment, and facilities. The goal of Disability Resources is fully to enable students with disabilities to maximize their educational potential and to develop their independence and self-advocacy skills within the standard university curriculum.

Students qualify for services through Disability Resources upon self-disclosure of a disability and the presentation of documentation. Reasonable academic accommodations are arranged on an individual basis to provide students with disabilities equal access to all university programs. The University of St. Thomas is committed to compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Disability Resources is in the Academic Counseling & Support suite in Murray-Herrick 110 and can be reached by calling (651) 962-6315.

## Email (Also See Communication Policy)

Students must activate and use their St. Thomas e-mail account upon admission to and throughout the program. The SON uses e-mail as an official method of communication and students are expected to respond and communicate through their St. Thomas account. Students need to monitor their St. Thomas email and respond to emails within a timely fashion (within one business day). Activating an email account allows access to OneStThomas for access to technology such as the Canvas Learning Management System.

Please note: Communication in Canvas does not eliminate the expectation for students to monitor their St. Thomas email.

All codes of conduct, including those related to plagiarism and harassment, apply also to all technology resources including student email. These policies are based on respect and privacy of St. Thomas community members.

## Financial Aid

All financial aid for students is allocated and administered through the Financial Aid office at the University of St. Thomas, (651) 962-6550. When a student withdraws from a course or from the program, the student should check with the University of St. Thomas Financial Aid Office to determine how withdrawal affects financial aid status. Students who receive financial aid are responsible for knowing and complying with all relevant policies. Any questions should be addressed directly to the University of St. Thomas Financial Aid Office.

## Graduation, Commencement, and Diplomas

BSN students will receive their BSN diploma when all requirements for the degree are completed, verified, and posted to their record, approximately four weeks after the end of the term. Final transcripts are not available until degrees are posted. Official transcripts provided for licensure must be ordered through the Registrar's Office. Any transcripts ordered before the degree posting will not have an award date.

The University of St. Thomas holds one ceremony per year in May. Degrees are awarded in the months of May, August, and December. In some cases, students are eligible to participate in commencement prior to completing all course requirements. Also, students with three credits or less left to complete are eligible to participate in the May ceremony. Students are eligible to participate in one commencement ceremony.

## ID Cards

Students obtain their [St. Thomas Photo ID Card](#) at the Card Office, in Anderson Student Center . This ID card is required for libraries, athletic facilities, purchasing parking permits, check cashing, and any shuttles. St. Thomas ID numbers are randomly generated nine-digit numbers and appears on the front of their card. The student's library identifier is on the back. Students can charge purchases on their St. Thomas ID card at the University of St. Thomas bookstore by opening an "EXpress Account", which works like a debit card and bills the student account.

Nursing students obtain a separate nursing student ID badge with their first name and last initial. This student ID is required for clinical rotations and is part of the uniform standards. All nursing students must wear their ID badge while attending any clinical experience.

## Inclement Weather

In the event the University cancels class or closes campus, an alert will be sent through the Emergency Notification System (USTALERT) as a text message and through your St. Thomas emails. Please ensure you are either registered for this notification service by logging into Murphy or that you are checking emails regularly.

The UST SON will abide by the university's decision to cancel or delay classes due to inclement weather. Clinical adjunct instructors may cancel or delay clinical start times/ shorten end time if in their opinion, travel conditions are or may become hazardous during the scheduled clinical time.

## Intercampus Shuttle Information

St. Thomas operates a [Shuttle Service](#) between the St. Paul and Minneapolis campuses. Students are required to show their ID card. Shuttle schedules are available by calling (651) 962-5100 or checking the website.

## iPad Program

Effective Fall 2024, the SON will no longer offer the iPad program to students. The decision to discontinue the iPad program was made based on student and faculty feedback and findings from a cost-effectiveness analysis. These findings indicated that the iPad program's initial goals did not achieve the intended teaching and learning outcomes.

Students who received an iPad prior to fall 2024 will keep the iPad and accessories as part of their program plan as agreed by the original contract.

If there are any questions about the iPad program, email Hiyana Yang, program manager, [hiyana@stthomas.edu](mailto:hiyana@stthomas.edu).

## Libraries

The locations of the libraries are as follows:

Name	Details
O'Shaughnessy-Frey Library Center	St. Paul, main campus (651) 962-5494 (circulation) (651) 962-5001 (reference) (651) 962-5400 (hours)
Charles J. Keffer Library	Minneapolis campus (651) 962-4642 (circulation) (651) 962-4664 (reference) (651) 962-4640 (hours)
Archbishop Ireland Memorial Library	St. Paul, south campus (651) 962-5450

For assistance in searching electronic databases and for further information regarding services available, please consult the reference librarians.

The SON librarian liaison is [Karen Brunner](#). Her office is in the O'Shaughnessy-Frey Library on the St. Paul campus.

## Lost and Found

For lost and found items, students can contact the [Public Safety Office](#) located on the first floor of Morrison Hall or call (651) 962-5100.

## Student Diversity & Inclusion Services

The [Student Diversity & Inclusion Services](#) exists to enhance the campus climate and holds deep commitment to developing and sustaining a diverse campus community. This commitment is

broad, and includes diversity and inclusion related to, but not limited to, gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability, through programs and initiatives. This office's work is based on four pillars: education, leadership, advocacy, and community. The office is located in room 224 of Anderson Student Center. For more information, call (651) 962-6460

## Parking and Transportation Services

Any vehicle on parked on campus must either have a parking permit or be parked in visitor parking ramps. To qualify for a parking permit, you must have a valid St. Thomas identification card and must be engaging in St. Thomas related business or events. Purchasing a permit does not guarantee a parking space and a lack of parking is not a valid excuse to violate parking policies.

