Welcome from the Dean of Nursing

On behalf of the faculty and staff, welcome to the Nevada State College Bachelor of Science in Nursing (BSN) program. We are pleased that you have chosen Nevada State College for your nursing education. The faculty have developed a variety of clinical and classroom learning experiences to provide you with the most up-to-date nursing knowledge.

Our caring-based nursing framework and reflective practice approach will help you focus on the heart of nursing and develop your abilities to become a competent nursing professional.

The standards and policies contained in this Handbook will guide you as you progress through the School of Nursing. It is important that you read this handbook and become aware of its contents.

Enjoy your journey towards becoming a professional nurse!

Neal Rosenberg, PhD, COI, RN
Dean
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Civility in the School of Nursing

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</table>
SECTION 1:

CIVILITY IN THE SCHOOL OF NURSING
Civility in the School of Nursing

Civility is respect in action – to identify with others and to feel, to some extent, what others feel…to act in a responsible and caring manner. Choosing civility means “choosing to do the right thing for others” (Forni, 2002, pp 13-14.). It is my expectation that all students, faculty, and staff in the School of Nursing will choose civility.

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

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

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

The most common complaint of uncivil faculty behaviors experienced by students as reflected in the literature and reported by NSC nursing students include rude, belittling, demeaning behaviors towards students.

This does not mean that each student or faculty member displays these behaviors – far from it! Unfortunately, it only takes one person to affect the learning environment. Furthermore, the ANA Code of Ethics for Nurses (2001) requires nurses to treat colleagues, students, and patients with dignity and respect and states that any form of harassment, disrespect, or threatening action will not be tolerated. Nursing school is the time for students to learn and apply these professional standards. As the Dean, I believe and encourage students and faculty to work together to provide a safe teaching-learning environment that encourages civil behavior.
The expectation at the School of Nursing is that faculty and students work together to resolve conflict as soon as possible by using open and respectful dialogue. Managing conflict involves these actions:

- Demonstrate respect for all parties
- Avoid blaming others
- Encourage full discussion of issues
- Actively listen to other points of view
- Use ground rules during discussions to promote fairness
- Explore all possible solutions (Berman & Snyder, 2012, p. 524)

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

Respectfully,

Neal Rosenberg, PhD, COI, RN
Dean

References:


SECTION 2:

SCHOOL OF NURSING OVERVIEW
School of Nursing Mission Statement

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

Approved by SON Faculty 2-14-2013

School of Nursing Vision Statement

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

Approved by SON Faculty 2-14-2013

School of Nursing Philosophy

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

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

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

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

Caring is a relational process in which the aim is to nurture the wholeness of persons, including faculty, students, colleagues, and patients. Caring has both spiritual and ethical dimensions. Spiritual caring involves creativity and choice. Nurses use support, empowerment, growth, and hope in spiritual caring practice. The crucial part of ethical caring promotes the good and functions as the compass in nurses' choice making.
In transpersonal caring, the nurse seeks to connect with the spirit of another in a mutual search for meaning and wholeness. The nurse, through transpersonal caring, develops a helping-trusting, authentic relationship with a patient to facilitate healing.

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

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

The faculty believes that nursing requires integration of multiple types of knowledge. These include empirics (the science of nursing), aesthetics (the art of nursing), ethics (moral knowledge), and personal knowledge (knowledge gained by life experience). The application of nursing knowledge requires complex decision-making involving consciousness, caring, and choice. Education involves all aspects of caring for the person (student, faculty, patient, or community member). Undergraduate education in nursing builds on previously learned information and prepares the student as a beginning professional practitioner. Within nursing, personal and professional learning and growth are lifetime endeavors.

Approved by Faculty 7/3/03,
Reviewed by Faculty 5/14/04
Revised by Faculty 4/27/09
Revised by Faculty 4/05/11
Affirmed by Faculty 2/14/13
Graphic Representation of the School of Nursing
School of Nursing Outcomes

- Provide safe, quality, holistic, evidence-based patient-centered care in a variety of health care settings to diverse patient populations across the lifespan.
- Use critical thinking and clinical reasoning to make patient-centered care decisions.
- Implement quality improvement strategies within a variety of health care systems.
- Collaborate and communicate with patients, health care professionals, and members of community groups to improve health outcomes.
- Use information management systems and patient care technology when providing patient care.
- Engage in leadership/management of care activities to improve direct and indirect patient care within a variety of health care systems.
- Assimilate professional, legal, and ethical guidelines in practice as a professional nurse.
- Develop authentic caring, culturally sensitive relationships with patients to promote wellness, prevent disease, and facilitate well-being.

