HEALTH PROFESSIONS
RN-to-BSN
CENTRAL MICHIGAN UNIVERSITY

RN-to-BSN Student Handbook

2025-2026
(Updated 5/21/2025)

Dear RN-to-BSN Student,

Welcome to the Central Michigan University RN-to-BSN Program. All the faculty and staff are excited to work with you on your educational journey to receiving your Bachelor of Science in Nursing.

The staff and faculty have created this Nursing Program Student Handbook to guide your success in this program. This handbook should be read before starting your first class to understand the program's expectations of students. We encourage you to make notes and ask questions if you need to clarify any issues or concerns.

The Central Michigan University undergraduate bulletin in conjunction with the RN-to-BSN Program Student Handbook should be used as a resource throughout your education to ensure your success in the program. The university undergraduate bulletin & student handbook guide your college success and is familiar to all students. The RN-to-BSN Program student handbook contains specific content areas of knowledge for the BSN program. The policies and expectations contained in both handbooks will be evident in your nursing courses.

The policies and practices presented in the RN-to-BSN student handbook are subject to review and revision each year but may be updated more frequently as necessary. The Herbert H. and Grace A. Dow College of Health Professions (CHP) of Central Michigan University and the RN-to-BSN program reserves the right to change the policies and procedures in this handbook on an as-needed basis and notify the students accordingly.

On behalf of the faculty and staff at Central Michigan University, we thank you and wish you the best of success on your educational journey.

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Welcome to Central Michigan University

Welcome to Central Michigan University! We are pleased that you have selected Central Michigan University (CMU) to continue your education. The faculty and staff here at the college look forward to working with you to achieve your educational goals.

We hope to instill the passion for education and encourage lifelong learning in all our students.

Purpose of the RN-to-BSN Student Handbook

This handbook is designed to provide the RN-to-BSN student with specific information regarding the RN-to-BSN program that supplements the University and College Bulletin. This student handbook addresses faculty contacts, policies, and procedures as it relates to the RN-to-BSN student. This handbook is not inclusive of all the University's policies and procedures. The college bulletin is the primary source for general policies and procedures of the university.

The faculty are here to support you through the process of continuing your education or transitioning back to school!

Accreditation

The Higher Learning Commission (HLC) accredits Central Michigan University and the Nursing program.

The baccalaureate degree program in nursing at Central Michigan University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. www.ccneaccreditation.org.

Administration Faculty and Staff Contact List

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Central Michigan University Mission, Vision, and Value Statements

University Mission, Vision, and Values

The Central Michigan University Board of Trustees has adopted the following statements and values as the cornerstone of the university's dedication to quality education for everyone.

Vision Statement

"Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation."

-Adopted by the Board of Trustees, December 6, 2012

Mission Statement

At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.

-Adopted by the Board of Trustees, December 2, 2010

Core Values

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation.

-Adopted by the Board of Trustees, December 2, 2010

View the [definition of mission statement core values](#).

Central Michigan University Strategic Plan

Central Michigan University's [strategic plan](#).

College of Health Professions (CHP) Mission, Vision, and Value Statements

Vision

The Herbert H. and Grace A. Dow College of Health Professions is to be nationally recognized for the development of professionals who contribute to an inclusive, healthy society.

Mission

Through the Herbert H. and Grace A. Dow College of Health Professions, we foster and sustain a culture of excellence through collaborative clinical/professional practice, learner-centered education, leadership, research, and service.

Values

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation adopted by the Board of Trustees, December 2, 2010. Definition of [mission statement core values](#) of the university.

CHP Strategic Plan

The Herbert H. and Grace A. Dow College of Health Professions [strategic plan](#).

RN-to-BSN Program Mission, Goals, Vision, and Philosophy

Mission Statement

The mission of the RN-to-BSN program is to create a culture of excellence that promotes the personal and professional growth of students to become nursing leaders through systems thinking, research, and service.

The RN-to-BSN program recognizes the unique characteristics and needs of our diverse, primarily rural setting, preparing graduates to provide nursing care to individuals, families, groups, communities, and populations in a variety of settings.

Program graduates demonstrate competence in clinical judgment, collaborate as members and leaders of interprofessional healthcare teams, and utilize evidence-based interventions to manage illness; promote, maintain, and restore health across the lifespan.

Est. 2/2018
Reviewed 5/2019; 4/2020; 11/22/2022
Revised: 3/2020; 4/2020

The RN-to-BSN Program Goals:

1. Provide graduates with a strong foundation in nursing leadership, evidence-based practice, systems thinking, and population health to meet the demands of health care employers.

2. Build upon a foundation of the arts, sciences and humanities and professional nursing education that provide a base for our graduates' eligibility for graduate degree education to prepare for advanced nursing practice roles.

3. Implement innovative and accessible models of nursing education to meet the personal and professional needs of an increasingly diverse student body.

4. Recruit and retain qualified and diverse students committed to academic excellence, professional development and lifelong learning.

5. Recruit and retain qualified faculty who contribute to the university, the profession, and service and scholarly endeavors.

Est. 2/2018
Reviewed 5/2019; 4/2020; 11/22/2022
Revised: 3/2020; 4/2020

To achieve our mission, the program will emphasize learner-centered education and incorporate the institution's core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation. View the University's definition of mission statement core values adopted by the Board of Trustees, December 2, 2010.

<div align="center">**Vision Statements**</div>

University	CHP	RN-to-BSN Program
"Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation." -Adopted by the Board of Trustees, December 6, 2012	The Herbert H. and Grace A. Dow College of Health Professions is to be nationally recognized for the development of professionals who contribute to an inclusive, healthy society.	The vision of the RN-to-BSN program is to prepare engaged, inclusive, compassionate, ethical, and visionary healthcare leaders. Est. 4/2019 Reviewed. 11/22/2022

Philosophy of the RN-to-BSN program

The central purpose of the RN-to-BSN program in the School of Rehabilitation and Medical Sciences (SRMS) is to increase the quality of healthcare by graduating baccalaureate prepared nurse generalists who excel in meeting the healthcare needs of diverse individuals and communities. The program promotes collaborative practice designed to meet the ongoing challenges of a dynamic healthcare environment and society. Nursing education at Central Michigan University supports the belief that nursing practice is based on the premise of faculty providing students with the tools and information necessary to sustain growth, promote self-care, and lifelong learning.

The faculty believe that healthcare is a fundamental right that takes place in all communities. Fostering respect for different perspectives guides students to provide effective intercultural care, contribute to local and global efforts to eliminate health disparities, and advocate for vulnerable populations. The faculty is committed to designing and implementing curricula in which students develop critical thinking, decision-making skills, clinical judgment, cultural sensitivity, and professional nursing values in an increasingly complex healthcare system. The faculty views the teaching-learning process as an interactive and collaborative relationship with students, who are valued as colleagues. The faculty are responsible as role models, mentors, and teachers for providing a caring environment in which students are free to explore and develop personally, professionally and intellectually.

Baccalaureate education provides the foundation for graduate education, advanced practice, and expands an individual's perspectives on life, attitudes, values, and beliefs. Faculty believe that the application of knowledge from nursing science as well as a broad, liberal education is an essential foundation, upon which the training of a competent and compassionate professional nurse is constructed. The program provides a full range of nursing activities within the multiple contexts of legal and ethical boundaries, political and economic forces, sociocultural influences, and spiritual and historical factors. This environment will provide quality education, which develops critical thinking and nursing competence. A graduate of the program will possess the ability to integrate theories, concepts, and research findings

into nursing practice, shaping the future of nursing and meeting the emerging healthcare needs of a global society.

The students are expected to be accountable adults, who have the responsibility to be actively involved in the education process; to identify their learning goals, needs, and styles; to become knowledgeable and skilled; to question and propose new ideas; and to use peer, faculty, college and university resources to further their learning. The collaborative, student-focused nature of this academic program creates an individualized education that motivates students to push the boundaries of personal growth and expectations.

Est: 4/2019
Reviewed: 3/2020; 11/22/2022

Program Student Learning Outcomes

Alignment of RN-to-BSN PSLOs with AACN 2021 Domains and QSEN Competencies with Rationale			
RN-to-BSN PSLO	**Aligned AACN 2021 Domains**	**Aligned QSEN Competencies**	**Rationale for Alignment**
1. Integrate knowledge from the liberal arts, sciences, and nursing to provide culturally competent nursing care for diverse populations.	• **Domain 1: Knowledge for Nursing Practice** - Emphasizes foundational and interdisciplinary knowledge for clinical reasoning. • **Domain 9: Professionalism** - Encourages values-based professionalism and cultural humility.	**Patient-Centered Care (PCC):** Compassionate, respectful, individualized care based on patient preferences.	Liberal arts and nursing knowledge provide the foundation for culturally sensitive, patient-centered care. This aligns with AACN's domain emphasizing academic grounding, professionalism, core values, and interdisciplinary integration. QSEN's focus on respect and responsiveness further reinforces this alignment.
2. Demonstrate nursing leadership principles to plan and implement patient safety and quality improvement initiatives within the context of a	• **Domain 2: Person-Centered Care** - Promotes coordinated, evidence-based care. • **Domain 5: Quality and Safety** - Focuses on minimizing harm through quality practices.	**Patient-Centered Care (PCC):** Compassionate, respectful, individualized care based on patient preferences. **Teamwork & Collaboration**	This outcome supports leadership in care delivery through collaboration, and quality and safety initiatives. It directly connects to AACN domains that emphasize teamwork,

dynamic complex healthcare system and interprofessional care.	• Domain 6: **Interprofessional Partnerships** - Stresses collaborative healthcare team efforts. • **Domain 10: Personal, Professional, and Leadership Development** - Encourages leadership development and resilience.	**(T&C):** Effective interprofessional functioning. **Quality Improvement (QI):** Continuous care improvement. **Safety (S):** Reduction of harm to patients and providers.	improvement science, and leadership development. QSEN competencies reinforce interprofessional collaboration, system-level improvements, safety practices, and respect for individual patient needs through patient-centered care.
3. Apply concepts of global health to plan appropriate culturally-safe care and health promotion for vulnerable populations.	• **Domain 3: Population Health** - Highlights population-focused, equitable health strategies. • **Domain 4: Scholarship for Nursing Discipline -** Supports the development and dissemination of nursing knowledge. • **Domain 7: Systems-Based Practice** - Recognizes system-level approaches to public and population health.	**Evidence-Based Practice (EBP):** Merges best evidence with patient values. **Patient-Centered Care (PCC):** Respects diverse cultural values and needs.	Planning for vulnerable populations requires both population health frameworks and cultural sensitivity. AACN's systemic approach and QSEN's emphasis on tailoring care to patients' values and contexts both support the development of culturally safe care.
4. Utilize the best current evidence and systems thinking to improve nursing and healthcare practices for groups or populations.	• **Domain 4: Scholarship for Nursing Discipline -** Supports the development and dissemination of nursing knowledge. • **Domain 7: Systems-Based Practice** - Facilitates care coordination within systems. • **Domain 10: Personal, Professional, and Leadership Development** - Promotes reflective leadership and expertise.	**Evidence-Based Practice (EBP):** Application of current best evidence. **Quality Improvement (QI):** Enhancing healthcare processes and results. **Safety (S):** Reduction of harm to patients and providers.	This outcome reflects scholarship and systems-level thinking aimed at improving the quality of care. It aligns with AACN's focus on evidence integration, system responsiveness and optimization, and leadership development. QSEN supports the use of evidence and continuous improvement in care processes.
5. Incorporate concepts of interprofessional collaboration and communication,	• **Domain 5: Quality and Safety** - Enhances patient safety through system effectiveness.	**Teamwork & Collaboration (T&C):** Interprofessional engagement.	The complexity of healthcare leadership requires skills in communication, policy, and digital tools.

| health policy, finance, and regulatory environments as leaders in nursing practice. | • **Domain 6: Interprofessional Partnerships** - Encourages cross-disciplinary teamwork. **Domain 8: Informatics and Healthcare Technologies** - Supports use of informatics in decision-making. • **Domain 9: Professionalism** - Advocates for ethical, professional comportment. | **Informatics (I):** Technology to support communication and decisions. **Safety (S):** Promoting safe care systems. | AACN domains address leadership within safe, technology-enabled, and collaborative environments. QSEN competencies mirror these requirements by focusing on teamwork, safety, and the use of informatics in care delivery. |

Created: 2/2018
Reviewed: 10/2018; 1/2019; 3/2020; 07/15/2022; 08/17/2024; 04/03/2025
Revised: 08/17/2024; 04/03/2025

Section Two: Curriculum

Program Requirements

Students must complete a minimum of 30 credit hours at CMU.

NUR 300WI Transition to Baccalaureate Nursing Practice	3 hours (3-0)
NUR 301 Health Assessment	3 hours (Spec)
NUR 302 Research and Evidence-Based Practice	3 hours (3-0)
NUR 390WI Concepts of Culture and Diversity	3 hours (3-0)
NUR 400 Concepts of Global and Population Health	4 hours (4-0)
NUR 401 Nursing Leadership and Health Care Systems	4 hours (4-0)
NUR 499 Capstone: Systems Thinking and Quality Improvement	4 hours (Spec)

Nursing Electives (6 hours)

Select two of the following:

NUR 320 Nursing Informatics	3 hours (3-0)
NUR 321 Health Care Finance and Economics	3 hours (3-0)
NUR 322 Introduction to Nursing Education	3 hours (3-0)
NUR 323 Case Management and Care Coordination	3 hours (3-0)

TOTAL	**30 semester hours**

Course Description(s)

The course description for each required nursing course follows:

NUR 300WI Transition to Baccalaureate Nursing Practice   **3 hours (3-0)**

This online writing intensive course focuses on the role of the BSN-prepared nurse. Emphasis is on nursing theory, expanded professional nursing roles, and socio-cultural, political, and economic variables that impact the profession. Prerequisites: Prerequisites: Tier 2: Admission to the Nursing Program (BSN); Tier 1: Level 2 and Tier 1: Level 3; Admissions to the Nursing Program.