To learn more about student parking options and parking maps, visit our Parking and Transportation webpage at <https://www.stthomas.edu/visit-us/parking-transportation/students/index.html>.

## Appendix A: BSN Degree Plan

For Reference Only

### SAMPLE DEGREE PLAN:

**Bachelor's of Science in Nursing (BSN)**

4-year program

School of Nursing :  UNIVERSITY OF  
Morrison Family College of Health : **St. Thomas**

	First Year (31 credits)	Sophomore (32 credits)	Junior (32 credits)	Senior (32 credits)
<b>FALL</b>	FYEX 100 & 150 (1 cr.) BIOL 105: Human Biology (4cr.) MATH (4 cr.) PSYC 111: General Psychology (4cr.) CORE: (4 cr.)	EXSC 213: Human Anatomy (4 cr.) EXSC 214: Human Physiology (4 cr.) NRSRG 240: Pathophysiology and Pharmacology for Nursing Practice I (2 cr.) NRSRG 210: Foundations of Nursing Practice (2 cr.) CORE: 4 cr.	<b>NRSRG 300: Psychiatric/ Mental Health Nursing (4 cr., 60 hours)</b> <b>NRSRG 305: Complex Nursing Care I (4 cr., 60 hours)</b> CORE: 4 cr. CORE: 4 cr.	<b>NRSRG 420: Population Health Nursing (4 cr., 60 hours)</b> <b>NRSRG 430: Nursing Care for Children and Families (4 cr., 60 hours)</b> NRSRG 410: Healthcare Ethics, Policy, and Advocacy (4 cr.) CORE: 4 cr.
	<b>TOTAL CREDITS: 17</b>	<b>TOTAL CREDITS: 16</b>	<b>TOTAL CREDITS: 16</b>	<b>TOTAL CREDITS: 16</b>
<b>J-TERM</b>				
<b>SPR</b>	DASC 120 (SPSS lab) (4 cr.) CHEM 108: Principles of General, Organic, and Biochemistry (4 cr.) PSYC 102: Lifespan Psychology (2 cr.) CORE: 4 cr.	<b>NRSRG 220: Nursing Clinical Skills and Health Assessment (4 cr., 60 hours)</b> NRSRG 250: Pathophysiology and Pharmacology for Nursing Practice II (4 cr.) BIOL 256: Principles of Microbiology (4 cr.) CORE: 4 cr.	<b>NRSRG 350: Complex Nursing Care II (4 cr., 60 hrs)</b> <b>NRSRG 370: Perinatal Nursing and Childbearing Families (4 cr., 60 hours)</b> NRSRG 360*: Applied Research and Evidence Based Practice (4 cr.) CORE: 4 cr.	<b>NRSRG 450*: Capstone: Complex Nursing Care III (4 cr., 120 hours)</b> NRSRG 440: Informatics and Healthcare Technologies in Nursing Practice (4 cr.) NRSRG 470: Leadership in Nursing Practice (4 cr.) CORE: 4 cr.
	<b>TOTAL CREDITS: 14</b>	<b>TOTAL CREDITS: 16</b>	<b>TOTAL CREDITS: 16</b>	<b>TOTAL CREDITS: 16</b>
<b>Note:</b> One additional 4-credit CORE course will need to be taken in <b>J-Term</b> or <b>Summer</b> .				

Requirements for Degree:

Total Credits: 131

Required Nursing Credits: 56

Total Clinical/Lab Hours: 540 (**clinical courses in bold**)

\* Denotes Writing Across the Curriculum (WAC) designation

A current copy can be found on the website at

<https://www.stthomas.edu/academics/undergraduate/nursing-major/> under **Program Outcomes**.

## Appendix B: MSN Degree Plan

For Reference Only

**SAMPLE DEGREE PLAN:**  
**Master of Science in Nursing (MSN)**  
 21-month program

School of Nursing :  UNIVERSITY OF  
 Morrison Family College of Health : **St. Thomas**

	Year One	Year Two
<b>Summer</b>	Outstanding Pre-Requisites	<b>NRSRG 605: Nursing for Children (4 cr.)</b> NRSRG 610: Pathophysiology & Pharmacology for Nursing Practice III: Advanced Assessment and Interventions (3 cr.)  <b>TOTAL CREDITS: 7</b>
<b>Fall</b>	NRSRG 510: Foundations of Nursing Practice (2 cr.) <b>NRSRG 520: Nursing Clinical Skills and Health Assessment (4 cr., 60 hours)</b> NRSRG 540: Pathophysiology and Pharmacology for Nursing Practice I (3 cr.) <b>NRSRG 550: Complex Nursing Care I (4 cr., 60 hours)</b>  <b>TOTAL CREDITS: 13</b>	<i>NRSRG 590: Innovation: Advocacy Through Systems Change (1 cr.)</i> <b>NRSRG 600: Perinatal Nursing &amp; Childbearing Families (4 cr.)</b> <b>NRSRG 620: Population Health Nursing (4 cr., 60 hours)</b>  <b>TOTAL CREDITS: 9</b>
<b>J-Term</b>	NRSRG 525: Applied Research & Evidence Based Practice (3 cr.)  <b>TOTAL CREDITS: 3</b>	NRSRG 640: Informatics and Healthcare Technologies in Nursing Practice (3 cr.)  <b>TOTAL CREDITS: 3</b>
<b>Spring</b>	<i>NRSRG 515: Whole Person Wellbeing (1 cr.)</i> <b>NRSRG 530: Psychiatric/Mental Health Nursing (4 cr., 60 hours)</b> <i>NRSRG 535: Health Equity &amp; Social Determinants of Health (1 cr.)</i> NRSRG 541: Pathophysiology & Pharmacology for Nursing Practice II (3 cr.) <b>NRSRG 570: Complex Nursing Care II (4 cr., 90 hours)</b>  <b>TOTAL CREDITS: 13</b>	NRSRG 560: Interprofessional Collaboration & Integrative Health Care (1 cr.) <b>NRSRG 650: Capstone: Complex Nursing Care III (4 cr., 120 hours)</b> NRSRG 670: Nursing Leadership in Complex Health Care Systems (3 cr.)  <b>TOTAL CREDITS: 8</b>

