

MSN STUDENT HANDBOOK

Nurse Leadership



2026/2027

NEVADA STATE UNIVERSITY
SCHOOL OF NURSING

Dear Nursing Students,

Welcome to Nevada State University (NSU) School of Nursing. We are living in a pivotal moment in time. Nursing continues to evolve at an unprecedented pace—shaped by advances in technology, artificial intelligence, telehealth, and an ever-increasing demand for patient-centered, evidence-based care. Nurses are at the forefront of this transformation, called upon to practice to the full extent of their educational preparation, lead interprofessional teams, and advocate for equitable health outcomes across diverse populations. Nursing is a journey of life-long learning and provides many opportunities for increased responsibility and influence that leads to a fulfilling life for those of us who choose this pathway.

The administration, faculty, and staff at Nevada State University are honored to be a part of your journey. This nursing student handbook is designed to provide the MSN student with information about program requirements, professional codes of conduct, policies, procedures, and guidelines specific to the School of Nursing. It should be used as a supplement to the Nevada State University Catalog, the Nevada State University Student Handbook, and other University-wide publications. As adult learners within the scope of a professional education program, it is each student's responsibility to locate and adhere to all established policies and procedures as presented by the School of Nursing and Nevada State University.

A professional nursing program cannot operate and fulfill its mission without the active participation of students. Today's nursing environment demands not only clinical competence but also emotional intelligence, cultural humility, and a steadfast commitment to ethical practice. Participation in the program requires us all to work together to build and sustain a culture of civility—one grounded in respect, inclusion, and collaborative spirit—which we hope you will carry with you into the practice settings and communities that need caring, compassionate influence. A culture of civility requires that each person:

- Respects the dignity, perspectives, and well-being of self and others.
- Intentionally welcomes and seeks others' points of view and finds common ground.
- Uses multiple ways of listening and communicating, including culturally responsive approaches.
- Assumes goodwill and best intentions from the words and actions of others.
- Embraces innovation and adaptability as essential competencies for the evolving healthcare landscape.

Thank you for choosing NSU School of Nursing. The challenges and opportunities facing our profession have never been greater, and we are confident that you are part of the next generation of nursing leaders who will shape the future of healthcare. We look forward to building a better future alongside you—for your patients, your communities, and the profession we are all privileged to serve.

Best always,

June Eastridge EdD, MSN, CNE, COI
Dean, NSU School of Nursing



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SECTION 1: CIVILITY IN THE SCHOOL OF NURSING

Civility in the School of Nursing

Civility is respect in action – to identify with others and to feel, to some extent, what others feel...to act in a responsible and caring manner. It is our expectation that all students, faculty, and staff in the School of Nursing will choose civility.

Research studies have shown that incivility in nursing education often results in psychological and physiological distress in both students and faculty. This stress affects the academic environment. Clark and Springer (2010) report that the major stressors of students include juggling many roles and competing demands (e.g., work, school, and family); financial pressures, and time management. Faculty stressors include multiple work demands, heavy workloads, problematic students, and maintaining clinical competence.

Examples of uncivil behaviors reported in the literature and experienced by School of Nursing faculty/staff include:

- In-class disruptions (e.g., rude comments, excessive whispering/side conversations, texting, cell phone and computer misuse)
- Late arrivals and leaving early
- Sleeping in class
- Working on another course's work assignments
- Anger or excuses for one's own poor performance
- Dismissive comments
- Insubordination
- Expressly being non-compliant

Unfortunately, it only takes one person to affect the learning environment. Furthermore, the American Nurses Association [ANA] (2015) Code of Ethics for Nurses requires nurses to treat colleagues, students, and patients with dignity and respect and states that any form of harassment, disrespect, or threatening action will not be tolerated. Your time with us in the School of Nursing is the time for you to learn and apply these professional standards. Students, faculty, and staff are encouraged to work together to provide a safe teaching-learning environment that encourages civil behavior.

The expectation at the School of Nursing is that faculty, staff, and students work together to resolve conflict as soon as possible by using open and respectful dialogue. According to Berman and Snyder (2012), managing conflict involves these actions:

- Demonstrate respect for all parties
- Avoid blaming others
- Encourage full discussion of issues
- Actively listen to other points of view
- Use ground rules during discussions to promote fairness
- Explore all possible solutions
- Being familiar with and exercising chains-of-command

By working together, civility becomes part of our culture. A safe, respectful learning environment is created to meet the mission of graduating competent, caring, and respectful nurses.

References:

- American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Nursesbooks.org Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>
- Berman, A., & Snyder, S. (2012). *Fundamentals of nursing*. Upper Saddle River, NJ: Pearson Education, Inc.
- Clark, C. M., & Springer, P. J. (2010). Academic nurse leaders' role in fostering a culture of civility in nursing education. *Journal of Nursing Education*, 49(6), 319-325.

SECTION 2: SCHOOL OF NURSING OVERVIEW

School of Nursing Mission Statement

The Nevada State University School of Nursing fosters excellence in healthcare by providing innovative and evidence-based education. Our focus on caring and competence leads to improved health, safety, and cultural awareness for all participants within the communities served.

Approved by SoN Faculty 2-14-2013. Updated by SON Faculty 11-12-2019. Reaffirmed by SON Faculty 2-2-2021. Reaffirmed by FAC 2-4-2025

School of Nursing Vision Statement

Nevada State University School of Nursing is the leader in innovative teaching excellence that graduates a diverse population of safe and caring nurses who embrace all cultures in the community.

Approved by SoN Faculty 2-14-2013. Reaffirmed by Faculty 2-2-2021. Reaffirmed by FAC 2-4-2025

School of Nursing Philosophy

The nursing program philosophy contains the faculty's beliefs about person, well-being (health), nursing, and nursing education.

A person is a unique, functionally integrated individual connected with others and with the environment. To be human means to be free to choose, which gives meaning to life and affects a person's well-being (health).

Well-being (health) is considered to be a dynamic process involving unity and harmony encompassing the entire nature of the individual; the physical, social, esthetic, and moral realms. When individuals experience real self, harmony is the result. Harmony is associated with well-being (health). Moreover, individual well-being (health) contributes to community well-being (health).

Nursing is both an art and a practice science. The faculty believes that caring in the human health experience is the essence of the discipline of nursing. That is, the goal of nursing is to promote well-being (health) through caring. The nurse supports the well-being of persons, families, groups, communities, and societies via a caring relationship.

Caring is a relational process in which the aim is to nurture the wholeness of persons, including faculty, students, colleagues, and patients. Caring has both spiritual and ethical dimensions. Spiritual caring involves creativity and choice. Nurses use support, empowerment, growth, and hope in spiritual caring practice. The crucial part of ethical caring promotes the good and functions as the compass in nurses' choice making.

In transpersonal caring, the nurse seeks to connect with the spirit of another in a mutual search for meaning and wholeness. The nurse, through transpersonal caring, develops a helping-trusting, authentic relationship with a patient to facilitate healing.

Caring nursing practice includes application of both the art and science of nursing. Caring practice by the nurse incorporates cultural sensitivity and humility, professionalism, leadership, collaboration, critical thinking, and expert clinical reasoning in the context of evidence-based practice to provide safe, quality, patient-centered care. On the personal level, caring in the individual nurse's practice is developed through reflection-on-experience. At the system level, the nurse demonstrates caring through continuous quality improvement.

The nurse, patient, and health-care system are dynamically interconnected. For example, system and patient-care decisions incorporate expert application of information management and patient care technology. Nurses as leaders in the health-care system focus on optimal patient, family, and community physical, emotional, and spiritual wellness. Professional collaboration and communication with patients and health-care professionals, in a variety of settings, is essential to achieve positive health outcomes.

The faculty believes that nursing requires integration of multiple types of knowledge. These include empirics (the science of nursing), aesthetics (the art of nursing), ethics (moral knowledge), and personal knowledge (knowledge gained by life experience). The application of nursing knowledge requires complex decision-making involving consciousness, caring, and choice. Education involves all aspects of caring for the person (student, faculty, patient, or community member). Undergraduate education in nursing builds on previously learned information and prepares the student as a beginning professional practitioner. In addition to the foundational principles established in undergraduate education, graduate nursing education enhances the depth of knowledge and expertise necessary for advanced practice. It fosters critical thinking, leadership, and specialized skills, enabling nurses to engage in evidence-based practice, advocate for patients, and influence healthcare policy. Graduate education not only prepares nurses for roles in clinical and administrative settings but also emphasizes the importance of research and innovation in shaping the future of nursing. As such, it serves as a vital component in the ongoing journey of personal and professional development within the nursing profession. Within nursing, personal, and professional learning and growth are lifetime endeavors.

Approved by Faculty 7/3/03
Reviewed by Faculty 5/14/04
Revised by Faculty 4/27/09
Revised by Faculty 4/05/11
Affirmed by Faculty 2/14/13
Reaffirmed by Faculty 2/2/2021
Reaffirmed by FAC 2/4/2025

Introduction to the Caring Science

The School of Nursing's curriculum is deeply anchored in the Caring Science whereby caring is considered as one central feature within the meta-paradigm of nursing knowledge and practice. Caring Science is an evolving philosophical-ethical-epistemic field of study grounded in the discipline of nursing and informed by related fields (Watson Caring Science Institute, 2020).