NUR 301 Health Assessment   **3 hours (Spec)**

This course builds on the student's knowledge and skills by including environmental, socio-cultural, spiritual, and behavioral health assessments of individuals and families. An online practice component is required; Prerequisite: Tier 2: Admission to the Nursing Program (BSN); Tier 1: Level 2 and Tier 1: Level 3 admission to the Nursing Program.

NUR 302 Research and Evidence-Based Practice   **3 hours (3-0)**

This online course emphasizes evidence-based practice and introduces students to the research process, common research methods, and relevant statistical analysis for quantitative and qualitative studies. Prerequisite/co-requisite: Tier 2: Admission to the Nursing Program (BSN); Tier 1: Level 2 and Tier 1: Level b. admission to the Nursing Program, c. Co-requisites: NUR 300WI

NUR 390WI Concepts of Culture and Diversity   **3 hours (3-0)**

This online course expands the students' knowledge and understanding of cultural beliefs and practices as they influence nursing practice and healthcare delivery. Prerequisites: Tier 2: Admission to the Nursing Program (BSN); Tier 1: Level 2 and Tier 1: Level 3 admission to the Nursing Program; NUR 300WI. Co-requisites: NUR 302.

NUR 400 Concepts of Global and Population Health   **4 hours (4-0)**

This online course focuses on concepts of global health, epidemiology, and health promotion and disease prevention within groups and communities. Factors influencing the delivery of healthcare for vulnerable populations will be explored. Prerequisites: Tier 2: Admission to the Nursing Program (BSN); NUR 301 & NUR 302

NUR 401 Nursing Leadership and Health Care Systems   **4 hours (4-0)**

This online course expands the knowledge and skills required for leadership and management roles within healthcare systems. Concepts include health policy, finance, and regulation as they impact nursing practice and leadership. Prerequisite: NUR 302. Prerequisites: Tier 2: Admission to the Nursing Program (BSN); NUR 300WI, Pre/Co-requisites: NUR 301, 302

NUR 499 Capstone: Systems Thinking and Quality Improvement   **4 hours (Spec)**

This course is the capstone for the program in which students will synthesize course and current evidence to improve healthcare outcomes through the development of a quality improvement project within a healthcare unit or agency. Prerequisites: All required and elective NUR courses. Prerequisites: Tier 2: Admission to the Nursing Program (BSN); NUR 300WI, 301, 302, 390, 400. Pre/Co-requisites: NUR 401.

The course description for each elective nursing course follows:

NUR 320 Nursing Informatics   **3 hours (3-0)**

This online course introduces students to the science and social/ethical issues for research and practice related to nursing informatics and information management. Prerequisite: Admission into the RN-to-program. Prerequisites: Tier 2: Admission to the Nursing Program (BSN); Tier 1: Level 2 and Tier 1: Level 3 admission to the Nursing Program

NUR 321 Health Care Finance and Economics   **3 hours (3-0)**

This online course focuses on the complexities of healthcare finance, economics, and policy as they impact professional nursing practice. Prerequisite: Prerequisites: Tier 2: Admission to the Nursing Program (BSN); Tier 1: Level 2 and Tier 1: Level 3 admission to the Nursing Program & NUR 300WI or NUR 301

NUR 322 Introduction to Nursing Education   **3 hours (3-0)**

This online course expands students' teaching and learning skills by introducing principles and best practices required for professional and academic educators. Prerequisites: Tier 2: Admission to the Nursing Program (BSN); Tier 1: Level 2 and Tier 1: Level 3 admission to the Nursing Program & NUR 300WI or NUR 301

NUR 323 Case Management and Care Coordination   **3 hours (3-0)**

This online course introduces students to the basic components and practice of case management and care coordination in a variety of healthcare and third-party payer settings. **Prerequisites:** Tier 2: Admission to the Nursing Program (BSN); Tier 1: Level 2 and Tier 1: Level 3 admission to the Nursing Program; NUR 300WI. **Pre/Co-requisites:** NUR 300WI

Established: 2/2018
Revised: 1/2019; 6/27/2023
Reviewed: 6/2019; 3/2020; 6/15/2022; 04/2024; 04/2025

Clinical Learning/Practice Opportunities/Activities

Nursing is a practice discipline that includes both direct and indirect care activities that affect health outcomes. Baccalaureate programs provide rich and varied opportunities for practice experiences designed to assist graduates to achieve The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). Practice experiences are embedded in baccalaureate nursing programs to prepare students to care for a variety of patients across the lifespan and the continuum of care.

The clinical learning opportunities/activities are accomplished to experiential learning in any setting where healthcare is delivered, or health is influenced that allows for and requires the student to integrate new practice-related knowledge and skills. Simulation and laboratory experiences may augment practice experiences. The table below identifies the areas that fulfill the clinical learning opportunities in the program.

Breakdown of CMU RN-to-BSN Clinical Learning/Practice Experiences

All clinical practice experiences enable students to integrate new knowledge and demonstrate the attainment of program outcomes and will be evaluated by faculty.

Experience	*Course*	*Hours*	*Examples*
Shadow Health-Digital Clinical Experience	NUR 300	10	Concept labs, focus assessments, and comprehensive assessment
Community Assessment	NUR 400	6	Community Windshield and Assessment Project
Service Learning	NUR 400	24	Meaningful community service with instruction, preparation, log, and reflection.
Capstone Project	NUR 499	32	Evidence-based quality improvement project
Total		72 hours	

Established: 7/2019 (Check minutes)
Reviewed: 2/2020; 3/17/2021; 4/2023
Revised: 03/2025

Clinical Learning/Practice Experiences <u>Important Deadlines</u>

FALL SEMESTER DEADLINE	SPRING SEMESTER DEADLINE	SUMMER SEMESTER DEADLINE
August 20th 11:59pm	December 3rd 11:59pm	April 15th 11:59pm
NUR499 – Intent to Register and Mentor CV **NUR400** – Completion of immunizations in ACEMAPP and Background Check	**NUR499** – Intent to Register and Mentor CV **NUR400** – Completion of immunizations in ACEMAPP and Background Check	**NUR499** – Intent to Register and Mentor CV **NUR400** – Completion of immunizations in ACEMAPP and Background Check

Documents **MUST** be submitted in order to the department in order to complete registration for NUR400 and NUR499. Contact Nursing Director Dr. Iheduru-Anderson if you have any questions or concerns regarding deadlines or registration at ihedu1k@cmich.edu.

Capstone

NUR 499: Capstone: The purpose of this experiential learning course is to provide you with the opportunity to apply and integrate knowledge from previous coursework in the development of an evidence-based practice (EBP) quality improvement (QI) proposal and presentation. With the help of a Registered Nurse mentor, you with initiate a proposal that may influence a practice change in a healthcare agency that has the potential for future implementation. Students must be compliant in ACE-MAPPS before starting this course (see handbook section on Health and Wellness). Before starting this course, a signed "Intent to Register for NUR 499" must be completed, signed, and emails to the nursing secretary. The Capstone course will count as 32 hours of clinical learning/practice opportunities. Please see **appendix G** for a list of capstone required documents, a**ppendix H** for Capstone Welcome Letter and other related documents and **appendix J** for Capstone log.

E-Portfolio

The purpose of the portfolio requirement is to give students the opportunity to document their educational growth throughout the RN-to-BSN program. The portfolio will serve to demonstrate accomplishment in meeting the BSN program outcomes as well as a tool in seeking employment. The following guidelines are provided to aid students in preparing the portfolio. The evaluation tool faculty

will use when reviewing the portfolio is included. See **appendix A** for detailed information about setting up your portfolio and **appendix B** for portfolio grading rubric.

Application of Evidence-Based Service Learning Guidelines

Service Learning

Academic Service-Learning is a form of experiential education in which students participate in meaningful service activities that meet identified community needs and are integrated with course student learning outcomes. This method holds both the service and the student learning as equally important components of the experience. Service-learning helps integrate CMU's student success and community engagement goals, especially our goals to:

- Develop academic program opportunities that provide meaningful and distinctive educational and cultural experiences.
- Encourage sustained community engagement in and across all disciplines.
- Develop community-centered research and scholarship that creates knowledge through engaging with the community around relevant opportunities.
- Foster a mindset of leadership and participation in community engagement.
    - (CMU Office of Community Engagement Vision Statement, 2019).

- ❖ See **appendix C** for detailed guideline for the service learning activities.
- ❖ See **appendix D** Agency contract for service learning form.
- ❖ See **appendix E** rubric for service learning journal rubrics.
- ❖ See **appendix F** rubric for service learning presentation rubrics.

Clinical Agency Policies

Students are expected to abide by the policies of the agency in which clinical (Service Learning and Capstone) placement occurs. Students will sign an agreement outlining their relationship with the clinical agency. Failure to abide by the policies of the clinical agency can result in the student's dismissal from the agency and may in turn impact the student's progression in the nursing program.

Clinical Experience and Student Placement

The RN-to-BSN program has been designed to offer experiences to the student which complement previous nursing education and practice and yet provide the student with new opportunities for development within their respective and future roles. Guidelines for the NUR 400 (Service Learning) and NUR 499 (Capstone) practicum experience can be accessed on RN-to-BSN Program webpage.

Students enrolled in the RN-to-BSN program will be able to select their clinical site for their service learning and capstone experience. The capstone site can be the student's place of employment. If an alternate site is desired, the site must be approved in advance of the semester the course will be taken by the instructor assigned to teach NUR 499. These are CMU's current affiliation agreements.

Established: 3/2019
Reviewed: 2/2020; 10/18/2022.

Recommended Course Sequence

Full Time **(12 months)** plan of study Current Registered Nurse License					
Semester 1-A	**Credits**	**Semester 2-A**	**Credits**	**Semester 3-A**	**Credits**
*STA282: Statistics or General Education if needed		NUR390WI: Concepts of Culture and Diversity	3	NUR499: Capstone: Systems Thinking and Quality	4
NUR301: Health Assessment	3	NUR400: Concepts of Global and Population Health	4	* General Education if needed	
NURXXX: Nursing Elective (1)	3	* General Education if needed			
Semester 1-B	**Credits**	**Semester 2-B**	**Credits**	**Semester 3-B**	**Credits**
*STA282: Statistics or General Education if needed		NUR401: Nursing Leadership and Health Systems	4	* General Education if needed	
NUR300WI: Introduction to Baccalaureate Nursing Practice	3	NURXXX: Nursing Elective (2)	3		
NUR302: Research and Evidence-Based Practice	3	* General Education if needed			
Credits	**12**		**14**		**4**
Full Time **(12 months)** plan of study. Starting last semester of Associates Degree Program or before RN licensure. 2 semesters after pass NCLEX					
Semester 1-A	**Credits**	**Semester 2-A**	**Credits**	**Semester 3-A**	**Credits**
*STA282: Statistics or General Education if needed		NURXXX: Nursing Elective (2)	3	NUR390WI: Concepts of Culture and Diversity	3
NUR301: Health Assessment	3	*General Education if needed		NUR400: Concepts of Global and Population Health	4
				* General Education if needed	
Semester 1-B	**Credits**	**Semester 2-B**	**Credits**	**Semester 3-B**	**Credits**
*STA282: Statistics or General Education if needed		NUR300WI: Introduction to Baccalaureate Nursing Practice	3	NUR401: Nursing Leadership and Health Systems	4
NURXXX: Nursing Elective (1)	3	NUR302: Research and Evidence-Based Practice	3	NUR499: Capstone: Systems Thinking and Quality	4
		* General Education if needed		* General Education if needed	
Credits	**6**		**9**		**15**

*These courses will be additional credits over the 30 hours of professional nursing courses.

Nursing required courses 30 credits. The student's total credits may exceed 30 depending on the number of credits transferred.

Must pass the NCLEX examination before beginning semester two nursing courses.

NUR 400 Service Learning Information revised as of January 2025.   22

Part Time **(18 months)** plan of study Current Registered Nurse License					
Semester 1-A	**Credits**	**Semester 2-A**	**Credits**	**Semester 3-A**	Credits
NUR301: Health Assessment	3	NUR300WI: Introduction to Baccalaureate Nursing Practice	3	NURXXX: Nursing Elective	3
*STA282: Statistics or General Education if needed		*General Education if needed		*General Education if needed	
Semester 1-B		**Semester 2-B**		**Semester 3-B**	Credits
NURXXX: Nursing Elective	3	NUR302: Research and Evidence-Based Practice	3	NUR390WI: Concepts of Culture and Diversity	3
*STA282: Statistics or General Education if needed		*General Education if needed		*General Education if needed	
Credits	**6**		**6**		**6**
Semester 4-A		**Semester 5-A**			
NUR400: Concepts of Global and Population Health	4	NUR499: Capstone: Systems Thinking and Quality	4		
*General Education if needed		*General Education if needed			
Semester 4-B		**Semester 5-B**			
NUR401: Nursing Leadership and Health Systems	4	*General Education if needed			
*General Education if needed					
Credits	**8**		**4**		

*These courses will be additional credits over the 30 hours of professional nursing courses.

Nursing required courses 30 credits. The student's total credits may exceed 30 depending on the number of credits transferred.

Must pass the NCLEX examination before beginning semester three nursing courses.