Requirements for Degree  
 56 total credits, including 4 credits in core/concentration.  
**Clinical Courses in bold**  
*Interdisciplinary Courses in italics*

A current copy can be found on the website at  
<https://health.stthomas.edu/nursing/graduate/masters/index.html> under **Program Outcomes**.

## Appendix C: Student Progression Report and Remediation Plan

For Reference Only

*Subject to change.*

### Student Progression Report and Remediation Plan

The Student Progression Report and Remediation Plan is an official notice intended to address area(s) of academic and/or clinical concern(s) that are severe enough to indicate that they may impact the student’s ability to progress, or to document concerns that have resulted in an inability to progress. The purpose of the progression plan is to facilitate opportunities for student success and determine specific steps necessary for student progression.

<b>Student Name</b>		<b>Faculty/ Staff Name</b>	
<input type="checkbox"/> BSN	<input type="checkbox"/> MSN		
<b>Course Number (If applicable.)</b>		<b>Creation Date</b>	
Student must retake course in order to progress? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, which course number(s)?			
<b>Area(s) of concern (select all that apply)</b>			
<input type="checkbox"/> SON Academic Standards as outlined in the student handbook and/or course syllabus <i>If the area of concern is related to academic integrity, the processes outlined by the SON and relevant institutional policies and procedures will be followed.</i>			
<input type="checkbox"/> SON Clinical Experience Policies as outlined in the student handbook and/or course syllabus (Please describe.)			
<input type="checkbox"/> Critical thinking/clinical reasoning		<input type="checkbox"/> Organizational skills/time management	
<input type="checkbox"/> Writing proficiency			
<input type="checkbox"/> Other			

**Area(s) of Concern**

*Detail the concern as it aligns with course and program outcomes. Attach documentation if needed.*

**Outline Remediation Requirements**

*Outline a plan of action for the student to address the area(s) of concern including a plan and timeframe for following up to determine that the area(s) of concern has been satisfactorily addressed. Specify consequences if area(s) of concern is not resolved.*

**Resources Provided to Facilitate Success (advising, tutoring, etc.)**

**Additional Referrals**

**Student’s Plan of Action (What strategies or changes will you employ?)**

**Assessment Plan of Progress (When, what, how the plan will be measured.)**

<b>Student Signature / Date</b>	<b>Faculty/ Instructor/Staff Signature</b>	<b>Date</b>

## Appendix D: Notice of Concern and Success Plan

For Reference Only  
Subject to change.

### Notice of Concern and Success Plan

The Notice of Concern and Success plan is intended to facilitate student growth toward achieving School of Nursing (SON) program outcomes by providing honest, direct, and timely feedback to students about areas of concern and to collaboratively develop an action plan to foster student success.

<b>Student Name</b>		<b>Faculty/ Staff Name</b>	
<input type="checkbox"/> BSN	<input type="checkbox"/> MSN		
<b>Course Number (If applicable.)</b>		<b>Creation Date</b>	
<b>Area(s) of concern (select all that apply)</b>			
<input type="checkbox"/> SON Academic Standards as outlined in the student handbook and/or course syllabus <i>If the area of concern is related to academic integrity, the processes outlined by the SON and relevant institutional policies and procedures will be followed.</i>			
<input type="checkbox"/> SON Clinical Experience Policies as outlined in the student handbook and/or course syllabus (Please describe.)			
<input type="checkbox"/> Critical thinking/clinical reasoning		<input type="checkbox"/> Organizational skills/time management	
<input type="checkbox"/> Writing proficiency			
<input type="checkbox"/> Other			

**Area(s) of Concern**

*Detail the concern as it aligns with course and program outcomes. Attach documentation if needed.*

**Outline Success Plan**

*Outline a plan of action for the student to address the area(s) of concern including a plan and timeframe for following up to determine that the area(s) of concern has been satisfactorily addressed. Specify consequences if area(s) of concern is not resolved.*

**Resources Provided to Facilitate Success (advising, tutoring, etc.)**

**Additional Referrals**

**Student's Plan of Action (What strategies or changes will you employ?)**

**Assessment Plan of Progress (When, what, how the plan will be measured.)**

<b>Student Signature / Date</b>	<b>Faculty/ Staff Signature</b>	<b>Date</b>

*A completed, signed copy of this form must be delivered to the Student Success Director, no later than 30 days from the Creation Date. Information in this plan may be shared with relevant faculty and staff to ensure continuation of resources identified to facilitate success.*

## Appendix E: Clinical / Lab Incident Report

For Reference Only

Susan S. Morrison School of Nursing | Morrison Family College of Health

### Clinical / Lab Incident Report

Instructions: Complete the following report using as much space as you need to adequately describe the incident and response (if applicable). A copy of this report will be maintained with the program.

<b>Name of Student (print)</b>	<b>Date of Incident/Time</b>

<b>Nature of Incident and Location Where Incident Occurred:</b>

<b>Describe Incident in Own Words:</b> (Including task being performed, circumstances surrounding the injury/exposure, protective equipment, and mechanical devices in use).