Revised and approved by Faculty 1/10/2011
School of Nursing Administration

In addition to teaching, some faculty in the School of Nursing have administrative roles to carry out the business of the school. These roles are described below.

Dr. Neal Rosenberg, Dean
The Dean is the executive officer who administers the affairs of the School of Nursing under policy determined by the Faculty of the College, consistent with Nevada State College-wide academic and administration policy. The Dean provides vision and leadership, ensuring that the School of Nursing operates according to appropriate professional, legal, and ethical standards.

Dr. Sherrilyn Coffman, Associate Dean
The Associate Dean is primarily responsible for faculty scholarship development and other aspects of program development and maintenance. Dr. Coffman is also Director of the Dr. Joel and Carol Bower School-Based Health Center.

Dr. Ludy Llasus, Pre-Licensure Director
The Pre-Licensure Director collaborates with the Dean of Nursing to oversee the pre-licensure nursing tracks (Regular, Part-Time, and Accelerated) to ensure quality faculty and student support services. In collaboration with the Block Coordinators, the Director works with faculty on curriculum and course development and mediates student and faculty issues, following the “Chain of Command” in the BSN Pre-Licensure Student Handbook.

Rita Million, Post-Licensure Director
The Post-Licensure Director collaborates with the Dean of Nursing to oversee the RN to BSN nursing track to ensure quality faculty and student support services. In collaboration with the Block Coordinators, the Director works with faculty on curriculum and course development and mediates student and faculty issues, following the “Chain of Command” in the RN to BSN Student Handbook.

Dr. Susan Growe (Core Block); LaTricia Perry (Specialty Block); Ruby Wertz (Professional Block)
The Block Coordinators work with students and faculty to ensure excellence in teaching-learning processes in the School of Nursing. Each Block Coordinator has specified courses, for which they provide oversight. They assist faculty in preparing and teaching nursing courses, review student progress, and problem solve student issues, following the “Chain of Command” in the Student Handbooks.

The School of Nursing administration also includes key staff persons who coordinate program functions.
Susan Tomasevich, Program Officer
The Program Officer performs administrative work on planning, coordinating, and directing functions of the nursing program. Program components include admissions, student databases, student records, contracts, events, budget, and supervision of administrative assistants and student workers.
## School of Nursing Curriculums

### Regular Track Curriculum

#### Prerequisites

(Suggested Sequence of Courses)

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<tr>
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<td>PSY 101</td>
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<td>BIOL 189</td>
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<td>CEP 123</td>
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<tr>
<td>ENG 102</td>
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<tr>
<td>BIOL 223</td>
<td>Human Anatomy &amp; Physiology I</td>
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<tr>
<td>CHEM 112</td>
<td>Intro to Chemistry for Health Sciences</td>
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<tr>
<td>CH 203</td>
<td>Amer. Experience &amp; Const. Change</td>
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<td>CHS 421*</td>
<td>Health &amp; Wellness Across the Lifespan</td>
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<td>BIOL 224</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>SOC 101 OR ANTH 101</td>
<td>Principles of Sociology OR Intro to Cultural Anthropology</td>
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<td>Intro to Statistical Methods</td>
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<tr>
<td>NURS 140</td>
<td>Medical Terminology</td>
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<td>NURS 337</td>
<td>Pathophysiology</td>
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#### Upper Division Nursing

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<tr>
<td>NURS 301</td>
<td>Health Assessment</td>
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<tr>
<td>NURS 309</td>
<td>Foundations of Nursing Care</td>
<td>7</td>
</tr>
<tr>
<td>NURS 323</td>
<td>Pharmacology</td>
<td>3</td>
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<tr>
<td>NURS 486</td>
<td>Gerontology</td>
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#### Fifth Semester