Part Time **(2 1/2 year)** plan of study Current Registered Nurse License					
Year 1: Semester 1-A	**Credits**	**Semester 2-A**	**Credits**	**Semester 3-A**	**Credits**
NUR301: Health Assessment	3	NUR300WI: Introduction to Baccalaureate Nursing Practice	3	NURXXX: Nursing Elective (2)	3
*STA282: Statistics or General Education if needed		*General Education if needed		*General Education if needed	
Semester 1-B		**Semester 2-B**		**Semester 3-B**	**Credits**
*STA282: Statistics or General Education if needed		*General Education if needed		*General Education if needed	
		NURXXX: Nursing Elective (1)	3		
Credits	**3**		**6**		**3**
Year 2: Semester 4-A		**Semester 5-A**		**Semester 6-A**	
*General Education if needed		NUR400: Concepts of Global and Population Health	4	*General Education if needed	
		*General Education if needed			
Semester 4-B		**Semester 5-B**		**Semester 6-B**	
NUR302: Research and Evidence-Based Practice	3	*General Education if needed		NUR390WI: Concepts of Culture and Diversity	3
*General Education if needed				*General Education if needed	
Credits	**3**		**4**		**3**
Year 3: Semester 7-A		**Semester 8-A**			
*General Education if needed		*General Education if needed			
Semester 7-B		**Semester 8-B**			
NUR401: Nursing Leadership and Health Systems	4	NUR499: Capstone: Systems Thinking and Quality	4		
*General Education if needed		*General Education if needed			
Credits	**4**		**4**		

*These courses will be additional credits over the 30 hours of professional nursing courses.

Nursing required courses 30 credits. The student's total credits may exceed 30 depending on the number of credits transferred.

Must pass the NCLEX examination before beginning semester three nursing courses.

Part Time **(3 year)** plan of study Current Registered Nurse License					
Year 1: Semester 1-A	**Credits**	**Semester 2-A**	**Credits**	**Semester 3-A**	Credits
NUR301: Health Assessment	3	NUR300WI: Introduction to Baccalaureate Nursing Practice	3	NURXXX: Nursing Elective (1)	3
*STA282: Statistics or General Education if needed				*General Education if needed	
Semester 1-B		**Semester 2-B**		**Semester 3-B**	Credits
*STA282: Statistics or General Education if needed				*General Education if needed	
Credits	**3**		**3**		**3**
Year 2: Semester 4-A		**Semester 5-A**		**Semester 6-A**	
*General Education if needed		NURXXX: Nursing Elective (2)	3	*General Education if needed	
		*General Education if needed			
Semester 4-B		**Semester 5-B**		**Semester 6-B**	
NUR302: Research and Evidence-Based Practice	3	*General Education if needed		NUR390WI: Concepts of Culture and Diversity	3
*General Education if needed				*General Education if needed	
Credits	**3**		**3**		**3**
Year 3: Semester 7-A		**Semester 8-A**		**Semester 9-A**	
NUR400: Concepts of Global and Population Health	4	*General Education if needed			
*General Education if needed					
Semester 7-B		**Semester 8-B**		**Semester 9-B**	
*General Education if needed		NUR401: Nursing Leadership and Health Systems	4	NUR499: Capstone: Systems Thinking and Quality	4
		*General Education if needed			
Credits	**4**		**4**		**4**

*These courses will be additional credits over the 30 hours of professional nursing courses.

Nursing required courses 30 credits. The student's total credits may exceed 30 depending on the number of credits transferred.

Section Three: Policies and Procedures

Student Honor Codes

The RN-to-BSN program follows CMU's <u>Code of Student Rights, Responsibilities and Disciplinary Procedures</u>. As part of the School of Rehabilitation and Medical Sciences (School) in The Herbert H. and Grace A. Dow College of Health Professions, the RN-to-BSN program identifies with and abides by the seven core values, which should permeate and support all activities of the school and its members. These core values include Integrity, Respect, Compassion, Inclusiveness, Social Responsibility, Excellence, and Innovation. It is the intent of the RN-to-BSN program to embody these core values in all program activities, as they "are the beliefs describing, defining and directing our work through the University and its operations and provide direction and purpose."

The program is committed to developing and maintaining an environment of honest intellectual inquiry, characterized by the highest standards of ethical and professional conduct. Standards of high academic and professional conduct are expected from students who shall conduct themselves in accordance with this Code of Conduct. Breaches of this high expectation of ethical and professional conduct will not be tolerated and may lead to separation from the University or other disciplinary sanctions.

A thorough understanding of and adherence to the Code of Student Rights, Responsibilities and Disciplinary Procedures is an essential part of each student's matriculation. This type of honor system demands a commitment from everyone. Students who violate the spirit of trust weaken the academic community. Therefore, it is the responsibility of all to identify and address misconduct. The faculty/student community intends to require high ethical and professional values and conduct of all its members. The Code protects the rights of students and the program.

Students continue to be subject to city, state, and federal laws and appropriate regulatory board rules while a student at CMU and violations of those laws/regulations may also constitute violations of the Code. In such instances, the School may proceed with disciplinary action under this Code independently of any criminal, administrative, or other proceeding involving the same conduct and may impose sanctions for violation of the Code even if such other actions are not yet resolved or are resolved in the student's favor. All persons should report all potential Code violations to an official of the School as soon as possible.

Therefore, students of the program are expected to familiarize themselves with the [CMU Code of Student Rights, Responsibilities and Disciplinary Procedures](#).

Established: 10/2018
Reviewed: 4/2019, 2/2020; 6/17/2022

Commitment to professionalism

The RN-to-BSN program is committed to the advancement of the nursing profession. This is best accomplished through the professional obligation to conduct oneself in a manner that reflects honesty, integrity, and respect for others. As registered nurses, CMU RN-to-BSN students are expected to perform functions they have been deemed competent to perform and permitted to undertake within their state's Nurse Practice Act – in keeping with the terms of their professional license. Students are also expected to uphold the professional values and standards described in the American Nurses Association's Code of Ethics for Nurses.

Established: 1/2019
Reviewed: 4/2019
Revised: 3/2020; 6/17/2022

Social Media Policy

Current widespread use of social media and social networking creates new challenges for nursing professionals in relation to client/patient to nurse interactions, professional engagement, and privacy both for self and for clients/patients. The nursing program supports the use of social media to reach audiences important to the university such as students, and faculty. The university presence or participation in social media sites is guided by university policy. RN-to-BSN nursing students should comply with the ANA's Principles for Social Networking for Nurses, including but not limited to, protections of patient identity in all communications.

This Student Social Media Policy applies to nursing students who engage in internet conversations for school related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

Social media is defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Instagram, Snapchat, Allnurses.com, Twitter, Facebook, YouTube, and Myspace. Students are encouraged to review the links below for guidance regarding the use of social media provided by CMU and the other professional nursing organizations.

Established: 1/2019
Reviewed: 5/2019
Revised: 3/2020; 6/17/2022

General Information:

- As students, you will want to represent the college and the nursing profession in a fair, accurate and legal manner while protecting the reputation of the institution. When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others.

- Be aware of your association with CMU in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on behalf of CMU, unless you are authorized to do so in writing.

- HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.

- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.

- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Established: 11/2018
Reviewed: 4/2019, 2/2020; 2/2022; 04/2024

Follow University Policy. All Central Michigan University student policies apply to social networking and students must adhere to all applicable student policies and the standards of conduct.
- [CMU Code of Student Rights, Responsibilities, and Disciplinary Procedures](#)

Faculty, staff, and students are expected to follow the University Social Media Guidelines when sharing communications via the School of Rehabilitation and Medical Sciences and The Herbert H. and Grace A. Dow College of Health Professions social media channels.
- [CMU Social Media Guideline](#)

Social Media Guidelines – What do nurses need to know?
[White Paper: A Nurse's Guide to the Use of Social Media](#)

American Nurses' Association: Principles for Social Networking and the Nurse- Guidance for Registered Nurses.
[ANA's Principles for Social Networking for Nurses](#)
[ANA 6 Tips for Nurses using Social Media](#)

Established: 4/2019
Reviewed: 2/2020; 6/17/2022

Use of the CMU Logo and Endorsements. Do not use unlicensed versions of the CMU logo, action C, wordmark, seals, or other CMU images on your personal online sites. Do not use CMU's name to promote or endorse any product, cause, political party, or candidate. Students, faculty, and staff should reference Brand Identity Standards for more information.

- [CMU/CHP Brands-Visual & Name Identity Guidelines](#)

Established: 1/2019
Reviewed: 5/2019
Revised: 3/2020; 6/17/2022

Technology requirement & Acceptable Use Policies
Software overview

Microsoft Office and Office 365: We recommend Microsoft Office. It is used across campus and is the most compatible productivity suite with the programs that our faculty and staff utilize. Microsoft Office is available free to students. Visit our knowledgebase for more information on how to download, install, and activate Microsoft Office on a personal computer. CMU provides a complete Office 365 educational suite that includes, OneNote, OneDrive cloud storage, Office 365 Groups, and Microsoft Teams.

- OneNote is the recommended tool for taking and managing notes. These, as well as all Office documents, can be stored and shared within the OneDrive.
- Office 365 Groups is a tool used by special interest groups and student organizations to collaborate with group email, task management, shared storage, and documents.
- Microsoft Teams is a web conferencing tool offering more than the basic messaging and video calling of traditional Skype. It can support large group video meetings as well as offers in-call collaboration tools.
- Learning Technologies (Microsoft office, Panapto, Blackboard, Shadow health)
- **Panopto**: A recording program that we use to record most lectures in the nursing program. You can also use this to record presentations for any assignment that requires it. It is easy to use. Instructional videos are available once you access Panopto.
- Mobile device use policy.

Office Software

Through CMU's partnership with Microsoft, CMU students are eligible to download and use the latest version of Microsoft Office at no cost for as long as they are current students. This software can be downloaded, then choose Office 365 in the settings menu.

Use of Mobile devices at clinical sites

The use of mobile devices in clinical settings must conform to the guidelines of the organization. Students are responsible for confirming guidelines with faculty and preceptors.

Established: 3/2019
Reviewed: 4/2019, 2/2020; 6/17/2022

Global ID

Students admitted to the university are issued an identification number, unique username (Global ID), and a randomly generated password. Once issued, the identification number and Global ID are the permanent unique identifiers of the student. Your Global ID consists of the first five letters of your last name, a number, and your first and middle initials (e.g., Jones1aa.). Activating your Global ID and password is an essential and required first step in connecting to CMU's virtual infrastructure and services, including email. Your Global ID and password provide secure access to a variety of systems via CentralLink. If you experience difficulty using your Global ID and/or password, contact the CMU Information Technology Help Desk for assistance at (989) 774-3662 or online at the following link: http://helpdesk.cmich.edu.

When you activate your Global ID, you also enable your CMU email account. Your CMU email account provides a means for delivery of communications from CMU. Each time you wish to log into your CMU e-mail account, you will need your Global ID and password. You can access your CMU e-mail account via the CentralLink portal. It is vital that you check your CMU e-mail account daily. If you choose, you can forward your CMU e-mail to another account or vice versa. However, official university communications are sent only to your CMU e-mail account, and the university expects that students are accessing their CMU email.

Email

Upon acceptance to CMU, each student will be issued a complimentary personal university email account (a "CMU account") for his/her use while enrolled at CMU. All official university correspondence will be directed to these CMU accounts, and it will be the student's responsibility to monitor this account regularly and to read all posted university correspondence. Students may use these CMU accounts as they wish, subject to restrictions of CMU's Acceptable Use Policy. Also, students are reminded that some of the CMU-generated correspondence to these accounts

will contain confidential information, and it is vital that they keep their passwords as secure as possible and change it at least twice each year. Students are responsible for activating and regularly checking their CMU e-mail accounts. This is the only e-mail address that the university will centrally maintain for sending official communications to students, and the single e-mail address that the university will use for sending official communications to students after they enroll. Your CMU email will be the form for numerous vital announcements and information. All course correspondence will be through your CMU emails. Failure to read official university communications sent to the students' official CMU e-mail addresses does not absolve students from knowing and complying with the content of those communications. If you need assistance setting up your email contact the IT help desk or you can configure your mobile device to access Office 365 CMU email.

Examples of CMU communications sent only to your CMU e-mail account.

- Tuition Statements and Payment Deadlines
- Financial Aid Updates
- Registration Notifications
- Faculty-Student Correspondence
- Academic Progress Communications
- Course-related Information

CentralLink

CentralLink is CMU's web-based information portal, which puts CMU at your fingertips! Students are able to access the items below via one mail log-in.

Accessing the CentralLink portal:

- CentralLink
- Enter your Global ID and password

Via your Global ID and password, the CentralLink portal provides easy access to:

- CMU e-mail
- CMU directory
- Grades
- Registrar's Office
- Course registration
- View/pay bill
- Academic history

IT Service Desk & Support Contact Information

Healthcare IT is a team of IT professionals and student technicians that directly support The Herbert H. and Grace A. Dow College of Health Professions staff, faculty, and students. The Healthcare IT team supports all CHP systems and services, will provide courtesy support and advice for personal computer issues, as well. Detailed troubleshooting and repair for personal computers are referred to the OIT Help Desk. See 'Personal Computer Repair' for details.

The **OIT Help Desk** provides support to all Central Michigan University students, faculty, and staff. They work hard to assist anyone with their electronic device problems, for a very reasonable price.

- **Hours**
- Mon-Thurs: 7 a.m. to Midnight
- Friday: 7 a.m. to 6 p.m.
- Saturday: 12 p.m. to 6 p.m.
- Sunday: 12 p.m. to Midnight

Cellular Phone Services

Office of Information Technology (OIT) offers Verizon, AT&T, and Sprint cellular phone service and equipment through the Telecom Service Center. Competitive rates are available to all students, faculty, and staff. For additional information, contact the Telecom Service Center at 989- 774-3087, or via their website.

Computer Purchases

CMU offers discounted and highly competitive purchasing opportunities with several major computer manufacturers. These purchasing opportunities are available to all CMU students, faculty, and staff.

Academic Writing

Writing standards for the nursing program
The university requires that students reference a style manual when writing required papers and bibliographies. The reference format adopted by the Nursing program is the Publication Manual of the American Psychological Association (most recent edition).