<b>Describe Action Taken Regarding Incident:</b> (Including first aid and reporting the incident).

<b>Describe any Injury Resulting:</b> (Including the body part injured/exposed, the severity of the injury/exposure, the amount and type of fluid exposed to, and known blood borne pathogens if applicable).

<b>Describe Any Corrective Action Taken to Prevent Reoccurrence:</b>

<b>Was the agency policy on exposure followed?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If not, what policy was followed?</b>	

\_\_\_\_\_  
**Signature of Student Preparing Report**

\_\_\_\_\_  
**Name of Witness to Incident (if any)**

\_\_\_\_\_  
**Signature of Instructor**

\_\_\_\_\_  
**Reviewed and received by Director**

Follow-Up: Description and date:

Outcome: Description and date. Use back of form as needed.

## Appendix F: Tuberculosis (TB) Questionnaire

For Reference Only

Susan S. Morrison School of Nursing | Morrison Family College of Health

### Tuberculosis (TB) Questionnaire\*

**Purpose:** This form serves as documentation of health status following a positive screening tuberculosis test.

**Background:** If a screening test for tuberculosis is positive, students must submit the following:

- Documentation of a negative chest x-ray taken after the positive screening test.
- Students with a positive screening test with an initial negative chest x-ray will be allowed to attend clinical experiences. These students will require a negative annual symptom survey from a health care provider. Approved health care providers include APRNs, MDs, DOs, and PAs.

**Initial Data:** Date of positive screening test: \_\_\_\_\_

Type of tests (e.g., skin test, blood test): \_\_\_\_\_

Date of negative chest-x-ray (student must submit copy of x-ray result): \_\_\_\_\_

#### Serial Follow-up:

If your health care provider has a symptom assessment they use for tuberculosis, this form should be completed and signed by the provider and submitted annually. If your provider does not have a symptom assessment form for tuberculosis, the following assessment adapted from the Minnesota Department of Health TB Guidelines for Health Care Workers may be submitted to meet requirements. The symptom assessment must be signed by an approved health care provider as noted above and submitted annually.

#### Annual TB Symptom Survey

\_\_\_\_\_  
Student Name (printed)

Check if any of the following symptoms are present:

Coughing (> 3weeks)	<input type="checkbox"/>	Weight Loss	<input type="checkbox"/>	Poor Appetite	<input type="checkbox"/>
Night Sweats	<input type="checkbox"/>	Chest Pain	<input type="checkbox"/>	Fever/Chills	<input type="checkbox"/>
Fatigue	<input type="checkbox"/>	Coughing up blood	<input type="checkbox"/>		

Note: A person with a past positive TB screening test and any of the above symptoms should be evaluated for active TB.

I certify by my signature that the above individual has no symptoms of active tuberculosis noted above.

\_\_\_\_\_  
Health Care Provider

\_\_\_\_\_  
Date

*\*Form adapted from Metro State University MANE Program*

## Appendix G: Student Handbook Acknowledgement

For Reference Only

Susan S. Morrison School of Nursing | Morrison Family College of Health

### Student Handbook Acknowledgement

I acknowledge that I have received, reviewed, and understand the policies and guidelines within the 2025 – 2026 Susan S. Morrison School of Nursing (SON) Student Handbook. I understand it is my responsibility to comply with and implement all policies and procedures including in the Susan S. Morrison School of Nursing MSN Student Handbook.

I understand that revisions to the SON Student Handbook can occur anytime and intend to communicate program expectations supporting student success. Policies outlined in the most recent handbook version apply, and updates occur via Canvas and student emails.

---

Print Full Name (First Name, Last Name)

---

Signature

---

Date

## Appendix H: Program Interruption

For Reference Only

Susan S. Morrison School of Nursing | Morrison Family College of Health

### Program Interruption

Students experiencing extreme circumstances beyond their control may request a formal Program Interruption (or Leave of Absence) using this form. If approved, a program interruption temporarily freezes your program time limit for up to one year.

Student ID#	Today's Date
-------------	--------------

Last Name	First Name	M.I.
Program	Term of Interruption (E.g., Fall 2024)	
Reason for Interruption		