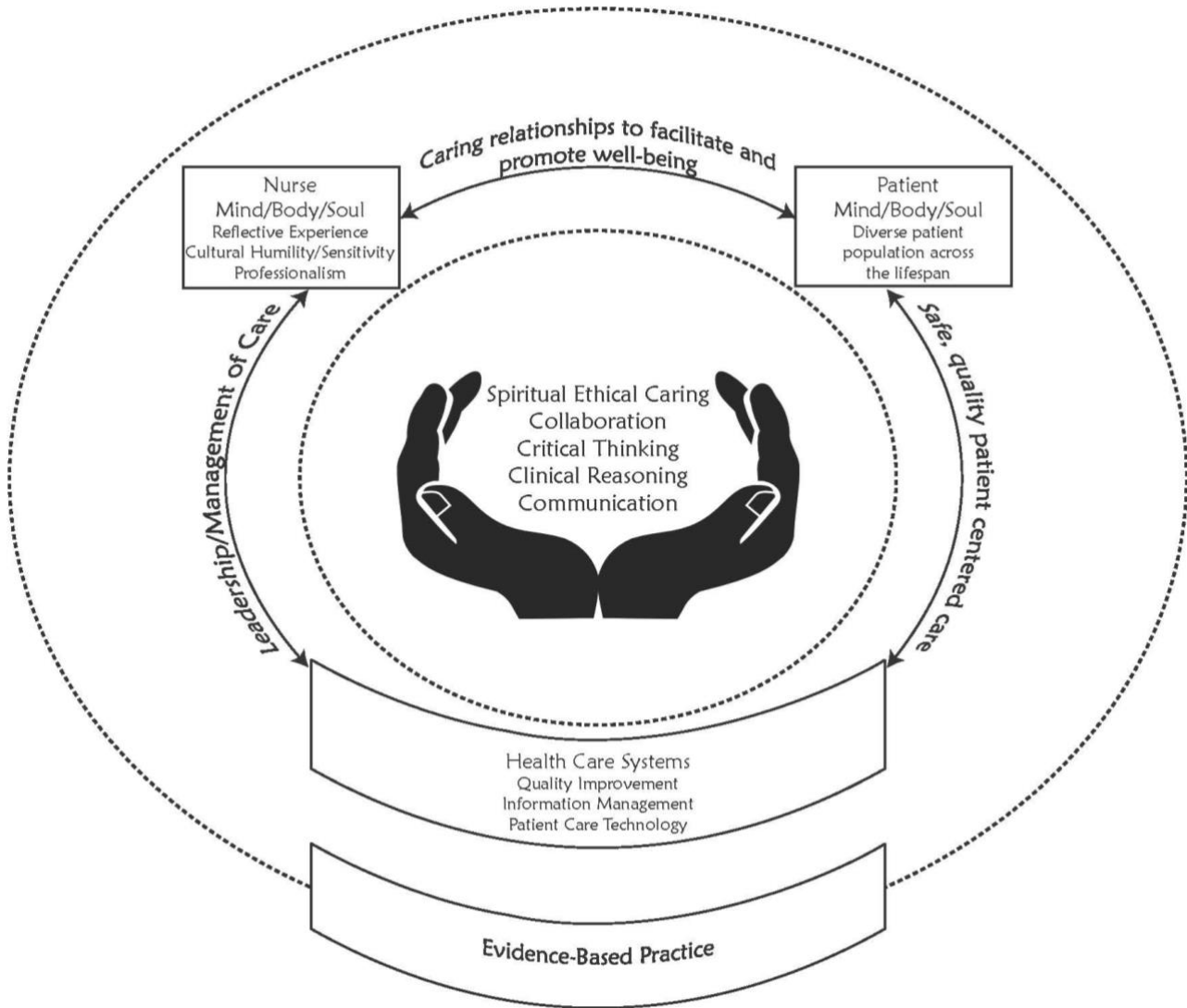
10 Caritas Processes™

1. Sustaining humanistic-altruistic values by practice of loving-kindness, compassion, and equanimity with self/others.
2. Being authentically present, enabling faith/hope/belief system; honoring subjective inner, life-world of self/others.
3. Being sensitive to self and others by cultivating own spiritual practices; beyond ego-self to transpersonal presence.
4. Developing and sustaining loving, trusting-caring relationships.
5. Allowing for expression of positive and negative feelings – authentically listening to another person's story.
6. Creatively problem-solving-'solution-seeking' through caring process; full use of self and artistry of caring-healing practices via use of all ways of knowing/being/doing/becoming.
7. Engaging in transpersonal teaching and learning within context of caring relationship; staying within other's frame of reference-shift toward coaching model for expanded health/wellness.
8. Creating a healing environment at all levels; subtle environment for energetic authentic caring presence.
9. Reverentially assisting with basic needs as sacred acts, touching mind-body-spirit of spirit of other; sustaining human dignity.
10. Opening to spiritual, mystery, unknowns-allowing for miracles.

Watson Caring Science Institute. (2024). *Caring science/human caring theory*.

<https://www.watsoncaringscience.org/jean-bio/caring-science-theory/>

Graphic Representation of the School of Nursing



School of Nursing MSN Program Outcomes

- Construct right relationships in order to advance the improvement of culturally inclusive health outcomes.
- Integrate multiple, complex ways of knowing to creatively problem-solve for the continual improvement of caring-based nursing across diverse settings.
- Advocate for changes in healthcare systems that lead to improved quality and safety.
- Build systems of collaboration that include patients, families, communities, and members of the interprofessional team in order to achieve healthcare outcomes that promote well-being.
- Integrate information and technology to enhance communication, safety, decision-making, and coordinate care.
- Create an environment that fosters human dignity and equity by assuming an active leadership role in the profession and in healthcare systems.
- Model accountability for ethical, safe, advanced nursing practice that leads to moral unity and harmony for self and others.

Revised and approved by Faculty 11-16-2021. Reaffirmed by Curriculum MSN Subcommittee 3-4-2025.

* Advanced nursing practice refers to a higher level of nursing practice that is characterized by the integration of advanced knowledge, skills, and expertise to improve patient outcomes and healthcare delivery. According to the Commission on Collegiate Nursing Education (CCNE) and the American Association of Colleges of Nursing (AACN), advanced nursing practice encompasses a broad range of roles and focuses on areas such as leadership, education, health policy, informatics, and evidence-based practice.

National Accreditation and State Board Approval

CCNE: Commission on Collegiate Nursing Education

The master's degree program in nursing leadership at Nevada State University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). Applying for accreditation does not guarantee that accreditation will be granted.

Nevada State Board of Nursing

The School of Nursing holds full approval by the Nevada State Board of Nursing.

MSN Program Description

The Master of Science Nursing Leadership (MSN) program is designed to support Registered Nurses in the pursuit of excellence in healthcare. The fully online and innovative curriculum grounded in Caring Science spans essential nurse leader content using active learning modalities and both direct and indirect practice experiences that positively contribute to health outcomes. Our focus on caring and competence provides students with the knowledge and skills needed to develop a safe, effective, inclusive, and caring advanced nursing practice specialty.

Admission to the MSN Program

Students must have earned a Bachelor's degree from an institution recognized by the Department of Education and a professionally accredited nursing program. (Commission on Collegiate Nursing Education [CCNE], Accreditation Commission for Education in Nursing [ACEN], National League for Nursing [NLN] Commission for Nursing Education Accreditation [CNEA]) or approved equivalent.)

- Official transcripts sent directly to the Office of Admissions (conditional admission may occur pending receipt of official transcripts).
- Current, unencumbered RN license in the student's state of residence. The license must be maintained and unencumbered throughout the degree pathway.
- Cumulative GPA of 3.0 or higher
- A personal statement to include career goals and objectives as well as a description of how the student plans to use the MSN degree.
- Copy of government issued identification.
- Current Resume indicating at least one year of experience working in nursing, preferably nursing management (1-year experience preferred not required)
- Must have practiced as a Registered Nurse for a minimum of one calendar year prior to beginning MSN-Leadership coursework (preferred but not required for conditional admission).

*Conditional Admission may be granted with the following modifications of the Regular Admissions Requirements:

- Bachelor's degree with a GPA under 3.00 will be reviewed for a decision
- Unofficial Transcripts
- Less than one year of Nursing Experience

Those admitted conditionally based on missing document/s, have a semester to provide required document/s, after which an enrollment hold will be placed on their account until documents are provided. Students who are not enrolled in course(s) for two consecutive semesters will be placed in a discontinued status.

ADN to MSN Pathway

Students must have an earned Associates in Nursing from an institution recognized by the Department of Education, and a professionally accredited nursing program. (Commission on Collegiate Nursing Education [CCNE], Accreditation Commission for Education in Nursing [ACEN], National League for Nursing [NLN] Commission for Nursing Education Accreditation [CNEA]) or approved equivalent.)

- Students must have earned a Bachelor's degree in a non-nursing field from an institution recognized by the Department of Education
- See above for all other requirements
- Students will be required to complete 4 additional courses at the RN-BSN level
 - Statistics (NURS 330 Biostatistics for Nursing)
 - Nursing Research (Nursing 451 Scholarly Inquiry in Nursing)
 - Community health nursing (NURS 462 RN-BSN)
 - Nursing Leadership (NURS 461)

MSN Program Progression

- Maintain a cumulative grade point average of 3.00 (B) or above each semester enrolled.
- Receive a grade of “B” or above in all required nursing courses. If less than a “B” is earned, for example, a “B-” or below, the student must repeat the course.
- Complete at least nine MSN–Leadership program credits each calendar year, or at least three credits each fall, spring, and summer session.
- Maintain the MSN-Leadership standards of academic and professional integrity.

The MSN coursework requires the completion of 36 credits in 12 upper-division courses.

- Courses are offered via a designed carousel (see below) with six distinct entry points each academic year—two entry points each in the fall, spring, and summer session.
- Courses offered in spring session 1, summer session 1 and 2, and fall session 1 will span 7 calendar weeks, where a calendar week is defined as 12:01 am on Monday – 11:59 pm on Sunday. Courses offered in the spring session 2 and fall session 2 will span 8 calendar weeks.
- Full-Time completion is 12 months
- Part-Time completion is 24 months

Sample Full-Time (FT)

Fall Session 1	Fall Session 2	Spring Session 1	Spring Session 2	Summer Session 1	Summer Session 2
NURS 515 Healthcare Informatics and Technologies	NURS 525 Ethics and Health Policy	NURS 540 Financial and Resource Management for Nurse Managers	NURS 542 Understanding Health Care Management & Effective Organizations & Systems Management	NURS 544 Nursing Case Management Concepts	NURS 546 Interprofessional Practice and Systems-Based Decision Making
NURS 520 Scholarly Inquiry, Applied Biostats, and Epidemiology	NURS 530 Understanding the Role of a Mindful Nursing Leaders	NURS 541 Professional Leadership and Communication Skills for Nurse Managers	NURS 543 Healthcare, Quality Monitoring and Quality Improvement Strategies	NURS 545 Population Health Management for Nurse Leaders	NURS 547 Integration of Nursing Administration Concepts

Sample Part-Time (PT)

Fall 1-Session 1	Fall 1-Session 2	Spring 1-Session 1	Spring 1-Session 2	Summer 1-Session 1	Summer 1-Session 2	Fall 2-Session 1	Fall 2-Session 2	Spring 2-Session 1	Spring 2-Session 2	Summer 2-Session 1	Summer 2-Session 2
NURS 515 Healthcare Informatics and Technologies	NURS 520 Scholarly Inquiry, Applied Biostats, and Epidemiology	NURS 530 Understanding the Role of a Mindful Nursing Educator	NURS 525 Ethics and Health Policy	NURS 540 Financial and Resource Management for Nurse Managers	NURS 541 Professional Leadership and Communication Skills for Nurse Managers	NURS 542 Understanding Health Care Management & Effective Organizations and Systems Management	NURS 543 Healthcare Quality Monitoring and Quality Improvement Strategies	NURS 544 Nursing Case Management Concepts	NURS 545 Population Health Management for Nurse Leaders	NURS 546 Interprofessional Practice and System-Based Decision-Making	NURS 547 Integration of Nursing Administration Concepts

MSN Curriculum

SPECIFIC UPPER DIVISION NURSING CURRICULUM PATHWAY** (ADMISSION REQUIRED)

****= Sample plans only.** The exact pathway is dependent on the session start and whether a full or part-time pace is desired. Students are to reach out to the MSN Coordinator for an individualized education plan specific to their needs.