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<td>NURS 349</td>
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<td>NURS 352</td>
<td>Adult Health Nursing I</td>
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<td>NURS 418</td>
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<td>NURS 437</td>
<td>Nursing Care in the Community</td>
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<td>NURS 447</td>
<td>Human Care Nursing Management/Leadership</td>
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<td>Professional Human Care Nursing – Practice</td>
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## Part-Time Track Curriculum

### Prerequisites
(Suggested Sequence of Courses)

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## Accelerated Track Curriculum

### Pre-Nursing

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<td>MATH 120</td>
<td>Fundamentals of College Math or higher (excluding Math 122 or Math 123)</td>
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<td>PSY 101</td>
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<td>CHS 421</td>
<td>Health &amp; Wellness Across the Lifespan</td>
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<td>BIOL 189</td>
<td>Fundamentals of Life Science</td>
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<tr>
<td>BIOL 223</td>
<td>Human Anatomy &amp; Physiology I</td>
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<td>BIOL 224</td>
<td>Human Anatomy and Physiology II</td>
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<td>BIOL 251</td>
<td>Microbiology</td>
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<td>CHEM 112</td>
<td>Intro to Chemistry for Health Sciences</td>
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<td>SOC 101 OR ANTH 101</td>
<td>Principles of Sociology OR Intro to Cultural Anthropology</td>
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<td>COM 101</td>
<td>Intro to Speech Communication</td>
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<td>Core Humanities Course</td>
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<td>Core Fine Arts Course</td>
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<td>Core Diversity Course</td>
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<tr>
<td>CH 203</td>
<td>Amer. Experience &amp; Const. Change</td>
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<tr>
<td>NURS 140</td>
<td>Medical Terminology</td>
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<td>NURS 337</td>
<td>Pathophysiology</td>
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### Upper Division Nursing

#### 1st Trimester

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<td>NURS 314</td>
<td>Professional Role Development and Communication</td>
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<td>NURS 355</td>
<td>Community Health Concepts</td>
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<td>NURS 302</td>
<td>Health Assessment: Lifespan &amp; Community</td>
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<td>NURS 324</td>
<td>Pharmacology for Nursing Practice</td>
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<td>NURS 304</td>
<td>Nursing Skills and Technology</td>
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<td>NURS 360</td>
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#### Winter Session

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#### 2nd Trimester

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<td>NURS 356</td>
<td>Community Health Concepts Seminar</td>
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<td>NURS 351</td>
<td>Nursing Care of the Childbearing Families</td>
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<td>NURS 341</td>
<td>Nursing Care of Children</td>
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<td>NURS 361</td>
<td>Psychiatric/Mental Health Nursing</td>
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<td>NURS 380</td>
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#### 3rd Trimester

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<td>NURS 455</td>
<td>Public Health Concepts</td>
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<td>NURS 442</td>
<td>Nursing Leadership, Management and Health Policy</td>
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<td>NURS 460</td>
<td>Managing Care of Adults III</td>
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<td>NURS 480</td>
<td>Transition to Professional Role</td>
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Course Descriptions

**NURS 100 - Exploration of Nursing as a Profession (2.00)**
This course explores nursing as a potential career. Recommended Pre-requisite: ENG 101

**NURS 140 - Medical Terminology (2.00)**
Study of word derivation and formation with emphasis upon the understanding of common usage in the field of health care. Formerly NURS 122. Pre-requisite or Co-requisite: BIOL 223

**NURS 301 - Health Assessment (4.00)**
Theory and skills to assess the health and environments of individuals and families across the lifespan in a variety of settings. Pre-requisite(s): Admission to nursing major. Co-requisite(s) Regular Track: NURS 309, NURS 323, and NURS 486. Co-requisite(s) Part-Time Track: NURS 323. Course Fee: $300 and Electronic Resource/Nursing Central Fee: $145.