### Signatures

Student Signature	Date
-------------------	------

Program Chair	Date
---------------	------

Associate Dean Signature	Date
--------------------------	------

## Appendix I: Appeal/Grievance Process

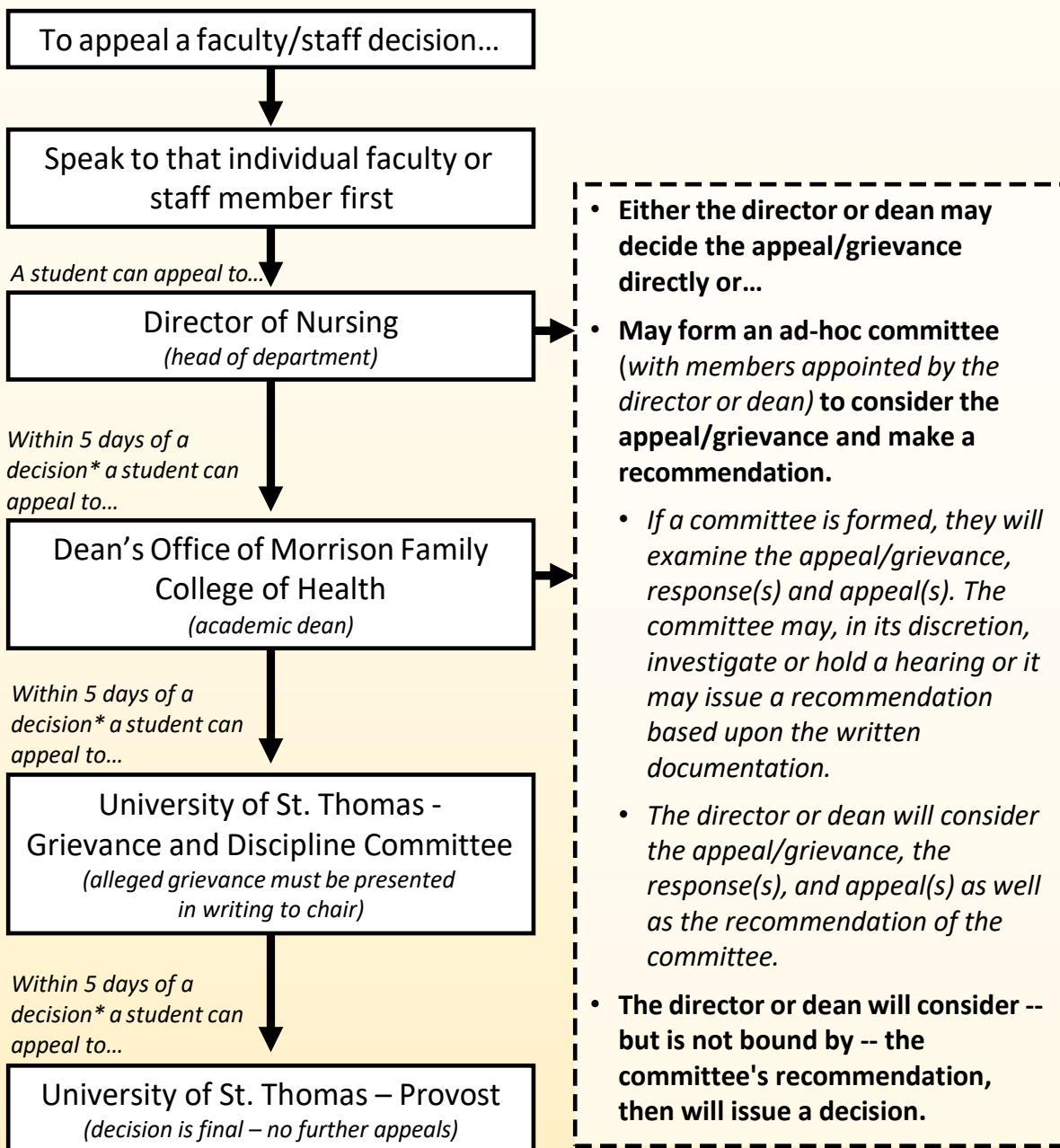
For Reference Only

Susan S. Morrison School of Nursing | Morrison Family College of Health

### The Appeal / Grievance Process

(Academic Integrity Grievances follows a different process. Check with the Program for current information.)

### The Appeal/Grievance Process



## Appendix J: Clinical Site Expectations and Norms Agreement

For Reference Only

Susan S. Morrison School of Nursing | Morrison Family College of Health

### Clinical Site Expectations and Norms

This agreement reiterates professional expectations for students participating in clinical activities (including in-facility, simulation, or community experience). Expectations align with the Student Handbook, National Student Nurses' Association Code of Ethics, and Social Media Guidelines for Nurses.

- **Arrive at the clinical site and unit on time** as your clinical instructor outlines. Please remember to anticipate the time from parking to the facility/unit. If you are running late, contact your clinical instructor at least 30 minutes before the start of your clinical via their provided cell phone number.
- **Arrive at your clinical site prepared for the day.** Be sure to bring a pencil or pen, required paperwork, scrubs, hospital shoes, a badge, and medical instruments (stethoscope) as outlined by your clinical instructor.
- **Wear appropriate attire to all clinical sites.** Review the uniform policy outlined in your MSN Handbook for each type of clinical site, including in-facility, simulation, and community. The uniform policy is an enforceable expectation. If you have long hair, it should be tied back to avoid contact with patients.
- **Absences from clinical, including simulation.** There may not be make-up days for clinical, and not showing up to clinical days may result in an inability to pass the course.
- **Focus on safety first.** Supervision is required for all initial patient assessments. If you have abnormal patient vital signs, you must immediately report them to your primary nurse and then to your clinical instructor. Do not administer high-risk medications alone; your primary nurse or clinical instructor must supervise them.
- **Communicate using appropriate spoken/written language** and nonverbal communication as required by the profession.
- **Establish and maintain** appropriate professional boundaries.
- **Clinical sites are fragrance, artificial nails (including gel nails), and jewelry free.** Please respect the specific clinical site's unique rules. Do not wear perfume; use highly fragranced shampoo/conditioner/body wash or essential oils. Do not have artificial or painted nails while on the unit. Do not wear jewelry below the elbows (bracelets or rings) to prevent infection.
- **Do not discuss clinical cases in public spaces,** including unit hallways, hospital hallways, elevators, outside the hospital on the way to your car, or the cafeteria. Discussion of clinical cases should only occur in dedicated spaces as outlined by your clinical instructor.
- **Shred all items containing PPI.** All documents that include protected patient information, such as sign-out sheets, must be placed in a secure shredding bin designated by the unit at the end of each day.
- **Do not post on social media** while at clinical experiences, including pictures of yourself inside the hospital or posts discussing (even vaguely) what you saw during your clinical experiences. Please refrain from taking photos with patients, even when the patient asks.

- **Do not bring technology to the unit.** Cell phones, iPad, or other technology are prohibited. Typically, there is a space that is locked to keep your valuables, but this is not guaranteed. If someone needs to contact you at clinical, provide them with the unit clerk's number, information that is shared during orientation. Please print whatever clinical documents you may need before arriving at the unit.
- **Do not make derogatory remarks** about patients, patient experiences, or family members.