APA format requirement: ALL papers and assignments must be in APA format.
At a minimum the student's paper should have;
- Title page
- Header/running head
- The first line indented for each new paragraph

- Double spaced
- Headings
- Page numbers
- In-text citations
- Fonts: Times New Roman size 12
- References with hanging indents

Any student who has difficulty with the process of writing a paper should contact his/her course instructor for assistance. Assistance is also available by appointment at the [CMU Writing Center.](#)

Writing Center

Writing is a skill that students will use as a professional in any field, and it is essential that you write well. No matter what degree you're pursuing. The Writing Center is free to all CMU students and can assist you with any writing project. With two locations on campus and extended hours, writing assistance is more available than ever. Writing Center services include one-on-one consulting, online, for-credit classes, workshops, and outreach. Check the [Writing Center hours and locations](#) for specific hours of operation.

Library Services

The university library in the Charles V. Park Library building offers a broad range of collections and services for CMU students, faculty, and staff. Its collections contain more than 1,000,000 books and other print items, 100,000 electronic books, 125 electronic periodical article databases, electronic access to the full-text content of more than 70,000 journals, and more than 15,000 multimedia items. Electronic collections are accessible around the clock, on or off campus, via the [Park Library website](#).

Additionally, the Park Library is a selective federal and state government document depository library, providing access to items published by the United States Government and the State of Michigan. Items not owned by the library may be obtained from other institutions through the library's interlibrary loan service, Documents on Demand. The Park Library provides a wide array of library services and study spaces. Librarians are available to assist students, faculty, and staff with research projects and to help users effectively access library resources. Users may consult with a librarian in person on the second floor of the library and also by email, chat, and telephone.

Students enrolled in CMU's online or off-campus programs have full access to the CMU Libraries' services and resources, whether enrolled at an off-campus center or through an online class. The library's Documents on Demand office will deliver electronic copies of journal articles and book chapters, as well as copies of print books, to students upon request. There is no charge for these services, and electronic requests are typically filled within 24 hours.

Several academic support services are located in the library:

- The Library Services for Distance Students
- The Writing Center
- The Mathematics Assistance Center
- The Statistical Consulting Center
- The Student Disabilities Services
- Scholarships and Financial Aid
- The Test Proctoring Center
- The Center for Excellence in Teaching and Learning
- Ask the Librarian
- Library hours of service are posted online
- Online Learning Resource Center
- Online Student Resources

Other Services

The University Center (UC) across from the Park Library has several helpful services for students including a post office, bank, the CMU bookstore, and CMU student service offices.

Student Disability Services

Central Michigan University is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs, and activities. In addition to the university's campus-wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Office of Student Disability Services (SDS) is responsible for determining these accommodations and providing services and assistance to enrolled students who are either permanently or temporarily disabled. The SDS office is located in the Park Library, Suite 120, and is part of the Division of Enrollment and Student Services.

For further information regarding CMU's Student Disability Services, please see the following link: Students affairs: Student Disability Services.

Student Participation in Program Governance

- RN-to-BSN students are afforded many formal and informal opportunities to have a voice in governance of the RN-to-BSN program and the Nursing program by providing continual input into program's decisions.

- The nursing programs staff and faculty meet every two weeks to discuss program affairs. Students are invited to attend. This provides an opportunity for students input into policy, planning, and budgeting recommendations as deemed necessary for decision-making.
- **RN-to-BSN Committee**: The RN-to-BSN Committee conducts the work of the program and meets regularly for discussions on relevant issues including curriculum revisions and policies. The direct participation of RN-to-BSN student representatives to the committee is expected. It is expected that the students might have recommendations to make concerning modification of existing courses, addition of new ones, and spelling out of degree requirements and procedures formulated by the program. Therefore, the student's input are solicited on a continuing basis through the student representatives.
    - Student representatives should attend RN-to-BSN committee meetings and participate within the limits defined by this statement of principles. The agenda will specify the areas in which students are allowed to participate.
- **RN-to-BSN Open forum**: An open forum is held twice a year during the fall and spring semester. The forum is open to all current and potential students. The forum provides an opportunity for students to receive information, ask questions, share their points of view, and develop visible solutions on issues affecting the student.
- **Program Advisory Board**: The nursing program has a formal advisory committee which includes students from the BSN and the associate degree program. Two students are selected annually to serve on the departments Advisory. If interested in serving, contact the RN-to-BSN program director.
- **Other opportunities**: Often the RN-to-BSN program, the College, and departments gather information from surveys and focus groups conducted on an on-going or a periodic basis. At times students are appointed to ad hoc committees.

Established: 4/2019
Reviewed: 3/2020; 6/17/2022

Students Rights and Policies

Central Michigan University's RN-to-BSN program follows many guidelines that support a civil and respectful environment and provide procedures to ensure fair treatment. The primary right of students is to pursue their education so long as they maintain their eligibility to remain a member of the community by meeting its academic standards and so long as they observe the regulations imposed by the university for the governance of the academic community. Every student has the constitutional rights and responsibilities of any citizen under the law. Conversely, the responsibility of any student is to respect the rights of any other member of the university community. It is the responsibility of students to be familiar with and adhere to all university.

  i. Policies and Procedures Related to Students.
  ii. Student Rights under the Family Educational Rights and Privacy Act (FERPA): FERPA

Established: 4/2019
Reviewed: 2/2020; 6/17/2022

Academic Policies & Procedures

i. Academic Standards (check bulletin)

The Program faculty and staff monitor progression through the nursing programs. Progress is dependent on the program requirements. Failure to meet the progression requirements may result in dismissal from the nursing program.

ii. Withdraw Policies: Course Drops/Withdrawals Information

iii. Student Progress Reports (Check policy early alert).

iv. Policies, Procedures and Forms: The university's policies, procedures and forms of special interest to Off-Campus and Online Instructors. https://www.cmich.edu/academics/new-faculty-orientation/pre-orientation/administrative-policies-procedures-and-guidelines.

Established: 4/2019
Reviewed: 2/2020; 6/17/2022

Generative Artificial Intelligence (AI) tolls Use Policy on the Use of Generative AI Tools

Generative Artificial Intelligence (AI) Use

Generative AI tools (ChatGPT, GrammarlyGO, Bard, etc.) can serve as valuable resources in supporting your academic work, but they must not replace your own intellectual engagement, critical thinking, or reflective learning.

AI should enhance your learning—not do the work for you.
You are responsible for thoroughly reviewing, revising, and comprehending any AI-generated

content you choose to incorporate. Submitting assignments composed primarily by AI, without meaningful personal input or understanding, is considered academically dishonest and counterproductive to your educational development.

Completing assignments via AI with minimal personal effort constitutes academic misconduct.
If it becomes clear that an assignment was generated using AI with limited student engagement, a grade of zero will be issued. You will have one opportunity to revise and resubmit the work. Continued misuse may result in disciplinary actions consistent with the institution's academic integrity policies.

Responsible Use of AI Includes:

- Leveraging AI to brainstorm ideas or identify grammar issues—not to compose entire assignments
- Demonstrating clear understanding of course concepts in your own words
- Properly citing all sources, including AI-generated material when used substantively

AI is a tool to assist your learning—not a substitute for it. Your academic growth depends on your own effort and integrity.

Established 01/2025

Legal Regulation of Nursing Practice

Students enrolled in the program must conduct themselves as to conform to the nursing practice regulations of the State of Michigan as presented in the Michigan Public Health code Act 368 of 1978 and as amended, or in the Nursing Practice Act of the state in which they are practicing, if it is not Michigan. Students must also demonstrate judgment maturity. In assessing the quality of a student's academic and clinical performance, the faculty takes account of the student's judgment maturity, as well as the professional development guidelines noted above. The nursing program may refuse enrollment, discontinue enrollment, or refuse re-enrollment of any student who violates the state nursing practice regulations, or who, in the professional judgment of the faculty, exhibits a serious deficiency concerning her or his judgment maturity or conformity with the professional development guidelines.

Established: 11/2018
Reviewed: 4/2019, 2/2020; 6/17/2022

Evaluation of Program Instruction

      i.   End of semester course evaluation

> ii.   University End-Of-Course Survey
> iii.   End of program course evaluation (EBI, Exit survey)
> iv.   12-month alumni survey

Established: 10/2018
Reviewed: 8/2019; 3/2020; 6/17/2022

Attendance Policy

Class lectures, discussions, demonstrations and all other associated educational experiences are critical to the learning process. It is the expectation of the university that students attend and arrive on time to all class, laboratory, shop, practicum, and clinical experience sessions. Students are responsible for accounting to their instructors any absence and should contact the faculty member following any absence to determine if and when work may be made up. Habitual tardiness may, at the discretion of the instructor, be considered in computing attendance. For more details see CMU Attendance Policy and Absences.

Established: 4/2019
Reviewed: 10/2019, 2/2020; 6/17/2022

Grading Policy

i.   The **passing grade for all nursing program courses is a C, except for NUR 400, NUR 401, and NUR 499, which require a minimum grade of B.** Incomplete grades are allowed only if the student is passing the course and completes the proper paperwork as stated in the university's policy. See CMU Policies for Classroom Management for details.

ii.   All assignments must be submitted via Blackboard on or before the due date. No late assignments will be accepted unless there is prior written authorization by faculty before the due date.

iii. It is crucial that you review the rubrics for all assignments prior to completing the assignment.

iv.   All written papers must be in APA format. For help writing and formatting in APA style visit the CMU Writing Center or Park Library APA LibGuide.

Grading System, Quality Points, and GPA

Grade	Quality Points	Grade Equivalencies in %
A	4.0	100-93
A-	3.7	92-90

B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
C-	1.7	72-70
D+	1.3	69-67
D	1.0	66-63
D-	0.7	62-60
E	0	59 or below
W	Withdrawn	No grade

Established 9/2018
Reviewed 4/2019, 2/2020; 6/17/2022; 05/2024
Revised 03/2023; Revised 03/2025

Grade Change/Grievances

If a student has a question regarding a grade they have received, they may appeal through the grade grievance procedure. Information regarding this policy is in the online undergraduate bulletin at **Grade Grievance Policy.**

Health and Wellness Compliance

IMMUNIZATIONS AND INFECTIOUS CONDITIONS:

STANDARD PRECAUTIONS: All Nursing students are expected to follow Universal Precautions as defined by the Center for Disease Control (CDC) Standard Precautions for All Patient Care.

INJURY: Students injured during practicum experience may receive treatment according to the agency policy. The cost of the treatment is the responsibility of the student. Incident reports for the agency and the university must be completed.

POST-EXPOSURE STATEMENT: Students exposed to blood-borne/body fluid pathogens during clinical experience will follow the agency's policy. The cost of treatment is the responsibility of the student.

Immunization Requirements:

Prior to the beginning of the RN-to-BSN program, students are required to provide evidence of immunity for the following diseases:

- **Tetanus/diphtheria and Tdap**: All students need to have documentation of one dose of Tdap. If the last Tdap is more than ten years old, provide the date of last tetanus (Td) plus Tdap.
- **MMR (Measles, Mumps, and Rubella)**: Students must provide proof of either: two doses of live attenuated measles, mumps, rubella vaccine or if no combined vaccines, then two doses of live measles and mumps, at least 28 days apart after the age of 12 months and at least one dose of live rubella vaccine OR proof of positive immune titers. Please note: we prefer proof of two MMR vaccines over the serologic proof. If you cannot locate the MMR records, we will accept serologic proof.
- **Varicella:** All students must provide proof of Varicella immunity with either proof of having received the two-shot series, OR a positive immune titer.
- **Hepatitis B**: All students must provide proof of having received the three-shot Hepatitis B series AND proof of immunity with a positive quantitative Hepatitis B surface antibody. Students with a negative Hepatitis B surface antibody (titer) after the initial three-dose series will require a second Hepatitis B vaccine series followed by a repeat Hepatitis B titer drawn 30 days after the 3rd vaccine in that series. If the Hepatitis B surface antibody is negative after a subsequent series, additional testing including hepatitis surface antigen and Hepatitis core antibody should be performed. A vaccine whose antibody remains negative after six doses are considered a "non-responder." Healthcare workers that are non-responders should be considered susceptible to HBV and should be counseled regarding precautions to prevent HBV infection. Those with a positive Hepatitis B surface antigen will have appropriate counseling and a recommendation to seek a medical evaluation.
- **Influenza:** All students are required to have the vaccine annually.

  Students will fall into one of these categories:

- Students without immunization documentation, and/or negative titers are considered non-immunized and will be required to have the following vaccines:
    o Hepatitis B vaccines: Three doses AND a positive titer
    o MMR: Two doses
    o Varicella: Two doses
    o TD/Tdap: one Tdap, if longer than ten years then an updated TD
    o Influenza: Annually
- Proof of basic Life Support (BLS) certification.

ACEMAPP:

CMU's RN-to-BSN program utilizes the ACE-MAPP (ACE Matching and Placement Program) System, which is an on-boarding compliance database and an online learning system that members (nursing schools and healthcare agencies) utilize to process clinical placement requirements for students.

Enrollment in the ACE-MAPP System is an annual requirement for RN-to-BSN students prior to their nursing experience in a NUR 400. The annual cost for a student is $50. A link for ACE-MAPPS is coming soon.

ACEMAPP Information

ACEMAPP is a software program used in the nursing program at CMU to help organize/store health documents, CPR cards, background check information as well as various other mandatory requirements.

Prior to the start of the semester, students receive a welcome email from ACEMAPP. Use the directions below (Student Log-in Information), to help log-into the system. Once you set up an account, there will be directions on how to complete your student profile, and to complete the 3 annual mandatory assessments: blood borne pathogens, HIPPA and OSHA. There is a video available to help orient students to ACEMAPP. The 3 assessments, along with all other required documents are housed in ACEMAPP. Students are encouraged to save all original documents for their own personal records.

All heath records, BSL, vaccinations, background check, etc. are uploaded electronically by the student into ACEMAPP. Please see the "Step by Step" directions below on how to upload. Please note when taking a picture to upload in the system including student name, date and name of requirement (for example, Hepatitis B shot series documentation), that all documents are visible and readable in order for the Nursing Program Coordinator (NPC) to approve.

It is the students' responsibility to monitor expiration dates of all mandatory requirements In ACEMAPP to stay current. ACEMAPP sends out email reminders 30 days prior to the expiration of any requirement. Failure to do so may result in the inability to register for required courses which could negatively impact students' success in the program.