**NURS 302 - Health Assessment: Lifespan and Community (5.50)**
Using developmentally and culturally appropriate approaches within a transpersonal caring framework, students develop skills in performing health assessment of well individuals across the lifespan from infancy to older adulthood, with emphasis on healthy aging. Community characteristics will be explored and strategies developed to promote health of the community. The course introduces students to interviewing techniques, health history, physical assessment techniques, and documentation of findings. Pre-requisite(s): Admission into the Accelerated BSN track. Co-requisite(s): NURS 304, NURS 324, NURS 355, NURS 360. Course Fee: $120 and Electronic Resource/Nursing Central Fee: $145.

**NURS 304 - Nursing Skills and Technology (2.00)**
Acquisition of nursing skills from basic to complex for nursing care of patients across the lifespan in various healthcare settings. Emerging technologies for use in patient care are included. Pre-requisite(s): Admission into the Accelerated BSN program. Co-requisite(s): NURS 302, NURS 324, NURS 355, and NURS 360. Course Fee: $240.

**NURS 309 - Foundations of Nursing Care (7.00)**
Introduction to the art and science of nursing with the focus on the transpersonal caring relationship between client and nurse. Using a reflective practice framework, students apply spiritual-ethical nursing care in collaboration with adult and elder clients. Pre-requisite(s)
Regular Track: Admission to nursing major. Co-requisite(s) Regular Track: NURS 301, NURS 323, and NURS 486. Pre-requisite(s) Part-Time Track: NURS 301 and NURS 323. Course Fee: $300.

**NURS 310 - Cultural Diversity in Healthcare (3.00)**

The effects of culture, heritage, ethnicity, religion, and ethnic background influences healthcare. Major concerns and issues encountered by healthcare providers in providing transcultural healthcare to individuals, families, groups, communities and institutions. Apply transcultural nursing framework to guide nursing and healthcare practices in diverse healthcare settings across lifespan. Pre-requisite(s): ENG 101 and ENG 102 or NURS 311.

**NURS 314 - Professional Role Development & Communication (2.00)**

Introduces the students to the professional role of a nurse, teaches ways of knowing the history of nursing, therapeutic communication, transcultural nursing, teaching and learning strategies, the philosophy and nursing curricular concepts of the School of Nursing, and skills for success in the nursing program. Pre-requisite(s): Admission into the Accelerated BSN Nursing track.

**NURS 323 - Pharmacology (3.00)**

Introduction to common pharmacotherapies, actions, interactions, indications, contraindications and adverse affects. Pre-requisite(s): Admission to the nursing major.

**NURS 324 - Pharmacology for Nursing Practice (3.50)**

Focuses on drug administration, legal issues, the major pharmacologic drug classes, assessing patient response, side effects, and key teaching information. Include drug and dosage calculations and strategies to prevent medication errors. Pre-requisite(s): Admissions into the Accelerated BSN track. Co-requisite(s): NURS 302, NURS 304, NURS 355, and NURS 360.

**NURS 337 - Pathophysiology (3.00)**

Altered physiological processes across the lifespan including etiological factors, clinical manifestations and management of altered processes. Pre-requisite(s): BIOL 223, BIOL 224, BIOL 251. Additional Pre-requisite for RN to BSN majors only: NURS 408.

**NURS 341 - Nursing Care of Children (4.00)**

Using a reflective practice, students examine and practice the nursing role in providing care to children from birth to adolescence and to their families. Children's health problems are examined within the context of family, community, and healthcare systems. Pre-
NURS 349 - Maternal/Child Nursing (9.00)
Focus on nursing theory and practice related to childbearing and childrearing families across the health and illness continuum. Integrates nursing knowledge, psychomotor skills, nursing process and reflection to promote spiritual-ethical caring relationships with children and families. Pre-Requisite(s) Regular Track: NURS 301, NURS 309, NURS 323, and NURS 486. Co-requisite(s) Regular Track: NURS 352. Pre-Requisite(s) Part-Time Track: NURS 301, NURS 309, and NURS 323. Course Fee: $300.

NURS 351 - Care of Childbearing Families (4.00)
Using a reflective practice framework, students examine and practice the nursing role with diverse families in all phases of the childbearing process in the acute care and community settings. Emphasis is on changes occurring in the biological, personal and social realms. The health needs of childbearing families are studied from the perspectives of health promotion, risk reduction and disease prevention. Pre-requisites: NURS 302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisites: NURS 341, NURS 356, NURS 361, and NURS 380. Course Fee: $30.