Full-time Status – 36 credits – 12 months to degree completion – 6 sessions per year (7-8Week Session)	
Semester 1 Session 1 Credit	
NURS 515 Healthcare Informatics and Technologies	3
NURS 520 Scholarly Inquiry, Applied Biostatistics, and Epidemiology	3
Semester 1 Session 2	
NURS 530 Understanding the Role of a Mindful Nursing Educator	3
NURS 525 Ethics and Health Policy	3
Semester 2 Session 1	
NURS 540 Financial and Resource Management for Nurse Managers	3
NURS 541 Professional Leadership and Communication Skills for Nurse Managers	3
Semester 2 Session 2	
NURS 542 Understanding Health Care Management, Effective Organizations, & Systems Management	3
NURS 543 Healthcare Quality Monitoring and Quality Improvement Strategies	3
Semester 3 Session 1	
NURS 544 Nursing Case Management Concepts	3
NURS 545 Population Health Management for Nurse Leaders	3
Semester 3 Session 2	
NURS 546 Interprofessional Practice and Systems-Based Decision Making	3
NURS 547 Integration of Nursing Administration Concepts	3

Part-time Status – 36 credits – 24 months to degree completion – 6 sessions offered per year (7-8 week session)

Semester 1 Session 1	Credit
NURS 515 Healthcare Informatics and Technologies	3
Semester 1 Session 2	
NURS 520 Scholarly Inquiry, Applied Biostatistics, and Epidemiology	3
Semester 2 Session 1	
NURS 530 Understanding the Role of a Mindful Nursing Educator	3
Semester 2 Session 2	
NURS 525 Ethics and Health Policy	3
Semester 3 Session 1	
NURS 540 Financial and Resource Management for Nurse Managers	3
Semester 3 Session 2	
NURS 541 Professional Leadership and Communication Skills for Nurse Managers	3
Semester 4 Session 1	
NURS 542 Understanding Health Care Management, Effective Organizations, & Systems Management	3
Semester 4 Session 2	
NURS 543 Healthcare Quality Monitoring and Quality Improvement Strategies	3
Semester 5 Session 1	
NURS 544 Nursing Case Management Concepts	3
Semester 5 Session 2	
NURS 545 Population Health Management for Nurse Leaders	3
Semester 6 Session 1	
NURS 546 Interprofessional Practice and Systems-Based Decision Making	3
Semester 6 Session 2	
NURS 547 Integration of Nursing Administration Concepts	3

Course Descriptions

MSN Orientation

This self-paced course is designed to help you become a successful online learner and acclimate to the online learning environment. The orientation will provide you with an introduction to your online courses and help you become familiar with the necessary tools to access course components, resources, and other information you need to succeed. Upon completion of this orientation course, you will be better prepared to participate in the online learning environment. Once completed, a digital badge is assigned to your personal account indicating completion.

NURS 515 Healthcare Informatics and Technologies (3.00)

This course explores healthcare informatics and technologies including the development and utilization of healthcare information systems, systems management and security, healthcare data analytics and reporting, clinical and administrative systems including financial systems, strategies for ensuring the infusion of caring as a nursing art form into technology rich environments, and finally, strategies for leveraging healthcare technologies to maximize outcomes for the system, user, patients, families, and communities.

NURS 520 Scholarly Inquiry, Applied Biostatistics, and Epidemiology (3.00)

This course examines advanced concepts of scholarly inquiry, nursing theories and research methodologies that result in evidence-based contributions to nursing science. With full consideration of the value of inter-disciplinary collaboration, this course also explores the value of the epidemiological systems-thinking and data rich contribution to public health, which, much like nursing science, is informed by biostatistical research. Students apply epidemiological and biostatistical concepts as a guide for evidence-based practices in healthcare settings.

NURS 530 Understanding the Role of a Mindful Nursing Educator (3.00)

This course prepares the specialty practice nurse to develop the role of mindful nursing educator through an understanding of the fundamental principles of nursing education, pedagogical practices in the academic and clinical settings, assessment of learning outcomes strategies, as well as understanding the call to monitor emerging trends in nursing education including academic and clinical partnerships all of which have the ability to contribute to improved healthcare outcomes and systems-based practices.

NURS 525 Ethics and Health Policy (3.00)

This course emphasizes the influence of the specialty practice nurse on policy decision making and healthcare practices. This course examines the way in which systems are shaped through policy as well as the impact of policy decisions on financing and creation of health care services. This course prepares the specialty practice nurse to engage in multi-dimensional spheres of the healthcare system: ethical, economic, political, and policy.

NURS 540 Financial and Resource Management for Nurse Managers (3.00)

This course, designed for the MSN advanced nursing practice specialty student, explores the finance and resource management intricacies nurse managers leverage to ensure positive outcomes within healthcare systems. This course will provide the specialty practice nurse with an understanding of financial and resource management competency including, financial planning, monitoring, decision making, management of costs, cost analysis, economic and marketing forecasting, and financial legislation. Additionally, this course will explore financial and resource management skills and expertise required to operate healthcare systems at optimal levels to maximize healthcare system outcomes.

Practicum Project Included

NURS 541 Professional Leadership and Communication Skills for Nurse Managers (3.00)

This course, designed for the MSN advanced nursing practice specialty student, explores professional leadership and communication skills, including foundational thinking skills, systems thinking, change management, effective communication, relationship management, diversity, equity, and inclusion, as well as many other skills that result in enhanced outcomes for all. **Practicum Project Included**

NURS 542 Understanding Healthcare Management, Effective Organizations & Systems (3.00)

This course, designed for the MSN advanced nursing practice specialty student, explores key components of health care management, effective organizations and systems management. In this course, the learner will expand knowledge of the health care environment to better understand the role of a nurse manager and the nurse manager's valuable contribution to quality health outcomes.

Practicum Project Included

NURS 543 Healthcare Quality Monitoring and Quality Improvement Strategies (3.00)

This course, designed for the MSN advanced nursing practice specialty student, to gain an understanding of the implications of healthcare quality monitoring as well as various strategies for quality improvement. The student will explore continuous performance improvement measures with a focus to maximize measurable care delivery outcomes with an awareness of and appreciation for the evaluation and prioritization of these outcomes. **Practicum Project Included**

NURS 544 Nursing Case Management Concepts (3.00)

This course, designed for the MSN advanced nursing practice specialty student, examines the role of a nurse case manager as an integral member of the interdisciplinary team. The emerging nurse leader will gain insight into the economic, political, cultural, legal, and ethical scenarios faced by nurse case managers. The process of case management including reimbursement as well as the call to action for patient advocacy and evidence-based care will also be explored from the perspective of the nurse case manager's role and ways in which the interdisciplinary team can leverage these important roles for resulting quality patient outcomes. **Practicum Project Included**

NURS 545 Population Health Management for Nurse Leaders (3.00)

This course, designed for the MSN advanced nursing practice specialty student, explores the principles behind the healthcare delivery method shift from volume-based to value-based population health management approach to care which pivots away from sick care and towards well care with full consideration of social determinants of health. This course prompts the emerging nurse manager to reimagine healthcare delivery practices by identifying population care gaps, interpreting population panels,

and engaging with interdisciplinary healthcare team members to identify and implement evidence-based interventions in an effort to close population care gaps. **Practicum Project Included**

NURS 546 Interprofessional Practice and Systems-Based Decision Making (3.00)

This course, designed for the MSN advanced nursing practice specialty student, explores interprofessional practice as well as a systems-based healthcare approach as mechanisms to improve quality of care, value of care delivered, patient experience, patient safety, and overall health outcomes. This course will guide the specialty practice nurse through the qualities of effective interprofessional teams and the value of interprofessional approach to healthcare management in systems-based decision making. **Practicum Project Included**

NURS 547 Integration of Nursing Administration Concepts (3.00)

This course is the culmination of a program of study that leads to obtainment of competencies needed to function in the role of an advanced nursing practice specialist in nursing administration. Completion of 135 practicum hours allows for reflection, discussion, and integration of concepts leading to the completion of a portfolio project. **Practicum Requirement:** approximately 135 hours*

*Practicum hours are an approximation and may vary based on individual achievement of course competencies.

Transfer Credit

Students must submit official transcripts for all prior college coursework to the Office of Admissions. Admitted students are required to have graduated from a regionally accredited institution of Higher Education and are eligible to transfer in 6 total credit hours from an outside institution from an accredited program. The MSN Coordinator/Lead and the Graduate College must approve transfer credit.

Credit by Challenge Examination: Graduate Nursing courses may not be challenged for credit.

******Once all transcripts are received, please note that it may take 4-6 weeks for an official transcript review. You may continue to take program-specific courses while awaiting official transcript review.

Cancellation of Nursing Courses or Change in Course Offering Schedule

The School of Nursing has the right to cancel any course with insufficient enrollment or other operational challenges. Additionally, the School of Nursing has the right to change the day and time of course offerings as deemed necessary to meet operational needs.

MSN Academic Advisement

SON Faculty Advising Model Purpose

This Nevada State – School of Nursing (SoN) Faculty Advising Model cultivates the co-creation of a caring-trusting, mentorship relationship between the SoN Faculty Advisor and Advisee.