ACEMAPP STUDENT GUIDE

Welcome To ACEMAPP

ACEMAPP is an Internet-based clinical rotation matching tool and an online learning and certification system. You will be completing a profile and several courses and corresponding assessments. This system also includes a checklist of additional requirements which are necessary for you to begin your clinical rotations.

1. Locate your welcome email from ACEMAPP
You will receive an email from ACEMAPP which will contain a link allowing you to set your password.

2. Log in to your ACEMAPP account
Navigate to acemapp.org and log in with your email address and password. When you log in you will be asked to agree to the FERPA consent, the Honesty Pledge and the Terms and Conditions.

3. Complete each component of your student profile
This information is shared with the sites you attend for rotations. Please keep this information up-to-date, as it may be used for name badges and parking permits.

4. Provide Payment
Click "Make Payment" on your student homepage to input your credit or debit card information for the $50 membership dues. If you have problems with processing a credit or debit card, contact PayPal at 1-888-221-1161.

5. Complete all courses, assessments and requirements
Any courses and assessments that you have been assigned will be listed; complete them by clicking "Take Course" or "Take Test". Upload your immunization requirements into your ACEMAPP account.

6. You will receive an email when you are placed on a roster
As soon as your school places you on a clinical rotation roster, you will receive an email. Log in to ACEMAPP to see your new schedule and to complete any new assignments and orientation items from your clinical site. Be sure to do this promptly!

7. Verify completion
Your account dashboard will show green checkmarks when all these components are complete. You are now ready to be assigned to rotations!

8. Log in to ACEMAPP to maintain and confirm compliance
You will receive an email when something is close to expiring. If you are going to be attending a clinical rotation soon, please log in to ACEMAPP regularly to check for compliance.

Contact your school coordinator with any additional questions.

www.acemapp.org

Requesting ACEMAPP Support

Our team is happy to provide support M-F 8:00am-5:00pm
email: support@acemapp.org
phone: 844-223-4292

You may also request support directly from your ACEMAPP account. Follow these simple steps to request support anywhere, anytime:

1. Log In
Go to **acemapp.org** and log in to your account.

2. Click "My Support"
Click on your user name in the upper right hand corner and click "My Support".

3. Submit New Ticket
Enter any information pertaining to your question or comment and click "submit". We will contact you as soon as possible.

ACEMAPP Student Guide
Student Dashboard Overview

Access everything you need to prepare for a successful clinical rotation directly from your ACEMAPP dashboard.

Membership Period [1] This is your membership period information, and will show if payment is needed. Memberships last for one year.

Affiliations [2] Before you can attend your clinical(s), you need to complete everything required by your school & clinical site(s).

Announcements [3] Items needing your attention will be listed here.

Rotation Requirements [4] All requirements are listed here. You can upload or submit requirement documentation for review by your school coordinator. Once approved, requirements will be marked with a green checkmark. You will be notified when requirements expire.

Courses and Assessments [5] This is a list of courses and tests required by your school and clinical site(s). Beside each course, you'll see the number of attempts you've used, how many are available and the test expiration date. You will be notified when assessments expire.

Profile [6] Update your personal information.

Support [7] Request ACEMAPP support and/or check the status of your last request.

View Rotations [8] See the details of your clinical rotation(s).

Transcript [9] View your ACEMAPP portfolio.

Billing [10] View payment history.

acemapp   www.acemapp.org

Uploading Your Requirements
Student Dashboard Overview

Completing your ACEMAPP requirements are an important first step toward participating in a clinical rotation. The documents you upload through ACEMAPP will be sent to your school coordinator for approval.

From your dashboard you will see a list of **"Rotation Requirements"** [1].

To submit a requirement, click **"Upload Document"** [2].

Enter a completion date, then click **"Browse"** [3] to select your document from your computer. You may add additional supporting documents under "Additional files" or notes for your coordinator in the "Notes" box to the right.

Once your document(s) have been selected, click **"Upload Documents"** [4].

Your requirement will appear as **"Pending Approval"** [5] until your school coordinator approves the document. If they deny the document, you will receive an email notification.

You may click **"Manage Documents"** [6] to view documents which have already been approved to review any comments made by your school/site.

Health Professions Educational Modules:

As a student preparing for a career in health professions, it is important for you to be introduced to topics that you will be expected to understand in the healthcare field. We have produced four educational modules in the following health topics, and these can be completed in Blackboard under the "HP Learning Modules" course. After each module, you will be asked to complete a quiz to test your understanding of each module. Once you have successfully completed your educational modules and obtained a passing grade of 85% or greater, you can generate a certificate good for one year. You will be asked to review each module once a year to keep your knowledge of these areas up to date.

- *HIPAA*: Health Insurance Portability and Accountability Act of 1996 is United States legislation that provides data privacy and security provisions for safeguarding protected medical information.
- *BBP*: Blood borne Pathogens are infectious microorganisms in human blood that can cause disease in humans.
- *Human Trafficking*: The action or practice of illegally transporting people from one county or area to another, typically for the purposes of forced labor or commercial sexual exploitation.
- *Ethics & Professionalism*: A system of moral principles governing the appropriate conduct of a person or group.

Confidentiality:

Students and faculty may not take any patient records, notes, or any identifying data out of a clinical agency on paper [must be shredded] or electronically. Students will conform to the guidelines of the Health Insurance Portability & Accountability Act (HIPAA). Failure to comply with HIPAA guidelines may result in program dismissal. Additionally, it is the policy of the CMU RN-to-BSN Program that students will conduct themselves professionally and no photos will be taken in the clinical (Service Learning and Capstone) setting for any reason. Additionally, students are to refrain from discussing patient/clinical situations in public venues, including Facebook, Instagram, MySpace, or similar online arenas (even if client names are not used). Failure to abide by this policy may result in dismissal from the nursing program.

Established: 4/2019
Reviewed: 2/2020; 6/17/2022

Capstone Policy:

Preparation and Requirements

You must begin preparing for your Capstone at least **two semesters in advance** by identifying a mentor. The required steps include:

1. Selecting a mentor who is a **baccalaureate-prepared registered nurse (RN)** with at least **two years of experience** in their area of expertise.

2. Reviewing and signing the **Mentor/Student Agreement**.

3. Obtaining a copy of your mentor's **resume/CV**.

4. Submitting the **"Intent to Register for NUR 499"** form **one semester before enrolling in NUR 499**.

Failure to submit these documents will result in **denial of course enrollment**.

Purpose of the Capstone

This experiential learning course allows you to apply and integrate knowledge from previous coursework to develop an evidence-based practice (EBP) quality improvement (QI) proposal and presentation. Guided by a baccalaureate-prepared RN mentor, you will initiate a proposal that may lead to practice change in a healthcare setting with potential for future implementation.

Registered Nurse (RN) Mentor Qualifications

Your mentor plays a crucial role in guiding your EBP QI proposal development. They should:

- Have knowledge of EBP processes and organizational quality improvement concerns.

- Assist in identifying a quality improvement concern within a unit or agency.

- Provide guidance on an implementation plan for post-graduation.

- Hold at least a bachelor's degree in nursing and have two years of experience in their field.

A signed mentor contract and mentor resume/CV must be submitted by the first week of the course.

Mentor's Role

The Mentorship Practicum focuses on leadership, evidence-based nursing practice, quality improvement, nursing education, and clinical management. The mentor is expected to:

- Provide guidance and support to help students meet NUR 499 learning outcomes.

- Assist in developing an evidence-based practice quality improvement project based on a real-life situation.

- Offer feedback on student performance to both the student and faculty.

The final evaluation of the capstone project is conducted by the course faculty, not the mentor. A Mentor Guideline Booklet will be provided once the mentor is identified.

Student's Role

Students are responsible for:

- Scheduling and attending all mentor meetings.

- Completing all capstone requirements for NUR 499.

- Developing the project independently while using the mentor as a resource.

- Notifying the course facilitator of any changes regarding their mentor.

Capstone Hour Requirements (32 Hours Total)

- **Minimum of 20 hours** at the project site, including **direct patient/client care**.

  o Refer to the **"Guidelines for RN to BSN Practice Experiences"** in Blackboard for examples.

- **Additional hours** may include:

  o Researching literature

  o Writing the proposal

  o Preparing the final presentation

Students must provide their mentor with a copy of the **Mentor Booklet** as soon as they are identified.

Grading of Capstone

The primary course faculty is responsible for grading the capstone project. Refer to the course syllabus for grading criteria. At the end of the course, both the student and faculty will complete an evaluation of the overall capstone experience.

Additional Resources

To ensure successful completion of the capstone, review the following:

- RN-BSN Handbook

- Capstone Course Video

- Capstone Folder Documents

- Prior Coursework with an Emphasis on EBP and Research

Established: 7/2020

Reviewed: 7/2020; 6/17/2022
Revised: 03/2025

Criminal Background Checks:

CMU's Policy: CMU BACKGROUND CHECKS FOR STUDENTS

On April 1, 2006, a revised Public Health Code Legislation was enacted that impacts our ability to place students in a number of clinical settings. The enactment of this new legislation requires that healthcare students complete a criminal background check with fingerprints that include a FBI check. All students, once accepted to the nursing program, must complete a criminal background check.

There are multiple misdemeanors, and combinations of offenses that would prevent you from meeting the minimal objectives of the program. Students with felony convictions will not be permitted to complete the RN-to-BSN program at our college. Any student who becomes subject to criminal prosecution while participating in the nursing program is required to report such allegations immediately to the nursing program director.

You will receive an email from the Herbert H. & Grace A. Dow College of Health Professions Clinical Compliance Coordinator with instructions to complete your fingerprinting requirement. This email will include the forms that are needed to be completed and returned. The cost of the background check ($19.95) is not covered by the college fees and therefore is the responsibility of the student. Results of fingerprinting will not be released unless the paperwork is returned to the Clinical Compliance Coordinator as directed.

Elizabeth "Beth" Boman MSA
Clinical Compliance Coordinator
HPB 1202 Mount Pleasant, MI 48859
E: boman1ej@cmich.edu
P:989-774-2981   F:989-774-1853

In addition to fingerprinting, some agencies may also require drug screening as part of their requirement for you to be a student in their institution. The cost of all screenings is the responsibility of the student. See **appendix I** for the Student Disclosure Statement form. This must be completed and returned to the program administrative assistant.

Established: 04/2018
Revised: 2/2020, 3/2020; 03/2025
Reviewed: 4/2019, 2/2020; 6/17/2022

Section Four: Appendices

Appendix A: E-Portfolio Guideline

PORTFOLIO:

Introduction:

The purpose of the portfolio requirement is to give students the opportunity to document their educational growth throughout the RN-to-BSN program. The portfolio will serve to demonstrate accomplishment in meeting the BSN program outcomes as well as a tool in seeking employment. The following guidelines are provided to aid students in preparing the portfolio. The evaluation tool faculty will use when reviewing the portfolio is included.

Format guidelines:

Students should consult with faculty in appropriate courses as needed during the portfolio preparation. It is the student's responsibility to seek out assistance prior to submission of the portfolio if anything is unclear.

A. The portfolio framework will be established in NUR 300 using *Live Binder*. There will be video instructions on "How to Create Your Portfolio" in NUR 300 & NUR 499. The portfolio will contain the following pages.
   1. An introductory page- introduces yourself and the portfolio.
   2. A page for each of the nursing courses in the program.
   3. A page labeled BSN Program Outcomes.
   4. A page for your resume.
B. The portfolio will be submitted for review in your final Capstone course (NUR 499). It is up to you to keep it up to date throughout the program.
C. The portfolio should be professional and meet scholarly standards.
   - Careful attention to grammar, spelling, punctuation, and sentence structure.
   - A professional portfolio is not a "memory book," scrapbook or checklist.
   - Portfolios involve critical thinking, synthesis, and self-direction.
D. Throughout the program, students will place documents that provide evidence of accomplishment of the program outcomes.
   - The introductory page should have a brief introduction of yourself and the purpose of the portfolio (include a photo of yourself or a graphic that represents nursing).
   - Each course reflection should be placed under the appropriate course tab.
   - The artifacts should be "clean" versions of previously submitted work. Meaning that students must make all suggested corrections in writing and content, remove editing remarks prior to inclusion in your portfolio.

- Do not include papers or projects that did not receive a passing grade without making corrections.
- In the BSN Program Outcome tab, include the chart of how the BSN program outcomes align with the BSN essentials and the QSEN competencies (use chat in appendix A). Also include a chart showing how you accomplished the outcomes will be included in the "BSN Outcomes" tab. An example of this is included in Appendix C.
- The Resume should be current, follow appropriate professional guidelines and be free from errors.
- The following table outlines the documents that are required for each course.

RN-to-BSN Program Outcome (SLO's)	Artifact	Artifact
1. Integrate knowledge from the liberal arts, sciences, and nursing to provide culturally competent nursing care for diverse populations	Comprehensive Physical Assessment Score (NUR 301)	Philosophy of Nursing Paper (NUR 300WI)
2. Demonstrate nursing leadership principles to plan and implement patient safety and quality improvement initiatives within the context of a dynamic complex healthcare system and interprofessional care.	Leadership Final Presentation (NUR 401)	Capstone Project: paper and presentation (NUR 499)
3. Apply concepts of global health to plan appropriate culturally safe care and health promotion for vulnerable populations.	Transcultural Nursing Paper (NUR 390)	Final Scholarly Paper (NUR 390)
4. Utilize best current evidence and systems thinking to improve nursing and healthcare practices for groups or populations.	Community Wind Shield Survey (NUR 400)	Service Learning Presentation (NUR 400)
5. Incorporate concepts of interprofessional collaboration and communication, health policy, finance, and regulatory environments as leaders in nursing practice.	Scholarly Paper (NUR 300WI)	Discussion (NUR 499)

*Add elective course artifacts under the program outcome it meets.