Violating any clinical expectation may result in a subsequent course of action determined by the Clinical Instructor and the Course Faculty and depends on the severity of the violation.

**By signing this form, you acknowledge that you have received this information and understand the importance of adhering to clinical expectations.**

Student Printed Name	
Student Signature	
Signature Date	

## Appendix K: Permission to Use Work

For Reference Only

Susan S. Morrison School of Nursing | Morrison Family College of Health

### Permission To Use Work

Students own their student works. Signed, written permission is required to use a student's work for reasons unrelated to the evaluation of a student's academic performance.

By signing this form, I agree to allow:

- Use of my student work into perpetuity.
- Display my student work online for teaching for teaching purposes.
- Use of my student work for program accreditation or curriculum planning.

I understand that:

- Any identifying information will be removed prior to displaying my student work.
- It is my right to rescind permission for use of my student work at any time, and that,
- I am the owner of my student work and that,
- All aspects of my student work are original and have not been copied or adapted from other sources.

Student Printed Name	Student Signature
Signature Date	Student ID #

## Appendix L: Important SON Contacts

### School of Nursing Directory

#### Frequent Contacts

2115 Summit Ave, St. Paul, MN 55105  
(651) 962-7800 | [nursing@stthomas.edu](mailto:nursing@stthomas.edu)

Name	Contact
<b>Annette Hines</b> Executive Director	<a href="mailto:hine4042@stthomas.edu">hine4042@stthomas.edu</a> 2-7878
<b>Laura Ingalsbe</b> BSN Program Director	<a href="mailto:inga8031@stthomas.edu">inga8031@stthomas.edu</a> 2-7801
<b>Ashley Walker</b> MSN Program Director	<a href="mailto:awalker@stthomas.edu">awalker@stthomas.edu</a> 2-7812
<b>Jessica Nelson</b> Student Success Director	<a href="mailto:jessica.nelson@stthomas.edu">jessica.nelson@stthomas.edu</a> 2-7804
<b>Hiyana Yang</b> Program Manager	<a href="mailto:hiyana@stthomas.edu">hiyana@stthomas.edu</a> 2-7814
<b>Heather Anderson</b> Assistant Director of Nursing Simulation Education	<a href="mailto:heather.anderson@stthomas.edu">heather.anderson@stthomas.edu</a> 2-7809
<b>Suzanne Nelson</b> Simulation Education Specialist	<a href="mailto:rose0131@stthomas.edu">rose0131@stthomas.edu</a> 2-7805
<b>Angie Wollan</b> Program Coordinator	<a href="mailto:woll1280@stthomas.edu">woll1280@stthomas.edu</a> 2-7802
<b>Prasanthi Alfveby</b> Finance and Compliance Specialist	<a href="mailto:palfveby@stthomas.edu">palfveby@stthomas.edu</a>

## Appendix M: BSN Course Descriptions

### **NRSG 210 Foundations of Nursing, 2 cr.**

This course introduces students to nursing practice in the context of nursing's metaparadigm: person, environment, health, and nursing. Emphasis is on understanding nursing as a profession, person-centered care, and issues and trends in health and health care. The course will include examination of nursing care within health care systems and nurses' role in influencing health outcomes. Students will be introduced to whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

### **NRSG 220 Nursing Clinical Skills and Health Assessment, 4 cr.**

This course introduces students to person-centered clinical skills and health assessment techniques. Emphasis is on whole person wellness, understanding persons in the context of their environments, clinical judgment, and safety and quality. The course will include examining the influence of social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration on the provision of clinical skills and health assessment. *Co-Requisites: EXSC 213: Human Anatomy and EXSC 214: Human Physiology and being a declared nursing major. Co-enrollment in NRSG 250 required.*

### **NRSG 240 Pathophysiology and Pharmacology for Nursing Practice I, 2 cr.**

This course introduces students to the integration of pathophysiology and pharmacology. Emphasis is on mechanisms underlying disease and concomitant therapeutic agents to treat disease. The course will encompass pathophysiology and pharmacology in the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration.

### **NRSG 250 Pathophysiology and Pharmacology for Nursing Practice II, 4 cr.**

This course advances students' knowledge about the integration of pathophysiology and pharmacology. Emphasis is on analyzing multifaceted disease processes and concomitant pharmacotherapies. The course will build on Pathophysiology and Pharmacology for Nursing Practice I and continue encompassing pathophysiology and pharmacology in the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. *Co-enrollment in NRSG 220 required.*

### **NRSG 300 Psychiatric/Mental Health Nursing, 4 cr.**

This course prepares students in concepts and theories related to the provision of psychiatric/mental health nursing practice. Emphasis will be on nursing therapeutics aimed at mental health and the care of persons with mental illnesses within the context of disease prevention/promotion of health and well-being, chronic disease care, and hospice/palliative/supportive care, whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings. *Co-enrollment in NRSG 305 required.*

### **NRSG 305 Complex Nursing Care I, 4 cr.**

This course introduces students to the spheres of care essential for entry level nursing practice. Emphasis is on disease prevention/promotion of health and well-being, chronic disease care, and hospice/palliative care/supportive care. The study and application of the spheres of care are within the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings across the lifespan within families and communities. *Co-enrollment in NRS 300 required.*

**NRS 350 Complex Nursing Care II, 4 cr.**

This course advances students' knowledge of and skills in the spheres of care essential for entry level nursing practice. Emphasis will be on restorative care, including critical/trauma care, complex acute care, chronic disease care, and hospice/palliative care/supportive care. The study and application of the spheres of care are within the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings across the lifespan within families and communities. *Co-enrollment in NRS 360 and 370 required.*