Overview of Advising Model

Robinson et al. (2018) emphasizes the importance of recognizing the unique needs of registered nurses returning to the academic setting while continuing their work in a variety of practice settings. As such, an interprofessional, holistic approach to advising MSN students is ideal (Robinson et al., 2018). The interprofessional, holistic approach lends way for relationship building, enhanced student success, and a student-centered experience (Robinson et al., 2018).

Caritas

The developmental advising model organically embeds Caritas #4 the co-creation of trusting-caring relationships as well as Caritas #7 engaging in a genuine teaching and learning environment to result in a relationship between advisor and advisee representative of authentic presence and connectedness (Taylor & Perry, 2019).

Model Outcomes

- Fostering a caring culture in the School of Nursing that supports academic advising and mentorship as a co-created responsibility essential to the educational experience and student success.
- The promotion of self-reflective practices is integral to personal and professional growth.
- Mentorship through exploration of personal and professional activities that are consistent with advisees' aspirations, interests, strengths, and values.
- Dissemination of resources to advisees as needed to support holistic growth and development across the academic journey.
- Maintenance and/or improvement of current student satisfaction scores, graduation, and retention rates.

Advisor/Advisee Assignment

At Nevada State University, the interprofessional team consists of two individuals – an academic advisor (hereafter referred to as the MSN Coordinator) and specific course Faculty. In this model, the MSN Coordinator is the first line advisor and is available to students virtually, by phone, or in-person based on student preference or need. The MSN Coordinator is responsible for proactive and regular outreach to advisees, individualized degree planning, guidance through the MSN Handbook policies and procedures, and generally, responsible for creating a supportive presence through to degree completion. In the instance that an MSN student requests, or is suspected to benefit from, professional mentorship, the MSN Coordinator will connect the student with appropriate course faculty for such professional mentorship. The course faculty also have a role in the chain of command for Professional Behavior Deficiencies or course related issues.

Your MSN Coordinator is available to:

- Explain curriculum
- Develop degree plans for accepted students
- Act as liaison between students and other campus departments
- Answer questions related to transfer and prior learning credits
- Ongoing advisement on coursework within the carousel as well as any outstanding general education courses required prior to program completion.

Course Faculty:

- Explain course specific assignments
- Answer course specific questions

Contact your MSN Coordinator (Academic Advisor):

- Through email – msn@nevadastate.edu
- By phone – 702-992-2852
- For additional program-specific information visit <https://online.nsc.edu/>

** All correspondence from advising is unofficial and is for guidance purposes only. Official degree audits are performed by the Registrar's Office upon application for graduation.

Scorpion Success Network

The Scorpion Success Network (SSN) is an early-alert and note-taking tool that can be utilized by faculty and staff. Within the SoN, faculty may create an e-alert for a student who is struggling. The MSN advisor will monitor these alerts and appropriately reach out to offer support to students. Alerts for students in the SSN is a resource, in addition to the Success Plan Policy, faculty and staff within the SoN can use to help students succeed.

Sources

- Robinson, M., Mole, J., Hiller, R., Swenson, J., & Harrington, A. (2018). Holistic academic progression for nurses: An interprofessional model. *Journal of Community and Public Health Nursing*, 4(1), 211.
- Taylor, D., & Perry, L. (2019). Eliciting understanding of faculty advising role using Caritas Processes. *International Journal for Human Caring*, 23(4), pp. 284-294.

SECTION 3: GENERAL ACADEMIC POLICIES AND PROCEDURES

General Conduct and Responsibility

The faculty of NSU value integrity. To support this value, the School of Nursing endorses an honor code based upon trust and integrity in others. With a commitment to professionalism, this code of conduct is an integral part of the School of Nursing and every student enrolled in the program is expected to follow the code of professional conduct. Students who break the professional conduct code are subject to the actions as defined in the Professional Behavior Deficiency policy located in this handbook. Honesty is a professional characteristic that is vital to the practice of safe nursing and is expected of all students. Misconduct of any type will not be tolerated as it lowers the standards of Professional Nursing Practice and ultimately jeopardizes the safety and well-being of the public. The faculty of the School of Nursing is charged with establishing and maintaining standards of ethical, moral, and personal conduct for students in the program. It is the responsibility of the Dean, School of Nursing, or delegated agent or agents, to enforce all rules governing student affairs.

The Dean has the authority to administratively withdraw a student from the School of Nursing at any time if professional breeches of a legal, moral, ethical, health, social, or academic nature occur. Students who are found in violation of professional conduct may appeal the Dean's decision. Please refer to the student grievance section of this handbook.

In addition to the School of Nursing Honor Code, all students must comply with the Nevada State University Student Code of Conduct and Policies, which can be found at <https://nevadastate.edu/policy/current/student-code-of-conduct/>

School of Nursing Code of Professional Conduct

Students who major in Nursing at Nevada State University (NSU) are expected to demonstrate behaviors that are appropriate for the profession of nursing. Students must adhere to each of the following behaviors:

1. Demonstrate honest, trustworthy, and caring behavior at all times.
2. Be respectful in oral, written, and electronic communications and in all interactions with others. This includes maintaining professional interactions with peers, faculty, staff, healthcare professionals, patients, and their families.
3. Maintain standards as defined by the Health Insurance Portability and Accountability Act regarding patient information. This includes but is not limited to photography, screen captures, audio/video recording, paper documentation, social media, streaming live (e.g. Skype, FaceTime), etc.
4. Seek solutions to problems rather than engaging in blocking or blaming behaviors.
5. Exhibit no discrimination, violence, and/or bullying against any person or group including but not limited to those protected under federal and state law.
6. Collaborate with peers, faculty, staff, and healthcare professionals in all learning environments.
7. Establish ethical and caring relationships in accordance with ANA Code of Ethics and the 10 Caritas Processes™ with peers, faculty, staff, healthcare professionals, patients, and their families.
8. Demonstrate cultural competence in all interactions with peers, faculty, staff, healthcare professionals, patients, and their families.
9. When issues arise between students or between students and faculty that cannot be resolved, students should refer to “The Chain of Command for Student Grievances” located in the MSN Handbook.

You are responsible to adhere to these behaviors that will enrich your nursing education experience and allow you to be in good standing with the School of Nursing at Nevada State University. Non-adherence to these behaviors will result in disciplinary action up to and including dismissal from the program.

Professional Behavior Remediation Policy

Any faculty/staff member who becomes aware of a potential breach of professional behavior by a student representing the NSU School of Nursing (SoN) will follow this process:

First Occurrence:

Faculty/staff must complete a Professional Behavior Deficiency Form (PBDF) in collaboration with the respective SON leadership representative:

- Theory setting: Assistant Dean
- Lab setting: Director of Health Science Lab, in consultation with the Assistant Dean
- Clinical setting: Director of Clinical Affairs, in consultation with the Assistant Dean

If at that time there is agreement that a breach of professional behavior did occur,

- Faculty/staff along with the SoN leadership representative(s) will meet with the student to discuss the unprofessional behavior within 3 business days of becoming aware of the incident and deliver the PBDF of the incident. Professional behavior at the meeting is expected.
 - A student has the right to submit written documentation regarding their interpretation and perception of the incident. Written documentation will be part of the student's PBDF documentation.
 - A student may choose to consult with and attend the meeting with a neutral third-party within the School of Nursing, for example, the student's faculty advisor.
 - Student's failure to meet within 3 business days will result in student's inability to continue attending class, lab, and/or clinical until after the meeting has occurred
 - Demonstration of unprofessional behavior during the meeting may result in dismissal from the program.
- The SoN leadership representative will provide a copy of the fully executed PBDF to the student, the faculty/staff involved, the student's advisor, and to the Assistant Dean or designee. If the occurrence is in the clinical/lab setting as opposed to the theory setting, the theory instructor of record will be notified that a Professional Behavior Deficiency has been identified, that the remediation process is in progress, and notified also upon process completion.
- A professional behavior deficiency may result in dismissal from the SoN as per the Dean's discretion. Notification of dismissal because of professional behavior deficiency will be made via official university communication. The likelihood of dismissal increases should a student be found to demonstrate a subsequent deficiency in professional behavior resulting in a subsequent occurrence at any time through program completion.
- The student will follow the remediation process as outlined below.

Criminal action will be handled in accordance with Nevada state or federal law and the Nevada State University Student Code of Conduct.

Student Remediation Process

The student will be required to present information about the professional code violation at a Conduct Committee meeting. The committee will consist of four faculty/staff from within the SON who are appointed by the Assistant Dean or designee. The student will research at least 2 articles from a peer-reviewed journal or recognized scholarly electronic resource addressing professional behavior in nursing. The student will then identify and suggest applications of alternative strategies to appropriately handle the situation. The student will state what he/she has learned during this process of introspection and how his/her behavior will change in the immediate future. The Assistant Dean or designee will schedule a meeting within 3-6 business days where the student will satisfactorily present their findings. In the event the Conduct Committee finds the remediation presentation unsatisfactory, the student will be given one opportunity to re-present in 3 business days before escalation to a subsequent occurrence. The following criteria define the minimal satisfactory content:

- Review/synopsis of incident
- Identification of the impact of the action in the learning environment and future professional practice environment
- Reflection of the impact on stakeholder(s) involved
- Review of literature related to the behavior violation
- Connection between literature findings and future behavior or decision-making related to professional expectations
- Identify behavior that will be changed immediately and sustained throughout the nursing program

Additional Guidelines

- 5-10 slides in PowerPoint (or similar) presentation
- Presentation in APA 7th edition format
- Approximately 10 minutes in length
- Dress attire will be business professional

Non-Compliance with Remediation Process

A student has the right to choose to be non-compliant with the remediation process. Non-compliance includes but is not limited to, refusal to sign PBDF or failure to submit a presentation.

In the event the student chooses to exercise their right to non-compliance, the student forfeits the opportunity to go through the remediation process and understands this will result in dismissal from the program. The Dean of Nursing has final authority on the decision.