NURS 352 - Adult Health Nursing I (6.00)
Focus on nursing theory and practice related to collaborative care of adults with commonly-occurring acute and chronic health problems. Integrates nursing knowledge, psychomotor skills, nursing process, and reflection to promote spiritual ethical caring relationships with the clients and their families. Pre-requisite(s) Regular Track: NURS 301, NURS 309, NURS 323, and NURS 486. Co-requisite(s) Regular Track: NURS 349. Pre-requisite(s) Part-Time Track: NURS 301, NURS 309, NURS 323, and NURS 349. Co-requisite(s) Part-Time Track: NURS 486. Course Fee: $100.

NURS 355 - Community Health Concepts (1.00)
Introduction to conceptual frameworks that guide community-oriented nursing, population-focused practice and community-based nursing. Pre-requisite(s): Admission into the Accelerated BSN Nursing track. Co-requisite(s): NURS 302, NURS 304, NURS 324, and NURS 360.
NURS 356 - Community Health Concept Seminar (1.00)

Students develop and implement a community project that responds to an identified community health need. Pre-requisite(s): NURS 302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisite(s): NURS 341, NURS 351, NURS 361, and NURS 380.

NURS 360 - Managing Care of Adults I (6.00)

Introduces students to nursing as a profession, including the legal and ethical aspects, the healthcare system, communication, caring, and the nursing process. Using a reflective practice framework, students apply spiritual-ethical nursing care in collaboration with adults and older adults. Pre-requisite: Admission into the Accelerated Nursing Program. Co-requisite(s): NURS 302, NURS 304, NURS 324, and NURS 355. Course Fee: $30.

NURS 361 - Psychiatric/Mental Health Nursing (4.00)

Focus and application of mental health nursing concepts and selected theories related to adaptive and maladaptive behaviors. Using a reflective practice framework, students apply psychiatric, mental health concepts to care of individuals, families, and community, with emphasis on therapeutic relationships and communications in inpatient clinical settings and various community settings. Pre-requisite(s): NURS 302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisite(s): NURS 341, NURS 351, NURS 356, and NURS 380.

NURS 380 - Managing Care of the Adult II (6.00)

Builds upon concepts taught in NURS 360 Managing Care of Adults I and expands to include physiological and psychosocial care, health promotion, and teaching of the adult and older adult. Using a reflective practice framework, students apply spiritual-ethical nursing care in the management of patients experiencing commonly-occurring acute and chronic health problems. Pre-requisite(s): NURS 302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisite(s): NURS 341, NURS 351, NURS 356, and NURS 361. Course Fee: $30.

NURS 404 - Psychiatric/Mental Health Nursing (4.00)

Focus on mental health concepts and selected theoretical frameworks related to adaptive and maladaptive coping behaviors. Emphasis on use of communication in therapeutic relationships with clients of varying age groups in psychiatric settings. Reflective practice achieved in acute care and community-based clinical experiences. Pre-requisite(s): NURS 349 and NURS 352.
Co-requisite(s) Regular Track: NURS 418 and NURS 452. Co-requisite(s) Part-Time Track: NURS 418.

**NURS 418 - Nursing Research Methods (3.00)**

Research process and research utilization as related to evidence-based. Pre-requisite(s): Admission to nursing major and PSY 210. Additional pre-requisite for RN to BSN majors only: NURS 408.

**NURS 420 - Evidence-Based Practice and Research in Nursing (3.00)**

Evidence-based Practice and Research in Nursing is the study of the foundations upon which scientific investigations of health are based. Emphasis is on evidence-based practice, including research methodologies and processes and critical appraisal of the health care literature. Pre-requisite(s): Admission into the Accelerated BSN Nursing track and PSY 210.