Appendix B: Portfolio Rubric

E-portfolio Criteria	Exemplary	Accomplished	Developing	Incomplete	**Points**
Homepage: Creativity, color, readability, organized	Creativity and original ideas enhance the content of the e-portfolio in an innovative way. **5 Points**	Use of creativity and original ideas are demonstrated to meet objectives. **4 Points**	Some use of creativity or original ideas is evident. **3 Points**	No use of creativity or original ideas is evident that enhances the content of the e-portfolio. **0-2 Points**	_____
Personal/ Introduction	All components well written. **10 Points**	All components present and satisfactory. **8 Points**	All components present but brief or not fully developed. **5 Points**	Missing components or poorly developed. **0-4 Points**	_____
Course tabs/outcomes: Course description including what outcomes were met and what samples of work demonstrate the outcomes.	Significant information about each outcome. Each program outcomes is addressed. Evident that program outcomes have been met through a variety of documents, provide evidence that support the outcomes. **20 Points**	Well organized, each outcome well documented, evidence of each outcomes being met. **15 Points**	Most documentation supports evidence of meeting program outcomes. All program outcomes addressed. Somewhat unorganized. **10 Points**	Limited documentation to provide evidence of meeting program outcomes. **0-5 Points**	_____
Writing Samples	All six samples of work included in the portfolio is complete, organized, and neatly presented. **20 Points**	Missing information for one writing sample in the portfolio. The portfolio is organized and neatly presented. **15 Points**	Missing information from two writing samples in the portfolio. The portfolio is organized and neatly presented. **10 Points**	Missing information from three or more writing samples in the portfolio. Or the portfolio is unorganized and/or not neatly presented. **0-5 Points**	_____

Self-Reflections	All reflections clearly describe and expand upon all the elements of self-reflection and program evaluation: personal and educational goal, experiences, changes and lifelong learning. **20 Points**	All reflections describe all elements of self-reflection and program evaluation. Each element addressed is complete but not through **15 Points**	Missing part or one element from the self-reflection and program evaluation. Or reflections are brief and missing components. **10 Points**	Missing two or more elements from the self-reflection and program evaluation or the reflections do not illustrate the ability to effectively analyze work. **0-5 Points**	_____
RN-to-BSN Outcomes Tab	Brief introduction, charts of program outcomes and linkages to BSN essentials and QSEN, chart of how you met the outcomes with assignments. **10 Points**	Missing one component or charts incomplete. **8 Points**	Missing 2 or more components. **5 Points**	Missing all components. **0-4 Points**	_____
Grammar, Punctuation, spelling, sentence structure, and APA	Clean, well-written with minimal mistakes. **15 Points**	Clean with very few mistakes. **10 Points**	Not well organized with few mistakes. **5 points**	Very disorganized with several mistakes. **0-2 Points**	_____

Appendix C: Service Learning Guideline

Service Learning detailed information

Academic Service-Learning is a form of experiential education in which students participate in meaningful service activities that meet identified community needs and are integrated with course student learning outcomes. This method of holds both the service and the student learning as equally important components of the experience. Service-learning helps integrate CMU's student success and community engagement goals, especially our goals to:

- *Develop academic program opportunities that provide meaningful and distinctive educational and cultural experiences.*
- *Encourage sustained community engagement in and across all disciplines.*
- *Develop community-centered research and scholarship that creates knowledge through engaging with the community around relevant opportunities.*
- *Foster a mindset of leadership and participation in community engagement.*
  - *(CMU Office of Community Engagement Vision Statement, 2019)*

This innovative interdisciplinary community service learning course will allow nursing students to integrate meaningful community service with instruction, preparation and reflection to enrich their learning experience, teach civic responsibility, and strengthen communities. This course will enable students to examine social justice and social determinant of health issues and apply these principles in a structured service learning practicum that is conducted in and meets the social and health needs of a community partner in a culturally competent manner.

Such activities for the professional nursing student will include documented service occurring outside assigned program activities, and those not required by their employer. This activity may involve service to the community, University, a health care institution, or the nursing profession. Such activity is expected to enhance their professional development and should be related to health care. Service Learning is a form of practical experience, enhances learning in all areas of a nursing program, and the experience of community service reinforces the moral and civic values inherent in serving others.

The goals of Service Learning for the professional Nursing student are:

1. To develop a plan for community service learning to take place over the course of the NUR 400: Concepts of Global and Population Health course
2. To provide a health-related service to a community of need.
3. To complete a written report (journal's) and presentation which identifies what significant personal and professional insights have been gained due to this service learning activity.
4. To clearly describe and give verifiable examples of such learning experiences.
5. To critically examine how this service learning has impacted their career process.

Documents required for the service leaning

1. Service learning contract – Signed

2. Completed Service learning logs - Signs
3. Completed Service learning site evaluation by student - Signed

No grade will be submitted for this course until all the documents are completed and submitted to Blackboard.

What Service Learning IS

1. **Purposeful and Experiential Learning**: Service learning involves students engaging in meaningful, community-focused activities tied to academic objectives. For instance, developing a health education program for residents of a domestic violence shelter integrates nursing theory and public health principles.

2. **A Partnership Between Students and Communities**: Service learning emphasizes mutual benefit. Students apply nursing knowledge and learn from the community, while the community gains valuable services, such as wellness screenings at a homeless shelter or healthy eating programs for seniors.

3. **Aligned with Academic Outcomes**: Activities are directly connected to course objectives. For example, designing anti-bullying campaigns for middle schoolers teaches students about public health communication, behavioral health, and social determinants of health.

4. **Reflection and Evaluation**: Students are required to critically reflect on their experiences and outcomes, enhancing their learning and understanding of systemic health issues. Reflective activities might include journaling about lessons learned while working at a local health department.

5. **Focused on Long-Term Impact**: Service learning encourages sustainable solutions that empower communities. For example, partnering with Habitat for Humanity to promote health education alongside home-building projects addresses both social and health determinants.

6. **Professional and Personal Development**: It fosters skills such as leadership, cultural humility, and community health advocacy. For instance, collaborating with a school nurse to develop educational materials for kindergarteners helps build skills in communication and age-appropriate education.

<div align="center">

What Service Learning Is and What It Is Not

</div>

What Service Learning IS NOT

1. **Volunteering Without Academic Context**: Service learning is not just volunteering. For example, serving food at a homeless shelter is valuable, but it becomes service learning when students also assess nutrition needs and connect them to broader public health strategies.

2. **Internships or Clinical Rotations**: Unlike clinical rotations, which focus on direct patient care, service learning addresses community and population-level health. Hosting a health fair to educate families on preventive care is service learning; performing wound care in a hospital is not.

3. **Charity Work**: Charity focuses on providing immediate help, while service learning emphasizes education, empowerment, and addressing systemic health issues. For example, teaching elderly

community members about managing chronic conditions is service learning, while donating supplies without education is charity.

4. **One-Sided Assistance**: Service learning values collaboration over "helping" in a paternalistic way. For instance, working with a commission on aging to co-create fall prevention workshops is a collaborative effort, not one-sided service.

5. **Unstructured Activities**: Service learning requires clear academic goals, community partnerships, and measurable outcomes. Simply attending a community health event without defined learning objectives does not qualify.

Examples of Service Learning Projects

Here are examples that align with a community and global health course, showcasing diverse service learning opportunities:

1. **Homeless Shelter Engagement**: Conduct wellness checks, health screenings, or hygiene education at a local homeless shelter. Reflect on the role of social determinants in health disparities.

2. **Domestic Violence Shelter Outreach**: Develop and implement stress management workshops or health promotion activities for residents, focusing on trauma-informed care.

3. **American Red Cross Partnership**: Assist in disaster preparedness programs, such as teaching families about emergency kits and basic first aid.

4. **Habitat for Humanity**: Collaborate with local chapters to incorporate health education initiatives, such as lead poisoning prevention or fire safety, into housing projects.

5. **Department of Health Collaboration**: Work with local health departments to plan community vaccination campaigns or create materials addressing health inequities.

6. **Special Olympics**: Partner with the organization to provide health promotion activities for athletes with intellectual disabilities, focusing on topics such as hydration or physical fitness.

7. **School Nurse Collaboration**: Work with school nurses to develop age-appropriate health materials for kindergarteners, elementary students, or high schoolers. Topics might include dental hygiene, mental health awareness, or safe social media use.

8. **Educational Program for Seniors**: Partner with a senior center or commission on aging to teach elderly community members about healthy snacks, fall prevention, or chronic disease management.

9. **Anti-Bullying Campaign**: Design and implement an anti-bullying program for middle school students, integrating knowledge of mental health, social determinants, and health promotion strategies.

10. **Healthy Snacks for Elderly Members**: Create and lead workshops at community centers that educate seniors on nutritious and affordable snack options, addressing barriers such as food deserts.

11. **Health Fairs with Local Agencies**: Collaborate with local commissions on aging or public health offices to organize community health fairs, providing screenings, education, and referrals.

12. **Middle School Health Education**: Create interactive programs for middle schoolers to address bullying, peer pressure, or vaping prevention using evidence-based strategies.

Guidelines:

Purpose: The service learning project is designed to help students appreciate the value of volunteering time to healthcare related cause or program and to gain perspective of the value of global health.

Requirements: Service learning will be structured in the following format:

1. **Service Learning Hours**: The student is responsible for a total of **24 hours** of service learning activities.
a) **6 hours** of orientation to the agency and the community for which they provide services (background research, getting contract signed, setting up hours, and volunteer requirements that need to be completed for the site).
b) **16 hours of on-site** work to be completed in NUR 400. These hours can be completed ahead of time as long as it was completed while the student was enrolled in the RN- BSN program.
c) **2 hours** preparation for the community assessment and service learning presentation.
S*ee Blackboard for more detailed instructions.*

Date	Hours	Activity	Learning Outcome How met?	End of Program Outcome How met?	Summary (include how you are meeting your service learning goals)

The 2021 AACN Essential and Core Competencies for Nursing Education and the Quality and Safety Education for Nurses (QSEN) Competencies for pre-licensure nursing education will be found at the links provided in the instructions and in all the Blackboard Course shells.
Student can feel free to format the log as they see fit so long as all the relevant areas and criteria are addressed

NUR 400 LEARNING OUTCOMES	RN-BSN PROGRAM GOALS	Essentials of Baccalaureate Education for Professional Nursing Practice
Upon completion of this course students will be able to: 1. Analyze the principles, goals, and determinants of global health, including social, economic, and environmental factors, and their impact on health equity. 2. Assess social determinants of health and health disparities that influence the health of families, groups, communities, and populations in a global society. 3. Analyze the implications of healthcare policy on issues of access, equity, affordability, and social justice in public health care. 4. Prioritize evidence-based collaborative practices for clinical prevention, surveillance, outbreak investigation, and case management in the context of population health and health equity. 5. Apply community and public health principles to plan population-focused nursing care for disproportionately affected communities or populations to promote health equity and quality of care. 6. Develop evidence-based interventions in collaboration with relevant stakeholders to address health disparities and promote health equity, based on an analysis of the impact of	By completion of the BSN program, the graduate will be able to: 1. *Integrate knowledge from the liberal arts, sciences, and nursing to provide culturally competent nursing care for diverse populations.* 2. *Demonstrate nursing leadership principles to plan and implement patient safety and quality improvement initiatives within the context of a dynamic complex health care system and interprofessional care* 3. *Apply concepts of global health to plan appropriate culturally-safe care and health promotion for vulnerable populations* 4. *Utilize the best current evidence and systems thinking to improve nursing and health care practices for groups or populations.* 5. *Incorporate concepts of interprofessional collaboration and communication, health policy, finance, and regulatory*	The RN-BSN program utilizes *The 2021 AACN Essential and Core Competencies for Nursing Education* at *https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf* *OR* *https://blackboard.cmich.edu/ultra/courses/_241409_1/outline/file/_11148620_1* *and* ***Quality and Safety Education for Nurses (QSEN) Competencies for pre-licensure*** *https://blackboard.cmich.edu/ultra/courses/_241409_1/outline/file/_11148621_1* *OR* *https://www.qsen.org/competencies-pre-licensure-ksas* as the organizing framework for the program.

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social determinants of health on population health outcomes.

7. Analyze population health data using informatics and technology to inform evidence-based interventions for equitable population health outcomes.

8. Analyze the impact of climate change on population health outcomes and health equity, focusing on populations disproportionately affected by climate-related health risks, and propose strategies to mitigate these disparities.

environments as leaders in nursing practice.