Subsequent Occurrence:

A subsequent professional behavior violation is a serious offense. In the event of a subsequent occurrence, the faculty/staff must complete a Professional Behavior Deficiency Form (PBDF) in collaboration with the respective SON leadership representative:

- Theory setting: Assistant Dean
- Lab setting: Director of Health Science Lab, in consultation with the Assistant Dean
- Clinical setting: Director of Clinical Affairs, in consultation with the Assistant Dean

If at that time there is agreement that a breach of professional behavior did occur,

- Faculty/staff along with the SoN leadership representative(s) will meet with the student to discuss the unprofessional behavior within 3 business days of becoming aware of the incident and deliver the PBDF of the incident. Professional behavior at the meeting is expected.
 - A student has the right to submit written documentation regarding their interpretation and perception of the incident. Written documentation will be part of the student's PBDF documentation.
 - A student may choose to consult with and attend the meeting with a neutral third-party within the School of Nursing, for example, the student's faculty advisor.
 - Student's failure to meet within 3 business days without appropriate communication and valid reason will result in immediate dismissal from the program.
 - Demonstration of unprofessional behavior during the meeting will be handled in accordance with the Nevada State University Student Code of Conduct.
- The SoN leadership representative will provide a copy of the fully executed PBDF to the student, the faculty/staff involved, the student's advisor, and to the Assistant Dean of SoN or designee. If the occurrence is in the clinical/lab setting as opposed to the theory setting, the theory instructor of record will be notified that a Professional Behavior Deficiency has been identified, that the remediation process is in progress, and notified also upon process completion. The original form will be placed in the student's SoN file.
- The student will complete the remediation process as outlined above.
- The Conduct Committee will review and provide a recommendation to the Dean of Nursing, up to and including dismissal. The Dean of Nursing will have the final decision on dismissal.

A student dismissed as a result of professional behavior deficiency will be notified via official university communication.

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Student Responsibilities Regarding University and School of Nursing Regulations

Students are responsible for knowing and complying with the various regulations of the University and the School of Nursing. They are also responsible for familiarizing and updating themselves about information contained in each nursing course/clinical/lab syllabus, supplement, and schedule. It is the student's responsibility to be informed of general and special notices including examination schedules. Students are responsible for making arrangements for the completion of all work including makeup examinations and requirements for removal of an incomplete grade.

At the time of registration and throughout students' enrollment in NSU, it shall be their responsibility to keep the School of Nursing Office informed of current contact information: 1) name change, 2) local address, 3) telephone number 4) home address and 5) email address. This is essential so that schedules, official correspondence, and emergency messages will not be delayed or lost. Students are held responsible for all communication from the school offices sent to them at the address last given and may not claim indulgence on the plea of having moved their lodgings and, therefore of not having received the communication.

Plagiarism and Cheating

Plagiarism includes, but is not limited to, directly quoting, summarizing, or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own. The American Psychological Association (2020) defines self-plagiarism as the practices of presenting one's own previously published work as though it were new. An example of self-plagiarism is reusing portions of a previously submitted assignment for a new assignment.

Cheating is the unauthorized giving or receiving of information in examinations or other course assignments. Student assignments are reviewed through "Honor Lock," a software program on Canvas, for the detection of plagiarism and cheating. The grade of "0" or "F" will be given for any assignment in which plagiarism or cheating is discovered. This grade will seriously affect the final grade in the course. Evidence of such dishonesty will be kept on file and will not be returned to the student. Additionally, to meet the course outcomes, the student will need to redo the plagiarized assignment, without extra points for the redo assignment. Failure to successfully redo the plagiarized assignment may result in an incomplete ("I") course grade. Instructors have the responsibility to report such incidents to the Dean of Nursing and the Dean of Students.

Incidence of plagiarism and cheating are subject to the Professional Behavior Deficiency Policy course of action. Additional serious penalties may be imposed, depending on the nature of the incident. See the NSU policy on plagiarism and cheating at [Nevada State University Student Code of Conduct](#).

Artificial Intelligence (AI) Tools

AI tools refer to applications and other generative technologies capable of producing content (e.g., generating, summarizing), offering feedback (e.g., revising, translating), researching, assisting with coding, or other tasks typically done by humans.

AI tools include, but are not limited to, ChatGPT, Grammarly, Bing Copilot, Google Gemini, Grok, Quillbot, Claude AI, DeepL, DeepAI, DALL-E, etc.

If you are unsure about how AI can be used for a specific assignment, please consult with the instructor before proceeding.

Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. Students are responsible for ensuring the accuracy of any information provided by an AI tool.

Academic Student Grievance in the School of Nursing

It is expected that academic disputes are conducted in a professional process and manner. Students who have an academic dispute need to attempt to resolve the dispute with the involved faculty member. If the dispute is not resolved at this meeting, the student may seek advice of his/her academic advisor as needed. Additionally, the student may make an appointment with the Assistant Dean. If the dispute is still unresolved, the student may make an appointment with the Associate Dean. If resolution is still not reached, the student should schedule a meeting with the Dean of Nursing. If no resolution is reached, the student may submit a formal written complaint to the NSU Office of the Provost.

Refer to the NSU Student Code of Conduct and Policies, section 1, subsection C to report any alleged misconduct. This policy states, “complaints may be received from any department or individual member of the college community.”

For all academic grade grievances, students will use the following NSU Grade Appeal Policy and Procedure:

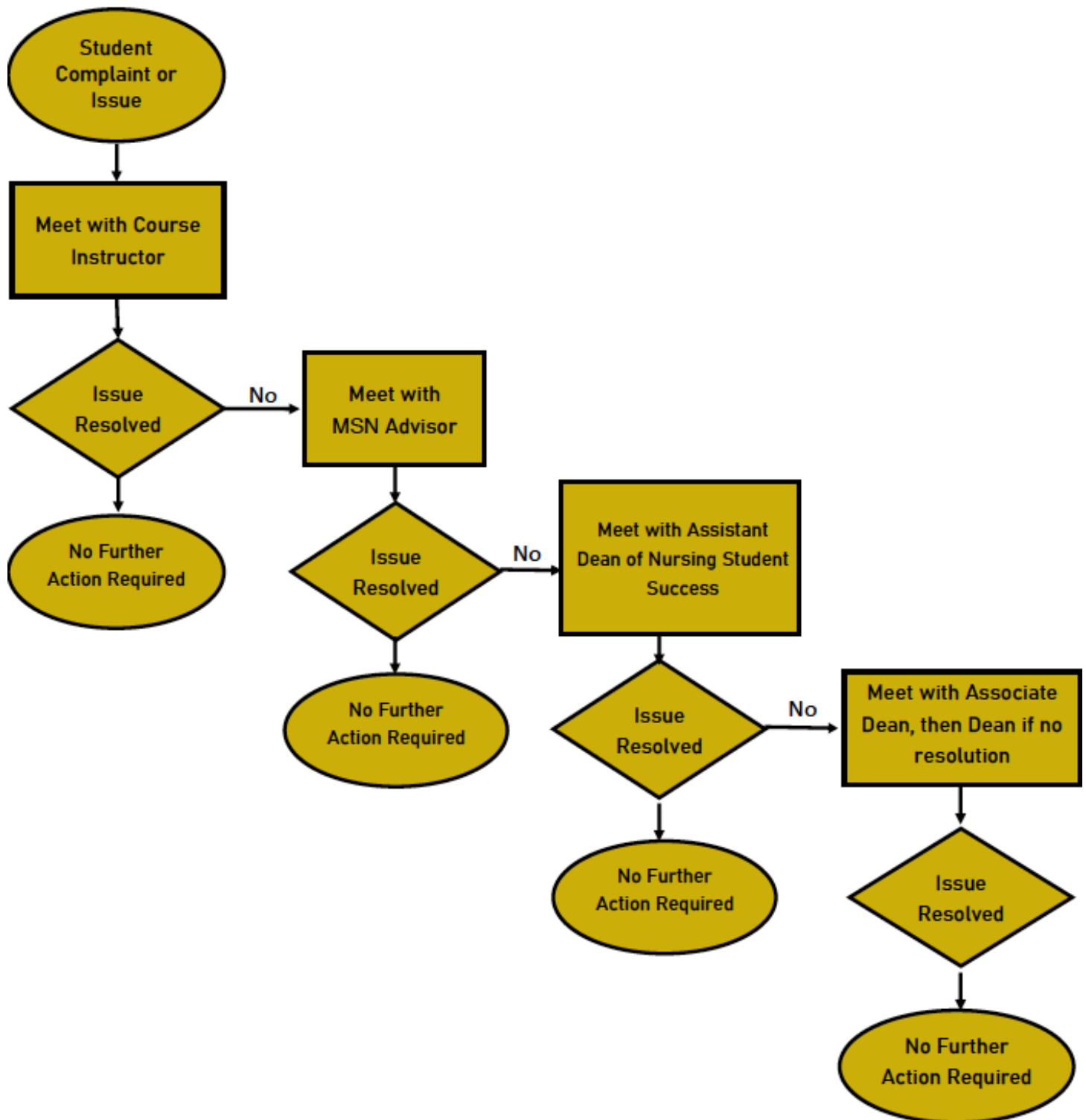
Grade Appeal Policy and Procedure

The grade appeal procedures are applicable only to examine a student’s claim of an unfair academic evaluation made by the instructor. The academic evaluation, resulting in grade assignment, will be subject to appeal if the instructor’s evaluation is based on any factors other than the student’s performance in the course and/or adherence to course requirements.

There are two levels of the grade appeal process, the Department Level Grade Appeal and the College Level Grade Appeal. In the event a student has a dispute with the grade received in a course, s/he shall discuss the accuracy of the grade with the instructor. If the student and instructor do not agree that the grading criteria were applied appropriately to the final grade, the student can proceed to file a Departmental Grade Appeal Form, located in the Office of the Registrar. Should the decision of the Department Level Grade Appeal be contested by the instructor and/or student, a College Grade Appeal Committee will be created by the Provost to review the contested grade appeal.

The entire Grade Appeal Policy and Procedure, including the deadline to submit a grade appeal, is located in the NSU catalog at [Grade Appeal Policy and Procedure \(AE 9.1\)](#)

MSN Chain of Command



Other School of Nursing Policies and Procedures

PROGRESSION AND RETENTION

A minimum grade of “B” or above is required to pass a nursing course and progress through the curriculum on schedule.

ACADEMIC PROBATION

A student who obtains a grade of B- or lower in one nursing course will automatically be notified by the School of Nursing at the end of the semester prior to progressing to the next course and will be placed on academic probation. Academic probation will continue until term progression to good standing. After academic probation is instituted, a hold is placed on the student account and the student is required to meet with the academic advisor to co-create a success plan.

ACADEMIC SUSPENSION

Failure to meet with the MSN Academic Advisor once placed on academic probation will result in academic suspension as students are unable to register in subsequent courses. Additionally, students who do not adhere to the co-created success plan may be subject to academic suspension.