**NURS 424 - Transitions to Practice Seminar (2.00)**

Assimilates major concepts for the first, second, and third semesters while reinforcing major concepts of the fourth semester. Explores the pathway of licensure, initial job preparation, and excelling in practice settings. Pre-requisite(s) Regular Track: NURS 404, NURS 418, and NURS 452. Co-requisite(s) Regular Track: NURS 437, NURS 447, and NURS 448. Pre-requisite(s) Part-Time Track: NURS 437. Co-requisite(s) Part-Time Track: NURS 447 and NURS 448.

**NURS 437 - Nursing Care in the Community (6.00)**

Theories of health promotion and disease prevention across the lifespan are explored in the context of population-focused practice in diverse communities. A holistic approach to health care is emphasize for individuals, family, and communities using evidenced-based and reflective practice. Students critically analyze health status of communities for development of a community-based learning experience. Pre-requisite(s) Regular Track: NURS 404, NURS 418, and NURS 452. Co-requisite(s) Regular Track: NURS 424, NURS 447, and NURS 448. Pre-requisite(s) Part-Time Track: NURS 452.

**NURS 442 - Nursing Leadership, Management and Health Policy (2.00)**

Introduction of nursing management principles & activities; leadership concepts and trends; and influences on healthcare policy and the U.S. political processes. Pre-requisite(s): NURS 341, NURS 351, NURS 356, NURS 361, and NURS 380. Co-requisite(s): NURS 455, NURS 460, and NURS 480.
NURS 447 - Human Care Nursing Management (2.00)
Focus on nursing management/leadership theory in a changing health care delivery system including contemporary nursing issues. Pre-requisite(s): NURS 404, NURS 418, and NURS 452. Co-requisite(s) Regular Track: NURS 424, NURS 437, and NURS 448. Co-requisite(s) Part-Time Track: NURS 424 and NURS 448.

NURS 448 - Professional Human Care Nursing - Practice (3.00)
In this final integrating course the students immerse themselves in the role of the professional nurse. Developing proficiency in leadership skills while providing nursing care to groups of clients. Pre-requisite(s): NURS 404, NURS 418, and NURS 452. Co-requisite(s) Regular Track: NURS 424, NURS 437, and NURS 447. Co-requisite(s) Part-Time Track: NURS 424 and NURS 447. Course Fee: $100.

NURS 452 - Adult Health Nursing II (7.00)
Focus on nursing theory and practice related to collaborative care of adults with complex acute and chronic health problems. Integrates nursing knowledge, psychomotor skills, nursing process, and reflection to promote spiritual-ethical caring relationships. Pre-requisite(s) Regular Track: NURS 349 and NURS 352. Co-requisite(s) Regular Track: NURS 404 and NURS 418. Pre-requisite(s) Part-Time Track: NURS 404 and NURS 418. Course Fee: $100.

NURS 455 - Public Health Concepts (2.00)
Explores population-focused nursing practice of public health within the context of preventing disease and disabilities and promoting and protecting the health of individuals, families, communities, and nations. Pre-requisite(s): NURS 341, NURS 351, NURS 356, NURS 361, and NURS 380. Co-requisite(s): NURS 442, NURS 460, and NURS 480.

NURS 460 - Managing Care of the Adult III (6.00)
Builds upon prior learning experiences to facilitate culturally sensitive, holistic, patient-centered care focusing on the recovery, rehabilitative and discharge processes of patients with complex clinical problems. Using a reflective practice framework, students apply spiritual-ethical nursing care in managing patients experiencing complex acute and chronic health problems. Pre-requisite(s): NURS 341, NURS 351, NURS 356, NURS 361, and NURS 380. Co-requisite(s): NURS 442, NURS 455, and NURS 460. Course Fee: $30.
NURS 480 - Transition to Professional Role (6.00)
Serves as an NCLEX-RN preparation course and an immersive clinical experience for students. Students take a comprehensive readiness examination and develop an individualized study plan for NCLEX-RN. Students are immersed in various clinical settings to demonstrate competent, caring, and safe patient-centered nursing care. Students participate in a quality improvement project during this clinical experience. Pre-requisite(s): NURS 341, NURS 351, NURS 356, NURS 361, and NURS 380. Co-requisite(s): NURS 442, NURS 455, and NURS 460. Course Fee: $30.