Service Learning Log Grading Rubric				
Criteria	**Excellent (4)**	**Good (3)**	**Fair (2)**	**Poor (1)**
Completeness (20 points)	Log is complete and includes all required elements: date, hours, activities, reflections, connections to course content, service-learning goals, course objectives, end of program outcomes, and AACN competencies. (18-20 points)	Log is mostly complete and includes most of the required elements: date, hours, activities, reflections, connections to course content, service-learning goals, course objectives, end of program outcomes, and AACN competencies. (16-17 points)	Log is somewhat complete but may be missing some required elements or lack sufficient detail in certain areas. (14-15 points)	Log is incomplete and missing significant required elements. (0-13 points)

Service Learning Log Grading Rubric				
Criteria	**Excellent (4)**	**Good (3)**	**Fair (2)**	**Poor (1)**
Description of Activities (20 points)	Provides a detailed and clear description of the service-learning activities completed during each log entry. Demonstrates active engagement and meaningful participation. (18-20 points)	Provides a good description of the service-**learning** activities completed during each log entry. Demonstrates adequate engagement and participation. (16-17 points)	Provides a basic description of the service-learning activities completed during each log entry. May lack some detail or clarity in certain entries. (14-15 points)	Provides a vague or incomplete description of the service-learning activities completed during each log entry. Does not demonstrate sufficient engagement or participation. (0-13 points)
Reflections and Insights (20 points)	Includes thoughtful and insightful reflections on the service-learning experience in each log entry. Demonstrates critical thinking, personal growth, and a deep understanding of the impact of the experience. (18-20 points)	Includes good reflections on the service-learning experience in each log entry. Demonstrates some critical thinking, personal growth, and understanding of the impact of the experience. (16-17 points)	Includes basic reflections on the service-learning experience in each log entry. Lacks depth or insight in certain entries. (14-15 points)	Includes minimal or superficial reflections on the service-learning experience in each log entry. Does not demonstrate significant critical thinking, personal growth, or understanding of the impact of the experience. (0-13 points)
Connections to Learning Goals and Objectives (20 points)	Consistently makes clear and relevant connections between the service-learning experience and personal service-learning goals, course objectives, and end of program learning outcomes. Demonstrates a strong	Makes good connections between the service-learning experience and personal service-learning goals, course objectives, and end of program learning outcomes. Demonstrates an adequate	Makes some connections between the service-learning experience and personal service-learning goals, course objectives, and end of program learning outcomes, but	Makes minimal or no connections between the service-learning experience and personal service-learning goals, course objectives, or end of program learning outcomes. Does not

Service Learning Log Grading Rubric				
Criteria	**Excellent (4)**	**Good (3)**	**Fair (2)**	**Poor (1)**
	understanding of how the experience relates to key learning goals and objectives. (18-20 points)	understanding of how the experience relates to key learning goals and objectives. (16-17 points)	they may not always be clear or relevant. (14-15 points)	demonstrate a clear understanding of how the experience relates to key learning goals and objectives. (0-13 points)
Application of AACN Competencies (15 points)	Consistently identifies and provides specific examples of how relevant AACN 2021 competencies and sub-competencies were developed or strengthened through the service-learning experience. Demonstrates a strong understanding of the application of these competencies in practice. (14-15 points)	Identifies and provides some examples of how relevant AACN 2021 competencies and sub-competencies were developed or strengthened through the service-learning experience. Demonstrates a good understanding of the application of these competencies in practice. (12-13 points)	Identifies a few relevant AACN 2021 competencies and sub-competencies but may not provide clear examples of how they were developed or strengthened through the service-learning experience. Demonstrates a basic understanding of the application of these competencies in practice. (10-11 points)	Minimally identifies or does not identify relevant AACN 2021 competencies and sub-competencies. Does not provide sufficient examples of how these competencies were developed or strengthened through the service-learning experience. Demonstrates a limited understanding of the application of these competencies in practice. (0-9 points)
Writing Quality and Organization (5 points)	Log entries are well-written, clear, and free of grammatical or spelling errors. The log is	Log entries are mostly well-written with few grammatical or spelling errors. The log is generally	Log entries are somewhat clear but may contain several grammatical or spelling errors. The log may	Log entries are poorly written with numerous grammatical or spelling errors. The log is

Service Learning Log Grading Rubric				
Criteria	**Excellent (4)**	**Good (3)**	**Fair (2)**	**Poor (1)**
	organized and easy to follow. (5 points)	well-organized and easy to follow. (4 points)	lack some organization or clarity. (3 points)	disorganized and difficult to follow. (0-2 points)

Appendix D: Service Learning Reflection Log

6. **Reflective Journals**: Students should reflect on how the service learning experience promoted personal growth and growth toward the program outcomes. A total of **3** journals will be submitted for evaluation.

     #1: Describe the service learning site, the community it provides services too, what you plan to do as a volunteer, what you hope to learn, how you plan to evaluate your learning. ***See Blackboard for more detailed information.***

     #2 & **#3**: For each 4-6 hours completed please write a journal that describes what you did as a volunteer, how this furthered your personal and professional growth, how did your experience help accomplish the course goals. See Blackboard for more detailed instructions.

Reflective Journal Rubric #1 – Service Learning (NUR 400)

Criteria	Exemplary (90-100%)	Proficient (80-89%)	Developing (70-79%)	Beginning (60-69%)	Points
Description of Service-Learning Site and Community (20 pts)	18-20 pts: Provides comprehensive description of site's mission and purpose; includes detailed analysis of community demographics; thoroughly discusses community needs and challenges; demonstrates deep understanding of organization's role	16-17 pts: Describes site's mission and community served with general details; identifies key demographics and needs; shows good understanding of organization's purpose	14-15 pts: Basic description of site and community; missing some key demographics or needs; limited discussion of organization's role	12-13 pts: Minimal or vague description; lacks important details about site or community; poor understanding of organization's purpose	__/20
Rationale for Site Choice and Learning Goals (20 pts)	18-20 pts: Presents compelling reasons for site selection with clear links to personal/career goals; articulates specific, measurable learning objectives; demonstrates thoughtful reflection on expected outcomes	16-17 pts: Provides clear rationale with some connection to goals; identifies realistic learning objectives; shows consideration of expected outcomes	14-15 pts: Basic explanation for choice with weak connections to goals; vague learning objectives; limited reflection on outcomes	12-13 pts: Minimal or unclear rationale; poorly defined learning objectives; lacks meaningful reflection	__/20
Connection to Course Objectives	18-20 pts: Makes explicit connections to multiple course	16-17 pts: Links to course objectives are clear; relates to	14-15 pts: Some connections to course objectives; limited	12-13 pts: Weak or missing connections to	__/20

Criteria	Exemplary (90-100%)	Proficient (80-89%)	Developing (70-79%)	Beginning (60-69%)	Points
and AACN Essentials (20 pts)	objectives; thoroughly relates experience to global/community health concepts; demonstrates clear understanding of AACN Essentials integration	global/community health concepts; shows general understanding of AACN Essentials	discussion of global/community health concepts; basic reference to AACN Essentials	objectives; minimal discussion of concepts; poor integration of AACN Essentials	
Volunteer Plan and Activities (15 pts)	13.5-15 pts: Detailed, actionable plan with specific roles and responsibilities; clear timeline; thoughtful consideration of contribution to organization	12-13 pts: Clear plan with general activities outlined; basic timeline; some consideration of contribution	10.5-11 pts: Basic plan with limited detail; vague timeline; minimal consideration of contribution	9-10 pts: Vague or unrealistic plan; missing timeline; lacks consideration of contribution	__/15
Evaluation Plan (15 pts)	13.5-15 pts: Comprehensive evaluation strategy with specific success criteria; includes multiple methods for assessing learning; demonstrates thoughtful self-reflection plan	12-13 pts: Clear evaluation plan with some specific criteria; includes basic assessment methods; shows consideration for self-reflection	10.5-11 pts: Basic evaluation plan with limited criteria; vague assessment methods; minimal self-reflection planning	9-10 pts: Minimal or unclear evaluation plan; lacking specific criteria; inadequate self-reflection component	__/15
Writing Quality and Format (10 pts)	9-10 pts: Exceptional organization and flow; error-free grammar/spelling; perfect APA format; professional academic tone; meets length requirement	8-8.9 pts: Well-organized; minor grammar/spelling errors; minimal APA errors; appropriate tone; meets length requirement	7-7.9 pts: Some organizational issues; several grammar/spelling errors; multiple APA errors; inconsistent tone	6-6.9 pts: Poor organization; numerous errors; major APA issues; inappropriate tone; doesn't meet length requirement	__/10

Total Points: ___/100Additional Requirements:

- Length: 3-4 pages, double-spaced

- Font: Times New Roman, 12-point

- Format: APA style for citations and references

- Submit as Word document via Blackboard

- Late submissions subject to course deduction policy

Appendix F: Service Learning Journals Rubric

Criteria	Needs Improvement (0-7 points)	Meets Expectations (8-14) points	Exceptional (15-20)
Journal number, name of agency, dates, and short intro to the journal.			
Explanation of the services you provided, and what you learned.			
How did this further your personal and professional growth?			
Which course objectives were met and why?			
APA format, grammar, spelling.			

Appendix G: Service Learning Presentation Rubric

1. **Service Learning Presentation:** At the conclusion of NUR 400 the students will give a voice-over PowerPoint presentation about their service learning experience. The presentation should be between five to 10 minutes long. Use the following rubric for presentation requirements.

Criteria	Novice	Competent	Proficient
Introduction: Agency Description	**0 to 1 points** Topic may not be clear; missing a large amount of information; does not compel audience.	**2 to 3 points** Introduces topic and include some supplementary information but is not	**4 to 5 points** Compelling introduction that clearly introduces audience to the agency.

		thorough enough or missing some aspects.	
Volunteer Role Described	**0 -7 points** Missing critical components; it is not clear.	**8- 14 points** Minimal information or description given.	**15- 20 points** What volunteers and students did for the agency.
Objectives	**0-7 points** Missing or very incomplete discussion of this.	**8-14 points** May comment on issue but does not go into detail; lacks critical thought.	**15-20 points** Critical thought and discussion on how service learning met personal and program objective.
Evaluation	**0-7 points** Missing or very incomplete discussion of this.	**8-14 points** May comment on issue but does not go into detail; lacks critical thought.	**15-20 points** Critical thought and discussion on students' personal experience and growth as a result of the service learning.
Nursing Implications	**0-7 point** Lack of understanding of nursing implications.	**8-14 points** Provides some nursing implications, may not have example or impact.	**15-20 points** Compelling discussion of nursing implications. How does volunteer service impact nursing, how does this organization impact nursing?
Conclusion	**0 -1 points** Lacks conclusion.	**2-3 points** Only partially summarizes.	**4-5 points** Thoroughly concludes all aspects of presentation.
Presentation Quality	**0 to 3 points** Not well-presented or well prepared; unprofessional; does not meet time criteria. Slide difficulty to read.	**4 to 7 points** May be too short or long, not clearly presented or unprofessional, may show lack of preparation. Format of slides have some difficulty in presentation.	**8 to 10 points** Students present their resource thoroughly and professionally, in the allotted time. Slides are professional and easy to read.
Total Points	**100**		

Appendix H: Capstone Students' Required Documents

Student must complete and provide documentation where appropriate for all the activities listed below by the end of this course. The timeline is provided.

Students name: _____. Semester: _____

	Required documents	Required by (date)	Submitted (date)
1	Intent to register for NUR 499	A semester prior to registration	
2	Signed Student and mentor contract	Week one of the course—Submitted with mentor CV	
3	Mentor resume (must have BSN or above)	Week one of the course—Submitted with contract	
4	Student evaluation of Capstone	End of course –week eight	
5	Complete EBI survey online. (Must be complete before the final class, or your final grade will not be released).	Email will be sent to students within the first two weeks of the course with 2 reminders.	
6	Faculty/Mentor evaluation of student	Week 7/8 at the End of course	
7	Student's Resume/CV by week 7	Submitted with Portfolio	
8	Student's proposal Paper	Date posted by faculty on Blackboard	
9	Final project presentation.	Date posted by faculty on Blackboard	
10.	Course Evaluations and RN-to-BSN exit survey	End of course	

Appendix I: Student capstone letter

Dear Future Capstone Student:

Subject: NUR 499 – Capstone Course Preparation & Information

The information in this letter is intended to help you prepare for your final course in the RN-BSN program, NUR 499 Capstone. Knowing the following will assist you in making your Capstone Course a meaningful and enriching learning experience, and in preparing you to incorporate evidence-based practice (EBP) in your professional practice.

Capstone Course Objectives:
Upon completion of this course, it is expected that the learner will be able to:

1.   Apply concepts of change theory, care coordination, and evidence-based practice to improve quality of care and ensure healthcare safety.

2.   Utilize the best current evidence, systems thinking, and appropriate quality improvement tools to improve nursing and health care practices.

3.   Participate in the quality improvement process to promote safety and positive health care outcomes.

4.   Incorporate concepts of interprofessional collaboration and communication to improve health for groups or populations.

5.   Demonstrate nursing leadership principles to plan and implement patient safety, quality improvement initiatives, and health policy within the context of a dynamic complex health care system.

6.   Apply principles of social justice, cultural humility, and inclusive leadership to promote quality outcome for patients across the care continuum.

7.   Utilize healthcare informatics to implement evidence-based interventions in collaboration with interprofessional teams to improve health outcomes for a diverse patient population across various healthcare settings.

Preparation for Course Assignments (including EBP QI Proposal Paper):
The purpose of this experiential learning course is to provide you with the opportunity to apply and integrate knowledge from previous coursework in the development of an evidence-based practice (EBP) quality improvement (QI) proposal and presentation. With the help of a Registered Nurse mentor with a baccalaureate degree or higher, you will initiate a proposal that may influence a practice change in a healthcare setting or agency that has the potential for future implementation.

The Capstone Course is fast-paced and requires strong time management and organizational skills. Time management and organizational skills are essential! To prepare, please review prior course work with emphasis on evidence-based practice and your research skills. All prior knowledge related to the concept of evidence-based practice, and skills related to critical thinking, searching the literature, identifying research designs, appraising evidence, and writing is essential for success. These previously learned skills are essential as you develop an evidence-based quality improvement proposal**:**

The following reading will provide a strong resource for the Capstone course:

- *LoBiondo-Wood, G., Haber, J. & Titler, M. (2019). Evidenced based practice for nursing and healthcare quality improvement (1ˢᵗ ed.). St. Louis, MO: Elsevier. ISBN: 9780323480055*
- *Student Handbook and Course Syllabus for NUR 499- This provides a wealth of useful information that prepares you to be successful in the course. Please take the time to review prior to the start of the course.*

Selection and Importance of a Registered Nurse (RN) Mentor:
Students must email a copy of the Mentor Booklet to their mentor before the start of the mentorship experience.
To help you identify a focus for your EBP proposal, you will need to identify a Registered Nurse Mentor (also referred to **nurse** clinical liaison) who will help and guide your EBP quality improvement proposal development. Your RN mentor should be a resource person with knowledge of the EBP process. The mentor may assist you with identifying a question of inquiry (generally a quality improvement concern identified on a unit or agency-wide). The mentor may offer guidance in designing an implementation plan for your EBP proposal post-graduation. Essentially, an RN mentor has knowledge of the organizational culture and quality improvement concerns of the facility. The RN mentor should hold a minimum of a bachelor's degree in nursing prior to the start of the courses. This will assist you in meeting course objectives and completing weekly assignments in a timely manner.
We recommend that you identify your RN mentor about 8 weeks prior to the start of class. The RN mentor will be your contact person and will serve as your agency representative for proposal development and for sharing ideas related to your evidence-based practice proposal. The mentor contract and mentor resume are a course requirement for your first assignment.