NS AE 10 ACADEMIC STANDING POLICY

In addition to the probation and suspension policies noted above, students are subject to the Nevada State School-wide AE 10 Academic Standing Policy. In cases where the SON policy sets a higher academic benchmark than the general NSU policy, the SON policy will supersede.

ONLINE CLASSROOM PARTICIPATION STATEMENT

It is the belief of the School of Nursing that online classroom participation is important to academic achievement and professional development. Since nursing is a practice discipline, safe performance requires that learning in class be transferred to clinical decision making. Students should review the course syllabus for specific details/regulations for each course. Nevada State University's MSN is an intense program. Students agree by taking this program, that it will be their own responsibility of submitting assignments on time. By enrolling in this program, students are assuming the responsibility of submitting online assignments on time.

Students must show courtesy toward others in the online classroom by following web etiquette. Online discussions and group work require students to be aware of discussion and assignment due dates and times. Online coursework requires self-regulation and on time posting of coursework to facilitate one's learning, as well as that of the other students in the course.

Students should refer to the course syllabi for all of their courses to ensure compliance with specific guidelines for courses, absences, tardiness, exam schedules and assignments. The course instructor is charged with ensuring that all students follow the structure of the course and holding accountable the students who are not compliant. Participation in class is a professional behavior that students are expected to adhere to while at Nevada State University.

In addition, evidence of attendance through participation within the first two weeks of each semester is required for students to receive financial aid disbursements. Lack of attendance in those first two weeks will result in the student being administratively withdrawn from a course.

Evaluation of Curriculum and Faculty

Students' suggestions for the development of the nursing curriculum and the creation of School of Nursing activities are welcomed by the faculty. Students' active participation in the online learning process is essential. Each student will be given the opportunity to evaluate the course and the instructor at the end of the term. When completing the evaluations, thoughtfully consider the overall class experience, including areas that have been excellent and those with room for growth or improvement. Evaluations should be as objective and constructive as possible. Learning to evaluate the performance of self, colleagues, program effectiveness, and educational programs is an integral part of being a professional.

Application for Graduation

All students need to apply for graduation as required by the Registrar's office. An application form must be completed by the student. It is the student's responsibility to meet the advertised application deadlines and ensure that the Registrar's office receives the completed application on time. Failure to adhere to the advertised deadline will result in the student's name not appearing in the commencement program. Students who do not graduate during the graduation period for which they have applied must submit a new graduation application, along with the graduation application fee.

- Fall Graduation: May 1st
- Spring/Summer Graduation: October 1st
- Attending Spring Commencement: Apply by October 1st; if your application has already been submitted, attendance decision may be updated on or before April 5th. *Failure to adhere to this deadline will result in the student's name not appearing in the program.*

For more information related to applying for graduation, go to: [Application for Graduation](#)

Pinning Ceremony

The symbolism of the nursing pin relates to the customs established in the 1600's when the privilege of wearing a coat of arms was limited to noblemen. As centuries passed, this custom was passed to schools and craft guilds. Florence Nightingale attempted to capture the spirit of wisdom, strength, and courage that pins represent when she chose the Maltese Cross as a symbol for the first nursing school graduates (Ericksen, 2016). As nursing schools developed, each school chose a unique pin. Faculty and students designed the Nevada State University school pin. The Pinning Ceremony heralds the completion of the Nursing Program and represents entry into professional practice. Students who have successfully completed all NSU School of Nursing courses and/or other graduation requirements will participate in the pinning ceremony.

Eligibility

Students who have successfully completed all Nevada State University (NSU) School of Nursing courses and/or other graduation requirements are eligible to participate in the pinning ceremony.

Event

Pinning Ceremony for Full-Time [FT], Part-Time [PT] and Post-Licensure cohorts (RN to BSN and MSN Nurse Leadership) will be provided each term.

Venue/Location

Selection of the venue will be a joint decision between Student Affairs Committee (SAC) and (SON) leadership. Scheduling and finalizing the venue will be the responsibility of the SON Administration and SAC. If off campus, NS Events office will be notified upon the securing of the venue.

Date

Pinning Ceremony preferably takes place on the Thursday following the end of a semester. Pinning date will be confirmed in coordination with venue selection. The date and venue will be secured as far in advance as possible, preferably 8 weeks. The SON Administration or Program Officer will advise the SAC when the venue has been reserved.

Attendees

The following attendees may be present during the Pinning Ceremony:

- NSU SON Faculty (Full-Time Faculty & Staff, adjunct faculty)
- Graduating Students (Full-Time, Part-Time, Post-Licensure)
- University Administration (invitation determined/distributed by SAC). Invitation will be the responsibility of the chair of SAC.
- Community VIPs and honored guests as invited SAC

- Invited guests of graduates. A specific set number of tickets for guests will be determined by SAC

NSU SoN Nursing Pin

The unique Nevada State SoN Pin can be purchased by students at the NSU bookstore or wherever directed by SAC to do so.

Dress Code

Professional dress is expected. If heels are worn, modest height is recommended for safety reasons. Students may contact the pinning advisor for questions related to the pinning dress code.

Miscellaneous

- The Master of Ceremony will be named by SAC.
- Ex-Officio members of SAC provide support in planning and executing the event.

Program

A Pinning Ceremony Program will be created and printed by the SON Program Officer or designated support team member with the following formatting:

- Master of Ceremonies
- Graduate Processional
- Welcome
- Leadership Speaker
- Graduate Speaker
- Video Presentation
- Faculty Speaker
- Nursing Excellence Award
- Beverly Canfield Award
- Pinning
- Nursing Pledge
- Graduate Recessional

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Use of NSU Portal for SON Communication

Students should check the NSU Portal (my.nsc.edu) on a regular basis for program announcements.

NSU Student Email Policy

As per NSU IT Student Email Policy:

Official email communications are intended to meet student, faculty, and staff academic and administrative needs within the campus community. Unless otherwise prohibited by law, the College and its faculty may communicate with students officially by email and will expect that such email messages will be received and read in a timely manner. This policy stipulates that all formal communication will be sent to students using the official issued College email address.

Non-Discrimination Policy

Nevada State University nursing students will promote a positive image and be nonjudgmental in their attitudes in all interactions with clients, community and clinical agencies, each other, and NSU faculty and staff. Students will not refuse practicum assignments solely based on race, gender, cultural origin, religion, or medical condition of the clients served in their practicum site.

Employment

Some students may be employed during their education experience. It is recommended that students keep extra work hours to a minimum during the academic semesters. Participation in employment orientation or work is not considered to be an approved absence from nursing classes, assignments, or exams.

Policy Regarding Social Networking

1. Social networking sites include, but are not limited to: Facebook, Twitter, Instagram, YouTube, Snapchat, Tiktok, LinkedIn, blogs, texting, etc.
2. SoN students shall not present personal opinions in networking sites that imply endorsement by the SoN. Students should be responsible in representing the SoN in the community and should be aware of situations that might compromise the reputation of SoN.
3. SoN students shall not use patients' names (including any identifiers such as initials, photos, etc.) and personal health information of patients in social media communications.
4. SoN students who engage in social media communications may not violate Nevada State University's academic policies or violate local, state, or federal laws and regulations.
5. In response to complaints about violation of this policy, SoN may look up profiles on social networking sites and may use the information in formal disciplinary proceedings against the student, which may result in suspension or dismissal from the program and/or the college.

Approved by SoN Faculty 5-10-11

Approved Revisions by SoN Faculty 10-12-21

SECTION 4: SCHOOL OF NURSING COURSE GRADING GUIDELINES

School of Nursing Course Grading Guidelines

Nevada State University School of Nursing uses the following grading system to evaluate the student's performance. Students must earn a grade of B or better in order to pass a nursing (NURS) course; a B- is not a passing grade. Grading criteria for the successful completion of each course are found in each course syllabus. The weighting of exams, papers, presentations, and other assignments will be determined by each instructor and posted in the syllabus.

The syllabus serves as a contract for the course. Students are accountable and responsible for the information provided in this document. Each student is expected to have read and understood the syllabus at the beginning of the semester or to ask questions to clarify course requirements. Faculty reserve the right to provide additional assignments, information, and learning activities throughout the semester. Students are expected to refer to the syllabus periodically throughout the semester to ensure they are following course policies.

Theory Courses

To pass a course, an average of 83% must be achieved. Failure to achieve this will automatically result in an overall grade of B—or lower. When 83% is not achieved, the final course grade will be based on the exam/quiz/knowledge check grade only, without addition of other assignments.

Grading Scale:

Grade		Quality Points
A	93-100%	4.0
A-	90-92%	3.7
B+	88-89%	3.3
B	83-87%	3.0
B-	80-82%	2.7
C+	78-79%	2.3
C	75-77%	2.0
C-	70-74%	1.7
D+	68-69%	1.3
D	65-67%	1.0
D-	60-64%	0.7
F	59% and below	0.0
I	-----	Incomplete
W	-----	Withdrawal

Rounding

Students must achieve 83% before rounding occurs. Grades on exams are rounded to the hundredths. First example: 84.654 is recorded as 84.65. Second example: 74.349 is recorded as 74.35. The final course grade is rounded to a whole number only if it is above 75.00% First example: 82.48 is rounded to 82. Second example: 89.53 is rounded to 90. Third example: 74.88 is not rounded because it is not above 75.00%. Therefore, 74.88% is not a passing grade.

If the Canvas final grade calculation differs from the above rounding calculation, the instructor will calculate the final course grades. The instructor-calculated grade will be sent to the Registrar.

Other Grades

- I = As per the NSU Incomplete (I) and Not Recorded (NR) Grade Policy, to receive an Incomplete in a course offered by the School of Nursing, the student must be passing the course with a grade of 75% or higher based on work completed and must have completed a sufficient portion of the course such that the remaining coursework (e.g., a final paper, final exam) can be completed before the beginning of the next term. A student with an Incomplete grade in a required nursing course cannot progress in the MSN program until the Incomplete is resolved; in some cases, students may be unable to register for the subsequent semester until the Incomplete has been resolved. A student cannot re-enroll in a course in which an Incomplete grade remains on record.
- W = “W” signifies that a course has been dropped or that a student has withdrawn from the college. The grade of “W” is not included in the grade-point average. An “F” is given to students who are failing when they withdraw from any course after the college drop date.