**NRS 360 Applied Research and Evidence Based Practice, 4 cr.**

*Flag: Writing Intensive.* This is a writing-intensive course that prepares students to apply research and evidence-based practice in providing nursing care. Emphasis will be on relationships between professional, scholarly nursing practice, health systems and the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/ supportive care), whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. *Co-enrollment in NRS 350 and 370 required.*

**NRS 370 Perinatal Nursing and Childbearing Families, 4 cr.**

This course prepares students to care for women, infants, and childbearing families across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care). The study and application of these spheres are within the context of maternal-newborn nursing, women's health, care of families, whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings. *Co-enrollment in NRS 410 and 420 required.*

**NRS 410 Healthcare Ethics, Policy and Advocacy, 4 cr.**

This course prepares students in concepts and theories to practice safe and ethical care within an advocacy framework. Emphasis will be on ethical principles, health policy analysis, political competence, and principles and practices of advocacy in the context of spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care), whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. *Co-enrollment in NRS 420 required.*

**NRSG 420 Population Health Nursing, 4 cr.**

This course prepares students in concepts and theories related to the provision of public health nursing practice. Emphasis will be on promoting and protecting the health of the public within the context of disease prevention/promotion of health and well-being, chronic disease care, and hospice/palliative/supportive care, whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of community and public health settings. *Co-enrollment in NRSG 410 and 370 required.*

**NRSG 430 Nursing Care for Children and Families, 4 cr.**

This course prepares students to care for children and families across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care). The study and application of these spheres are within the context of pediatric nursing, care of the family, whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings. *Co-enrollment in NRSG 350 and 360 required.*

**NRSG 440 Informatics and Healthcare Technologies in Nursing Practice, 4 cr.**

This course prepares students in informatics concepts, theories and practices to prepare them to use technology responsibly, ethically, and creatively to meet the health care needs of patients/families/communities. Emphasis will be on technology tools, technological systems, informatics processes, and care documentation processes across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care) within the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. *Co-enrollment in NRSG 450 and 470 required.*

**NRSG 450 Capstone: Complex Nursing Care III, 4 cr.**

*Flag: Writing in the Discipline.* This course positions students to summarize, evaluate, and integrate the most remarkable, influential, and transformative aspects of their professional Registered Nurse preparation. Their transition to professional Registered Nurse practice requires them to integrate the spheres of care and Morrison Family College of Health principles along with knowledge, concepts, theories, practices and/or perspectives encountered in the core and nursing curriculum with important issues in nursing practice and health care delivery. The course includes a precepted practicum with final preparation for the NCLEX-RN examination. *Co-enrollment in NRSG 440 and 470 required.*

**NRSG 470 Leadership in Nursing Practice, 4 cr.**

This course prepares students to apply leadership concepts and theories to skillfully practice as leaders to achieve clinical excellence and improve nursing care and health outcomes. Emphasis will be on professional Registered Nurse leadership role development, complexity theory, innovation and ingenuity, courage and resilience within the context of the spheres of care (disease

prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care), whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. *Co-enrollment in NRS 450 and 440 required.*

## Appendix N: MSN Course Descriptions

### **NRSG 510 Foundations of Nursing Practice, 2 cr.**

In this course students will apply strategies for improving the health of the public within the context of nursing's metaparadigm: person, environment, health, and nursing. Emphasis is on recognizing nursing as a profession, person-centered care, and issues and trends in health and health care. The course will include examination of nursing care within health care systems and nurses' roles in influencing health outcomes. Students will address whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. *Co-Requisites: NRSG 520, 540, and 550.*

### **NRSG 515 Whole Person Wellbeing, 1 cr.**

This course will offer health care students the opportunity to explore the role of care providers in promoting the health and well-being of the whole person, while considering values, health beliefs, and life experience. Students will learn and reflect upon the concepts, practices and perspectives that inform whole-person wellbeing to advance health equity and social justice. Students will explore the opportunities and challenges of interprofessional and integrated health care approaches that support whole person wellbeing. The aspects of whole-person health that will be explored include physical, mental, emotional, spiritual, and social health, as well as the integration of these dimensions within the context of families and communities. *Co-requisites: NRSG 530, 535, 541, and 570.*

### **NRSG 520 Nursing Clinical Skills and Health Assessment, 4 cr.**

In this course, students will develop person-centered skills and health assessment techniques. Emphasis is on whole-person wellness, understanding person in the context of their environments, clinical judgement, and safety and quality. Students will analyze the influence of social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration in the provision of clinical skills and health assessment. *Co-requisites: NRSG 510, 540, and 550.*

### **NRSG 525: Applied Research and Evidence Based Practice, 3 cr.**

In this course, students will integrate research and evidence-based practice in providing nursing care and refine their critical thinking skills to incorporate innovative perspectives. Emphasis will be on interrelationships between professional, scholarly nursing practice, health systems and the spheres of care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

### **NRSG 535 Health Equity and Social Determinants of Health, 1 cr.**

This course will offer health care students the opportunity to learn and reflect upon the risk factors in society that influence health equity, identify barriers, and find solutions that can improve overall health and well-being. Students will examine various conceptualizations of social determinants of health, including those explained and addressed within regional, state, national, and international organizations dedicated to addressing health equity. Special emphasis will be placed on initiatives aimed at mitigating factors impacting health equity, specifically for marginalized populations and the role of care providers in mitigation. *Co-requisites: NRSG 515, 530, 541, and 570*