The amount of time you spend with your RN mentor varies depending on the scope of your evidence-based practice proposal. The RN mentor may be selected from your place of employment or can be selected from an acute care/ long term care facility, school, community agency, health department or any organization in which professional nursing is practice

(including your service learning site). Mentors must have a minimum of baccalaureate (BSN) degree and at least two years' experience in their area of specialty.

As you plan your EBP QI proposal, you may be meeting with your RN Mentor at intervals throughout the course. The type and/or location of meetings is your preference and should be arranged at a convenient location for you and your RN mentor. It is not a requirement that meetings occur at the clinical agency.

Practice experiences should include activities that support health and/or provide care, allowing the student to interact with a variety of providers and/or with patients. These experiences cannot be completed solely by a student working alone or in isolation without also interacting with patients, other healthcare providers. Practice experiences, including those completed in the student's work setting, shall be separate from the student's work activities and include specific objectives, expected outcomes and competencies, and both formative and summative assessments provided by a faculty member.

Practice experiences in the post-licensure nursing program involve a variety of activities that include direct care and indirect care experiences. See the **Guidelines for RN to BSN Practice Experiences Community and Capstone.pdf** on any Blackboard RN-to-BSN course shell for more detailed information to help you make the right choice about the activities you must consider while preparing for your community and capstone project.

Agency Contract or Letter of Agreement:
Capstone Course in Nursing does not require direct patient care, access to individual patient information, or any direct clinical hours under the supervision of a preceptor. The agency or organization for your practice experience must have an affiliation agreement with CMU. If no affiliation agreement exists it may take up to 3 months to secure and will require that you to provide health documents that the agency requests, such as immunization records, criminal background check, or current CPR certificate. It is your responsibility to initiate and complete this process at least three months prior to Capstone enrollment due to the length of time it may take to complete.

Steps to Take:
1. Check with the RN mentor or the agency nursing education department to verify whether a contract or letter of agreement is necessary for this EBP QI proposal.
2. If you are told that a contract or letter of agreement is necessary, the Clinical Compliance Coordinator should be notified by the student, indicating the following:
   a. Intended start date
   b. Name of the chosen RN Facilitator
   c. Name and location of the agency requesting a contract

d. Name, title, address, phone number, and email of the person who negotiates nursing student contracts at the facility

3. Negotiations between Central Michigan University and the chosen healthcare facility can take up to three months. If a contract is required, the student must comply with the clinical requirements listed in the contract.

Steps for Capstone Success:

- After selection of your RN mentor, engage in a dialogue about a quality improvement, nursing practice, and/or patient outcomes initiatives that may lead to ideas for your evidence-based practice (EBP) quality improvement proposal

- Your EBP quality improvement proposal must be within the scope of practice for an RN at the BS in Nursing level of practice. It cannot be within the scope of an advanced practice nurse (APRN) or outside the scope of nursing practice (such as pharmacotherapeutics or comparing medications and/or chemical preparations). Interprofessional projects are encouraged.

- The key to a successful proposal is to initiate a proposal that may influence a practice change in the identified healthcare agency and has the potential for future implementation. This proposal is developed based on a rigorous search and critical appraisal of the best available evidence and best practice guidelines.

- Proposals may be related (but not limited to):
  o Clinical issues affecting patient/family/and/or population served by the agency
  o Issues related to the agency's work environment
  o Quality of care or safety issues
  o Needs identified requiring policy changes

- You must identify a question of inquiry—a PICOT question (Population, Intervention, Comparison or Condition, Outcome, and Time). *Please remember that this question must be within the scope of practice for an RN at the Baccalaureate Nursing (BSN) level of practice.*

  o **Practice writing your question in PICO format. We cannot emphasize this enough!** Your PICO is the framework for your proposal. It must be written clearly and scoped to nursing practice interventions. Your PICOT question must be realistic and achievable within the 8-week timeframe of the course.

  o The implementation phase of your proposal may take much longer, as practice changes often takes time for sustainability. You are not expected to implement during the

capstone course, but you will have to write about how you would implement and the evaluation process. We have provided comprehensive EBP QI content through videos, course readings, and extensive library resources through CMUs RN-to-BSN library guide.

- o Using evidence to guide practice is essential in proposal development, implementation, and evaluation. Students have access to CMU's Health Professions Librarian for assistance with database searches.

- Finally, **read**, **read**, **read**! This includes course readings, recommended readings, RN-BSN library research guide, announcements, etc. And once you are in the course, review all resources, PowerPoints, the EBP proposal template/rubric, and other aids that will help you be successful in the course.

Making Capstone Course in Nursing and the EBP Proposal Experience Meaningful
- **Develop your PICO** question including the following key points:
- When meeting with your RN facilitator/clinical liaison, you should have a prepared written outline of possible proposals. Having a good understanding of EBP is necessary for arriving at a proposal to meet your educational needs and needs of the clinical agency.
- **Organize** and use appropriate time management principles. An extensive time commitment is essential for proposal development and course assignments.
- **Engage** in your EBP QI proposal development. It is an expectation that you adhere to professional standards and policies established by the healthcare agency.
- Take time throughout the course to critically reflect on the experience, your professional goals and course objectives.
- **Evaluate** the learning that occurred through reflection, discussions, and assignments.

Capstone Course Hour Requirements:
32 total hours required
- Up to **8 hours:** literature review, writing, and presentation prep
- At least **24 hours:** mentor meetings, site observations, direct care, and project exploration

Additional Resources to Review Prior to Course Start (3 Rs):

- Review RN-BSN Handbook
- Review Capstone Course Video
- Review Prior Course Work with Emphasis on EBP and Research

Finally, congratulate yourself for developing a substantive EBP QI proposal for future implementation to change nursing practice at your agency. **Celebrate course completion and your achievement of a BSN!**

We hope this information will assist you prior to course start.

Sincerely,

Dr. Iheduru-Anderson
Nursing Program Director (RN-to-BSN)
Central Michigan University

Appendix J: Student Intent to Register

Intent to Register for NUR 499

In order for you to be registered and successfully placed into your NUR499 Capstone, please complete the following and return to the RN-to-BSN Nursing Director or the nursing office attendant/professional following the schedule laid out on page 18 of the handbook.

Name: _____

Semester for NUR 499: _____

Intended Clinical Site: _____

Mentor: _____

Discussed with Clinical Site any required documents or contracts: Yes / No

Student Signature: _____

Printed Name: _____

Appendix K: Student Clinical Disclosure Statement

To be retained by the Educational Institution

Student Name: _____ Date of Birth: _____

Educational Institution Name: _____

Training Program: _____

1. **I certify** that I have not been convicted of a crime or offense that prohibits me from being granted clinical privileges in a long-term care setting as required by P.A. 27, 28, and 29 of 2006 within the applicable time period prescribed by each crime.

_____   _____

Signature of Student   Date

2. **I certify** that I have not been the subject of an order or disposition under the Code of Criminal Procedure dealing with findings of "not guilty by reason of insanity" for any crime.

_____   _____

Signature of Student   Date

3. **I certify** that I have not been the subject of a state or federal agency substantiated finding of patient or resident neglect, abuse or misappropriation of property or any activity that caused my nurse aide certification to be "flagged."

_____   _____

Signature of Student   Date

4. I have listed below all offenses for which I have been convicted, including all terms and conditions of sentencing, parole and probation and any substantiated finding of patient or resident neglect, abuse or misappropriation of property.

_____   _____

Signature of Student   Date

Conviction/Offense	Date of Conviction/Finding	City	State	Sentence	Date of Discharge

5. **I certify** that I have reviewed the list of prohibited offenses as defined in P.A. 27, 28, and 29, and that the above list of my convictions and/or substantiated findings of patient or resident neglect, abuse or misappropriation of property (if any) is true, correct and complete to the best of my knowledge. I also understand that if the information is not accurate or complete, my clinical privileges will be withdrawn immediately. I understand that the facility or educational program denying my privileges based on information retained through a background check is provided immunity from any action brought by a student due to the decision to remove clinical privileges.

_____   _____

Signature of Student   Date

SIGN & RETURN TO:

Dr. Kechi Iheduru-Anderson
The Herbert H. and Grace A. Dow College of Health Professions
Health Professions Building 1215
Mount Pleasant, MI 48859
Email: ihedu1k@cmich.edu

Appendix L: Student Capstone Log

CMU RN-BSN Program
NUR 499 Capstone
Student Log to be submitted through Blackboard

Name: _____. **Hours Completed:** _____

Student needs to demonstrate at least 3 hours/week   **(Total of 32 hours required)**

Date	Hours	Activity	Learning Outcome How met?	End of Program Outcome How met?	Summary (include how you are meeting your mentorship goals)

NUR 499 LEARNING OUTCOMES	RN-BSN PROGRAM GOALS	Essentials of Baccalaureate Education for Professional Nursing Practice
Upon completion of this course students will be able to: • Apply concepts of change theory, care coordination, and evidence-based practice to improve quality of care and ensure healthcare safety. • Utilize the best current evidence, systems thinking, and appropriate quality improvement tools to improve nursing and health care practices. • Participate in the quality improvement process to promote safety and positive health care outcomes. • Incorporate concepts of interprofessional collaboration and communication to improve health for groups or populations. • Demonstrate nursing leadership principles to plan and implement patient safety, quality improvement initiatives, and health policy within the context of a dynamic complex health care system. • Apply principles of social justice, cultural humility, and inclusive leadership to promote quality outcome for patients across the care continuum. • Utilize healthcare informatics to implement evidence-based interventions in collaboration with interprofessional teams to improve health outcomes for a diverse patient population across various healthcare settings.	By completion of the BSN program, the graduate will be able to: 7. *Integrate knowledge from the liberal arts, sciences, and nursing to provide culturally competent nursing care for diverse populations.* 8. *Demonstrate nursing leadership principles to plan and implement patient safety and quality improvement initiatives within the context of a dynamic complex health care system and interprofessional care* 9. *Apply concepts of global health to plan appropriate culturally-safe care and health promotion for vulnerable populations* 10. *Utilize the best current evidence and systems thinking to improve nursing and health care practices for groups or populations.* 11. *Incorporate concepts of interprofessional collaboration and communication, health policy, finance, and regulatory environments as leaders in nursing practice.*	The RN-to-BSN program utilizes *The Essentials: Core Competencies For Professional Nursing Education (2021).* https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Domain 3: Population Health Domain 4: Scholarship for Nursing Discipline Domain 5: Quality and Safety Domain 6: Interprofessional Partnerships Domain 7: Systems-Based Practice Domain 8: Informatics and Healthcare Technologies Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development

RN-to-BSN Nursing Program Student/Mentor Contract & Credentials
NUR 499 – Capstone

Year: _____ **Semester**: _____

1.   **Student Information**:

Name: _____

Address: _____

City/State/ Zip: _____

Cell Phone: _____

Home email address: _____

The *best* way to reach me is by _____

Central Michigan University RN-to-BSN Program is required by our accrediting agency to document the credentials and professional experiences of the mentors. Please complete the following information.

2.   **Mentor Information**:

Name of Mentor with Credentials: _____

Title/Position: _____

Unit/Department: _____

Work Phone: _____

Work Email: _____

Preferred way of contact: _____

Name of Institution, Agency, or Affiliate: _____

Address: _____

City/State/Zip: _____

Mentor's Last University/College attended: _____

Degree Granted: _____

Date Degree Granted: _____

Current Valid Licenses: _____

Active Certifications (If any): _____

<mark>A copy of Mentor's updated resume is required.</mark> Mentors must have a minimum of baccalaureate (BSN) degree and at least two years' experience in their area of specialty.

<div align="center">

Student and Mentor Agreement Form

</div>

Mentor's Role:

The focus of the Mentorship Practicum is on leadership, evidenced-based nursing practice, quality improvement, nursing education, and clinical management. It is our expectation that the role of mentor includes guidance and support to assist the student in meeting their NUR 499 learning outcomes. A key component of this mentorship practicum is an evidence-based quality improvement project, developed by the student, and drawn from a real-life situation. It is our expectation that the mentor will assist the student in developing and meeting these outcomes. The mentor will provide feedback to student and faculty on student's participation and performance only. Final evaluation of capstone project is completed by the primary faculty for the course.

NUR 499: Capstone Course Learning Objectives

1. Apply concepts of change theory, care coordination, and evidence-based practice to improve quality of care and ensure healthcare safety.

2. Utilize the best current evidence, systems thinking, and appropriate quality improvement tools to improve nursing and health care practices.

3. Participate in the quality improvement process to promote safety and positive health care outcomes.

4. Incorporate concepts of interprofessional collaboration and communication to improve health for groups or populations.

5. Demonstrate nursing leadership principles to plan and implement patient safety, quality improvement initiatives, and health policy within the context of a dynamic complex health care system.

6. Apply principles of social justice, cultural humility, and inclusive leadership to promote quality outcome for patients across the care continuum.

7. Utilize healthcare informatics to implement evidence-based interventions in collaboration with interprofessional teams to improve health outcomes for a diverse patient population across various healthcare settings.

As the student's mentor, I am willing and able to meet all mentorship practicum requirements as stated above.

Mentor Signature: _____Date: _____

NUR 400 Service Learning Information revised as of January 2025.

Student's Role:

The student is responsible for scheduling and attending all meetings set up between student and mentor. The student is responsible for completing the capstone requirements of NUR499. The student will use the mentor as a resource to help develop the project, but all work is to be done by the student. It is the student's responsibility to notify course facilitator of any change. The student agrees to maintain confidentiality of any patient or institutional information discussed during the mentorship practicum.

The student must email a copy of the Mentor Booklet to their mentor before the start of the mentorship experience.

Student Signature: _____Date: _____