Students are responsible for adhering to the NSU SoN (MSN) Academic Calendar with regards to add/drop/withdrawal dates and deadlines.

SECTION 5: MSN PRACTICUM EXPERIENCE

MSN Nursing Leadership Practicum Experiences

Participation in approximately **205 practicum hours** in the discipline of nursing is required for successful completion of the MSN Nursing Leadership program. These practicum hours are strategically designed to provide graduate students with opportunities to engage in advanced-level practice experiences beyond the scope of a Baccalaureate-prepared Registered Nurse. Through practicum-based course assignments, students demonstrate and refine competencies in leadership, clinical decision-making and evidence-based practice.

Each assignment is tailored to achieve specific health goals or expected health outcomes, enabling students to link theoretical knowledge with real-world application. A mixture of direct and indirect hours will be accepted and is outlined in each course syllabus.

Direct Care Experiences

Direct care refers to nursing care activities that occur at the point of care to patients or through collaboration with other healthcare providers, with the intent to:

- Achieve specific health goals, or
- Accomplish selected health outcomes.

These experiences encompass a broad range of settings, allowing graduate students to develop expertise in diverse healthcare environments. Examples of direct care settings include:

- Acute and critical care environments where leadership in decision-making impacts patient safety and outcomes.
- Long-term care facilities, focusing on quality improvement initiatives for vulnerable populations.
- Home health services, emphasizing resource coordination and patient-centered care plans.
- Community-based settings, where leaders address population health concerns through targeted interventions.
- Educational settings, where nurse leaders mentor and develop future nursing professionals.

Indirect Care Experiences

Indirect care refers to nursing activities that support patient care but are not delivered directly to a patient, group, or community. Examples include:

- Collaborating with interdisciplinary teams to develop policies and procedures.
- Conducting data analysis to support quality improvement initiatives.
- Designing and implementing educational programs for staff development.
- Engaging in administrative roles to enhance healthcare systems operations.

These indirect care activities foster the development of high-level competencies in leadership, strategic planning, and policy advocacy, aligning with the broader goals of the MSN Nursing Leadership curriculum.

Site Mentor and Practicum Requirement

Practicum Site Mentor Role

A practicum site mentor is master's-prepared at a minimum (doctoral-prepared preferred) and maintains current, unrestricted licensure as an advanced practice nurse or nurse in an advanced role. The mentor is seen as an expert in the area of focus and serves as a resource for students during their practicum experience.

Ongoing collaboration occurs between mentors and course faculty to evaluate student learning through mastery of course outcomes. Mentors are provided with a copy of the Master of Science in Nursing Leadership Program Faculty Practicum Training Guide, which outlines the responsibilities and expectations of their role, including the criteria by which they will be evaluated by course faculty. Mentors work one-on-one with students through experiential learning during the course. The mentor maintains regular contact with the student during their practicum experience and can serve remotely as allowable by the practicum site organization.

Site Mentor Qualifications:

- Registered Nurse for at least five years
- Master's degree in nursing or related field
- Experience in nursing leadership
- Mentors must have a current, unrestricted nursing license in the state where the practicum will take place.

NOTE: The site mentor cannot be a family member, relative or personal friend. Mentors cannot be responsible for supervision of the student as an employee; the student cannot be responsible for supervising the mentor in the workplace. In addition, the mentor cannot be a direct supervisor or any staff member who can impact the employee's evaluation.

Once the site has been selected and site mentor identified, a Mentor Agreement is required. The Mentor Agreement should be signed and submitted at least 8 weeks prior to the beginning of the practicum course. Please see the following:

- Identify the mentor and include the mentor's qualifying information on the Mentor Agreement form and attach the mentor's resume/Curriculum Vitae (CV)
- If a student is unable to independently secure a practicum site or mentor the School of Nursing (SON) will collaborate with the student to identify a suitable placement that aligns with program requirements and learning objectives.

Considerations for Practicum Experience

- Practicum sites should support student learning, nursing leadership focus, and provide the direct application of knowledge.
- Carefully selecting sites that can provide the practicum experiences for the specific course objectives is critical to student outcomes and learning.
- Here is a list of site selection criteria that you should keep in mind when searching for your practicum site:
 - Enables students to integrate new knowledge.
 - Allow students to engage in information technology and analyze patient data.
 - Encourages the development of professional competencies among the healthcare team.

- Fosters interprofessional collaborative practice.
- Demonstrates cultural humility, social justice, equity and inclusion when working with learners and colleagues.
- Employ master's level nurses that are competent and specialized in their field that can mentor students.
- Provides an environment conducive to opinion sharing, exploration of ideas and achievement of professional outcomes.
- Promotes nursing as both a science and an art.
- Fosters activities that support a culture of lifelong learning.
- Provides students with a variety of learning opportunities to foster interprofessional team practice and to provide care within the four spheres of care and with care recipients from diverse backgrounds and cultures, from different genders and age groups and with different religious and spiritual practices, including those who may be considered most vulnerable. (AACN Essentials, 2021). The four spheres of care are:
 - Chronic disease management
 - Hospice/Palliative Care
 - Wellness, Disease Prevention
 - Regenerative/Restorative care

Your site must be a healthcare-related organization in accordance with the needs of the specialty (e.g., hospital, outpatient clinic, long-term care facility, home-care services). Please note, correctional facilities will not be accepted. The site may be in the institution where you are currently employed but must be outside of your normal work area (e.g., if you are a hospital staff nurse in the cardiac unit, then you may select a mentor who is the director of staff development in the same hospital).

You must meet the institution's HIPAA compliance requirements prior to the start of the practicum experience. You must have an active and unrestricted registered-nursing license in the state where they wish to complete the practicum. If you are completing your practicum in a different state from where you reside, then proof of proper RN licensure will be required prior to practicum registration. Students who are completing their practicum hours at their place of employment must ensure that all practicum hours are distinctly separate from their paid employee hours and are focused solely on meeting the practicum's educational objectives. Faculty will work with students to identify practicum sites and experiences in order to fulfil course clinical practice requirements.

MSN ePortfolio Overview

Throughout the MSN leadership program, students will submit each course's final projects to the ePortfolio in their Canvas LMS. Students will have step-by-step instructions provided on how to set up their ePortfolio in Canvas initially. Students will then submit each final project to the ePortfolio, which is identified in every course.

SECTION 6: RESOURCES AND STANDARDS

Student Support Resources

Disability Resource Center (DRC)

The Americans with Disabilities Act (ADA) mandates accessibility in all facets of the learning environment. The Disability Resource Center (DRC) on the Nevada State University campus coordinates support services and reasonable accommodations for students qualifying as disabled under the ADA guidelines. These services are free of charge. Any student who believes s/he may need an accommodation based on the impact of a documented disability should contact the DRC to speak privately with a representative about specific needs. To make an appointment, please contact the DRC in Roger's Student Center Room 123 by calling (702) 992-2180 or through email at drc@nsc.edu. Additional information specific to the Disability Resource Center may be found on the NSU website at <https://nsc.edu/academics/disability-resource-center/>.

Library

The Nevada State University Library provides students with access to a vast collection of books, journals, databases, and digital resources to support academic research and learning. The library offers research assistance, interlibrary loan services, and study spaces for both individual and group work. Students can also take advantage of citation tools and workshops designed to enhance research skills. NSU website <https://library.nevadastate.edu/>

Academic Success Center

The Academic Success Center (ASC) provides tutoring, writing assistance, academic coaching, and workshops to help students achieve their academic goals. Whether you need support with course content, study strategies, or writing assignments, the ASC offers individualized and group sessions to enhance learning and critical thinking skills. NSU website <https://nevadastate.edu/asc/>

Financial Aid Services

The Financial Aid Office assists students in understanding their funding options, including scholarships, grants, loans, and work-study programs. The office provides guidance on FAFSA applications, financial literacy, and maintaining eligibility for aid throughout the MSN program. Students can also schedule individual consultations to discuss their financial aid package and explore additional funding opportunities. NSU website <https://nevadastate.edu/financial-aid/>

eLearning Device Recommendations for Nursing Students

The following link will provide students with the **recommended** specifications to work with the eLearning system, referred to as Canvas: <https://community.canvaslms.com/docs/DOC-10720-67952720329>

APA Style and Scholarship

Students are expected to represent themselves professionally, including in written work. APA format is the expected platform for scholarly papers in the nursing program. Unless otherwise noted, all papers are to be written in APA format. The School of Nursing follows the *Publication Manual of the American Psychological Association*, 7th Edition. Please ensure that you are using the most current edition. The book is available for purchase through NSU Bookstore.

Early Identification and Support for Students

Nevada State University (NSU) is committed to the early identification and support of students who are at risk of not passing or completing a course/degree requirement at Nevada State University. Early identification and Support for Students is one of NSU's retention strategies designed to provide students with resources to aid them in the successful completion of their academic endeavors.

The College's approach to identifying and supporting students at academic risk will be respectful of privacy and in line with FERPA regulations. Identification will be based on course performance. Faculty may report students to the student's academic advisor at any time for issues in any of the following areas: not keeping pace with the progression of the course; not completing mandated units of study, field/practicum work, or practicum; failure to pass units of study or assessments; not attending lecture, practicum work, or assessment components; not participating in online course studies, discussions, or assessments.

In the instance that the academic advisor has been alerted as to any of the aforementioned areas of concern, the advisor will confidentially, contact students within 24-48 business hours of an alert to provide academic support, strategies, and resources.

Emergency Care Services

If you are struggling with hunger, unstable housing, safety, mental health worries or ANY other concerns, contact case manager, Laura Hinojosa. Together, we can help meet those needs. E-mail: laura.hinojosa@nsc.edu | Call 702.992.2514 | Website: www.nsc.edu/care

Counseling Services

Nevada State University has contracted All About You Counseling (AAU) licensed clinicians to offer free, short-term mental health counseling sessions to Nevada State students looking to boost their personal balance and fulfillment. These licensed clinicians focus on stabilization, symptom reduction, and skills building. Clinicians are on campus and available two days per week by appointment. Students must identify themselves as NSU students when calling.

After completion of AAU's short-term therapy program, students are referred to NSU's case manager whose goal is to further assist as needed. The case manager will provide campus and community resources to ease the transition out of counseling.