**NRSG 540 Pathophysiology and Pharmacology for Nursing Practice I, 4 cr.**

In this course, students will analyze the integration of pathophysiology and pharmacology. Emphasis is on mechanisms underlying disease and concomitant therapeutic agents to treat disease. This course will encompass pathophysiology and pharmacology in the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. *Co-Requisites: NRSG 510, 520, and 550.*

**NRSG 541 Pathophysiology and Pharmacology for Nursing Practice II, 4 cr.**

Students will expand their knowledge of the integration of pathophysiology and pharmacology in this course. Emphasis is on the examination of multifaceted disease processes and concomitant pharmacotherapies. This course is a continuation of Pathophysiology and Pharmacology for Nursing Practice I and will continue to illustrate pathophysiology and pharmacology within the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. *Co-requisites: NRSG 515, 530, 535 and 550.*

**NRSG 550 Complex Nursing Care I, 4 cr.**

In this course, students will discover the spheres of care essential for entry-level nursing practice. The examination and application of the spheres of care are within the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change and interprofessional collaboration. This course integrates didactic and clinical learning in a variety of settings across the lifespan within families and communities. *Co-requisites: NRSG 510, 520, and 540.*

**NRSG 560 Interprofessional Collaboration and Integrative Health, 4 cr.**

This course will offer health care students the opportunity to learn and reflect upon the risk factors in society that influence health equity, identify barriers, and find solutions that can improve overall health and well-being. Students will examine various conceptualizations of social determinants of health, including those explained and addressed within regional, state, national, and international organizations dedicated to addressing health equity. Special emphasis will be placed on initiatives aimed at mitigating factors impacting health equity, specifically for marginalized populations and the role of care providers in mitigation. *Co-requisites: NRSG 650 and 670.*

**NRSG 570 Complex Nursing Care II, 4 cr.**

This course enhances students' knowledge and skills of the spheres of care essential for entry-level nursing practice. Emphasis is on restorative care, including critical/trauma care, complex acute care, chronic disease care, and hospice/palliative/supportive care. The examination and application of the spheres of care are within the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. An integration of didactic and clinical learning will occur in a variety of settings across the lifespan within families and communities. *Co-requisites: NRSG 515, 530, 535, and 541.*

**NRSG 590 Innovation: Advocacy Through Systems Change, 1 cr.**

This course will offer health care students the opportunity to learn and reflect upon the role of care providers in identifying important health policy issues as well as becoming agents of change, devising innovations to meet the health care needs of the persons/families/communities they serve, and using program evaluation, data analysis, and information to advance social justice. Special emphasis will be placed on students' ability to position themselves to be effective in orchestrating innovative policy and regulatory changes at local, state, and national levels. Special emphasis will be placed on developing students' understanding of themselves as leaders in policy formation, and how current policies affect the practice of care providers and the delivery of health care regionally, statewide, nationally, and internationally. *Co-requisites: NRSG 600 and 620.*

**NRSG 600 Perinatal Nursing and Childbearing Families, 4 cr.**

This course prepares students to care for women, infants, and childbearing families across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care). The examination and application of these spheres are within the context of maternal-newborn nursing, women's health, care of families, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. This course integrates didactic and clinical learning in a variety of settings. *Co-requisites: NRSG 590 and 620.*

**NRSG 605 Nursing Care for Children and Families, 4 cr.**

In this course, students will examine care for children and families across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care). The analysis and application of these spheres are within the context of pediatric nursing, care of the family, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. An integration of didactic and clinical learning in a variety of settings will prepare students to lead care for children and families. *Co-requisite: NRSG 610.*

**NRSG 610 Pathophysiology and Pharmacology for Nursing Practice III, 3 cr.**

In this course, students will obtain advanced integration of pathophysiology, pharmacology and health assessment concepts to enhance preparation for direct care roles for complex cases. This course will build on Pathophysiology and Pharmacology for Nursing Practice I & II as well as health assessment throughout the curriculum. There will be special emphasis on hospice/supportive/palliative care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. *Co-requisites: NRSG 605.*

**NRSG 620 Population Health Nursing, 4 cr.**

This course illustrates concepts and theories related to the provision of public health nursing practice. The promotion and protection of the health of the public will be emphasized within the context of disease prevention/promotion of health and well-being, chronic disease care, hospice/palliative/supportive care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional

collaboration. An integration of didactic and clinical learning will occur in a variety of community and public health settings. *Co-requisites: NRSG 590 and 600.*

**NRSG 640 Informatics and Healthcare Technologies in Nursing Practice, 3 cr.**

Students will examine informatics concepts, theories, and practices to enable them to incorporate technology responsibly, ethically, and creatively to meet the health care needs of patients, families, and communities. Emphasis will be on technology tools, technological systems, informatics processes, and care documentation processes across the spheres of care within the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

**NRSG 650 Capstone: Complex Nursing Care III, 4 cr.**

In this course, students will transition to professional Registered Nurse practice through a synthesis and implementation of program outcomes. Consideration of the spheres of care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration will be emphasized. This course includes a precepted practicum with final preparation for the NCLEX-RN examination. *Co-requisites: NRSG 560 and 670*

**NRSG 670 Nursing Leadership in Complex Health Care Systems, 3 cr.**

Students apply leadership concepts and theories to skillfully practice as a leader to achieve clinical excellence, improve nursing care and health outcomes through advocacy and policy change. Emphasis will be on ethical principles, organizational and systemic assessment, and applying evidence for innovative quality improvement. Students learn how to apply economic and business principles as well as ingenuity to improve the design and delivery of care. As part of system change, students develop the leadership skills to teach, coach and mentor others. *Co-requisites: NRSG 640 and 650.*