Professional ethics codes and state laws consider the personal information discussed in counseling to be strictly confidential. All information gathered in counseling, including the fact that a student has accessed services with All About You Counseling is held in strict confidence. No information is released to Nevada State University officials, faculty members, parents, or outside agencies without written prior authorization from the student except when there is imminent danger or serious harm to self or others; in this case, the counselor is required to take action to prevent harm.

To schedule services and get the most up to date information on availability:

1. Call the AAU front desk at 702.754.0807

2. Identify as an NSU student
3. After answering some basic questions, you will be given an appointment

Sessions take place in Dawson 219 A-B.

Additional 24-hour Resources

Suicide Prevention Lifeline
1.800.273.8255 (1.800.273.TALK)
<http://www.sprc.org/>

Crisis Text Line
Send a text to 741741 from anywhere in the USA to message a trained crisis counselor.
<https://www.crisistextline.org/>

For an expansive list of Student Support Services, refer to the NSU Website at
<https://nsc.edu/current-students/support-services/>.

Online Course Participation

Online Learning

Successful online learners are actively interacting with other students and with faculty. Online learning material is presented in a variety of ways including video, links to outside learning environment websites, case studies, and discussions, to name a few.

Online learning technology is accessible “anytime, anywhere” which makes it convenient for the student.

Successful online students have some common characteristics. They are:

- Highly motivated, independent, and active learners
- Able to maintain disciplined study without external reminders
- Adaptable to new learning environments
- Willing to ask for help
- Comfortable with technology
- Possess good organizational and time management skills

Self-Paced and Self-Directed Learning

In the MSN program, nursing courses are sequenced to be completed in twelve (12) months if all core courses are completed and attending full-time. However, most students work full-time and prefer to take a part-time approach leading to completion within twenty-four (24) months. Self-paced learning means that a student completes the MSN program at a pace that fits into his or her own lifestyle. Each student needs to consider how coursework fits into his/her personal and work obligations. Students are highly encouraged to consult with an academic advisor before enrollment. While students are certainly able to choose the pace of program

completion, students are still expected to adhere to the online participation standards/rigor of each course. This means that statements such as, "I had a busy week!" or other demanding situations are not valid excuses for incomplete coursework.

In the MSN program, the teaching-learning process requires an individual to be self-directed and an active participant. Self-directed learners identify their own learning goals, plan their own learning experiences, and evaluate their progress toward the achievement of their goals. Faculty members act as consultants, facilitators, resource or reference persons, and teachers for students. This allows the student some freedom and flexibility in the teaching-learning process and assists the student in reaching their highest potential.

Web Etiquette

Every student using e-mail and participating in online discussions should adhere to professional behavior when communicating online. The student should:

- Address the message to someone.
- Sign any message being sent.
- Write in a professional manner.
- Be very judicious when copying (cc:) an e-mail to someone. It may be improper to copy or forward correspondence to another person.
- Avoid profanity and remember neither the internet nor e-mail are entirely secure.
- Return e-mails in a timely manner. Avoid spamming – this is the mass forwarding of an e-mail
- Avoid slamming – this is the use of harsh words to others in a public forum.
- Avoid the use of caps as much as possible. The use of all capital letters is equated with yelling.

Guidelines for Effective Online Communications

Email:

1. Always include a subject line.
2. Remember, some comments may be taken the wrong way without facial expressions.
3. Be careful when wording your emails. The use of emoticons might be helpful in some cases.
4. Use standard fonts.
5. Do not send large attachments without permission.
6. Special formatting, such as centering, audio messages, tables, HTML, etc., should be avoided unless necessary to complete an assignment or other communication.
7. Respect the privacy of other class members.

Dialogues/Discussion Groups:

1. Review the dialogue/discussion threads thoroughly before entering the discussion.
2. Try to maintain threads by using the "Reply" button rather than starting a new topic.
3. Do not make insulting or inflammatory statements to other dialogue/discussion group members.
4. Be respectful of others' ideas.
5. Be patient and read the comments of other group members thoroughly before entering

your remarks.

6. Be cooperative with group leaders in completing assigned tasks.
7. Be positive and constructive in group dialogues/discussions.
8. Respond in a thoughtful and timely manner.
9. Adhere to the group agreed upon due dates for assignments

Time Guidelines for Online Class Participation

Optimal success and grades in online courses correlate with adequate time and effort devoted to study. While online courses offer more scheduling flexibility, rigor and time requirements are similar to on-campus courses.

Generally, students in a three (3) credit, seven (7) week course should plan to dedicate approximately 20 hours per week to coursework in an online classroom. This time frame is an approximation. Students may need more or less time depending on their familiarity with course materials, computer skills, and general academic abilities. Students should self-assess their individual abilities and plan study time accordingly.

School of Nursing Standards for Group Work

Some of the course work at NSU will be undertaken by small groups of students working on specific assignments. To enhance development of a work group identity and cohesion, students are directed to utilize the suggestions below:

1. Mutually develop the projects goals and perspectives.
2. The entire group is to aid in the development of a work plan with timelines for the production of course assignments
3. Agree on a set of standards for performance of each group member related to input and quality of work submitted for group approval.
4. Develop an action plan for the internal management of conflict and resolution of problems between group members.
5. Assure that the products produced by the group are cohesive and possess a final presentation as a single product rather than a collection of individual parts.
6. Tasks are completed on time and meet established assignment requirements.
7. When peer evaluation is required, students give thoughtful and constructive feedback.

School of Nursing Standards for Written Work

The following listing is a guideline for the development of student papers authored at graduate level:

- Content/Development
 1. All key elements of the assignment are covered in a comprehensive, accurate, and/or persuasive format.
 2. The context and purpose of the writing is clearly stated in the introduction to the work.
 3. Major paper ideas are organized into appropriate sections, are supported by specific details, examples, or analysis, and are organized logically.
 4. Where appropriate, the paper supports major points with theory relevant to development of the ideas and uses the vocabulary of the theory correctly.
 5. There is integration of theory and practice whereby the writer is able to link theories to practical experiences (i.e. application to the “real world” work setting”).
 6. Research is adequate and timely for the topic.
 7. Each submission is original for the assignment. Resubmitting previous work or assignments created for another course is a form of self-plagiarism.

- Organization
 1. The introduction provides sufficient background on topic and previews major points.
 2. The paper's organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
 3. Ideas flow in a logical sequence.
 4. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper.
 5. The conclusion is logical and flow from the body of the paper with the major points of the paper restated.
- Format
 1. The paper, including citations & reference page, follows APA guidelines for format.
 2. The paper is laid out effectively and uses reader-friendly aids (e.g. sections, summaries, tables of contents, indices, appendices, etc.) when appropriate.
 3. The paper is neat, with attention given to format requirements.
- Grammar/Punctuation/Spelling
 1. Rules of spelling, grammar, usage, and punctuation are followed.
- Readability/ Style
 1. Sentence transitions are present and maintain the flow of thoughts.
 2. Sentences are well constructed, with consistently strong varied structure.
 3. Words used are precise and unambiguous and the tone is appropriate to the content and the assignment.

Guidelines for Testing Online

Students are expected to demonstrate academic integrity when taking tests online. Each online exam/quiz has a time limit set by the instructor and may use online proctoring software. When taking an online test, students are expected to test honestly, ethically, and confirm that the answers are all their own. Unless otherwise specified, online tests are not open book or open notes. Students are not to receive assistance from other resources including the Internet, classmates, or others. Students should understand that they may not copy or print the questions from online quizzes for any purpose.

Nevada State University Policies

Please see the [Nevada State University website \(linked\)](#) for the following policies:

[Tolerance and Civility Policy](#)

[Student Code of Conduct](#)

[Disability Resource Center \(DRC\)](#)

[Withdrawal from Course](#)

[Emergency Care Services](#)

[Counseling Services](#)

[Library](#)

[IT Support](#)

[Financial Aid](#)

[Writing Center](#)

Professional Organizations and Standards

Sigma Theta Tau International

The Honor Society of Nursing, Sigma Theta Tau International was founded in 1922 by six student nurses. The founders chose the name from the Greek words Storgé, Tharsos, and Timé, meaning "love," "courage," and "honor." The mission of the Honor Society is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

Zeta Kappa at Large is the local chapter in Las Vegas, composed of two colleges: NSU and UNLV. Services of the organization focus on the core areas of education, leadership, career development, evidence-based nursing, research, and scholarship.

Undergraduate nursing students at NSU who have completed half of their nursing program, have at least a 3.0 GPA (based on a 4.0 scale) and rank in the upper 35% (GPA) of their graduating class, and meet the expectations of academic integrity, qualify for membership. Students who accept the invitation to membership will be officially inducted into the chapter at a formal induction ceremony traditionally held during the late spring. Inducted students will receive, free of charge, Sigma Theta Tau honor cords to be worn at graduation.

National Student Nurses' Association Code of Academic & Clinical Conduct

Preamble: Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients
2. Maintain client confidentiality
3. Take appropriate action to ensure the safety of clients, self, and others
4. Provide care for the client in a timely, compassionate, and professional manner

5. Communicate client care in a truthful, timely and accurate manner
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions
7. Promote excellence in nursing by encouraging lifelong learning and professional development
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students
11. Encourage faculty, clinical staff, and peers to mentor nursing students
12. Refrain from performing any technique or procedure for which the student has not been adequately trained
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others
14. Assist the staff nurse or mentor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment
16. Strive to achieve and maintain an optimal level of personal health
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy

American Nurse Association Code for Nurses

Provision 1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2	The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3	The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4	The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
Provision 5	The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6	The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7	The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 9	The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from: <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

American Nurses Association Principles for Social Networking and Using Social Media

Social media is now a daily part of all our lives. It can not only be entertaining and informative, but it also has the potential to help your career as a nurse and the nursing profession in general. On a professional level, it has many significant benefits: from the collaborative exchanging of ideas or discussion of health issues; to the invaluable promotion of nursing and better health and health care for all. However, nurses have a responsibility first and foremost to their patients. As a nurse, you must always ensure that anything you post or publish could never undermine your patient's treatment or privacy. There is also the unavoidable truth that information on social media can take on a life of its own – where inaccuracies become “fact”. With that in mind, the American Nurses Association (ANA) has created a set of principles to guide you when using social media, allowing nurses to get the best out of it while safeguarding themselves, the profession, and their patients.

ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References:

American Nurses Association. (2021, June). Principles for social networking and the nurse. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2011, August). White Paper: A nurse's guide to the use of social media. Chicago, IL: Author.

www.NursingWorld.org