NURS 486 - Gerontology (2.00)
Study of age-related changes of the elderly relevant to their needs and delivery of health care. Pre-requisite(s) Regular Track: Admission to the nursing major. Co-requisite(s) Regular Track: NURS 301, NURS 309, and NURS 323. Pre-requisite(s) Part-Time Track: NURS 301, NURS 309, NURS 323, and NURS 349. Co-requisite(s) Part-Time Track: NURS 352.

NURS 490 - Special Topics (1.00-9.00)
Information related to broad topic areas. Separate units focus on aspects of: a) medical nursing, b) surgical nursing, c) psychiatric nursing, d) maternity nursing, e) pediatric nursing, f) gerontologic nursing, g) research in nursing, h) the profession of nursing, i) specialty areas in nursing, j) health promotion and preventive aspects of health care. May be repeated for a maximum of 9 credits.

NURS 491 - Directed Study in Clinical Nursing (3.00)
An elective nursing course providing the application of transpersonal human caring with emphasis on evidence-based and reflective practice through selected clinical experience in a variety of settings. Pre-requisite(s): NURS 301, NURS 309, NURS 323, and NURS 486.

NURS 498 - Independent Study (1.00-6.00)
Independent study in selected topics. May be repeated to a maximum of six credits.
SECTION 3:

GENERAL ACADEMIC POLICIES AND PROCEDURES
General Conduct and Responsibility

The faculty of NSC value integrity. To support this value, the faculty endorses an honor code based upon trust and faith in others. With a commitment to professionalism, this code of integrity is an integral part of the School of Nursing and every student enrolled in the program is expected to follow the code of academic and professional conduct. Students who break the academic and professional conduct code are referred to the Dean. Honesty is a professional characteristic that is vital to the practice of safe nursing and is expected of all students. Misconduct of any type will not be tolerated as it lowers the standards of Professional Nursing Practice, and ultimately jeopardizes the safety and well-being of the public. The faculty of the School of Nursing has the responsibility and power to establish and maintain standards of ethical, moral, and personal conduct for students in the program. It is the responsibility of the Dean of the School of Nursing, or delegated agent or agents, to enforce all rules governing student affairs. The Dean has the authority to administratively withdraw a student from School of Nursing at any time if circumstances of a legal, moral, ethical, health, social or academic nature are considered to justify such action.


In addition, professional behavior required of all students enrolled in the School of Nursing are further described in the School of Nursing Code of Academic and Professional Conduct.
School of Nursing Code of Academic and Professional Conduct

Nursing students at Nevada State College are expected to demonstrate behaviors that are appropriate for the profession of nursing. Students must adhere to each of the following behaviors:

1. Maintain an engaging presence during classes, labs, clinical settings, and any other educational venues.
2. Punctual to and attend all classes, labs, clinical rotations, and scheduled meetings.
3. Be honest, trustworthy, and respectful in oral and written communications and in their interactions with others.
5. Seek solutions to problems rather than engaging in blocking or blaming behaviors.
6. Allow sufficient learning opportunities for peers and others. (e.g., student does not dominate class discussions/or instructor's time).
7. No discrimination against any person or group on the basis of impermissible classification under federal and state law.
9. Use constructive feedback from the instructors and peers to for self-improvement.
10. Maintain professional interactions with peers, faculty, staff, patients, and their families during clinical rotations.
11. Collaborate with peers and health care professionals to improve overall patient care.
12. Establish ethical and caring relationships with peers, faculty, staff, patients, patients’ family members, and other health care professionals.
13. Demonstrate cultural humility in all interactions with peers, faculty, staff, and patients.

I understand that adherence to these behaviors will enrich my nursing education experience and allow me to be in good standing with the School of Nursing at Nevada State College.

Printed Name: ______________________  Student ID: ______________________

Signature: ___________________________
Process for Reporting Professional Behavior Deficiencies

Any faculty member who becomes aware of any serious problems with professional behavior by a student in the nursing program at NSC during any course may follow this process:

First Occurrence:
- Complete a Professional Behavior Deficiency Form (PBDF).
- Meet with the student to discuss the unprofessional behavior within 72 hours of the incident.
- Supply a copy of the PBDF form within 72 hours of the conference with the student to the appropriate Program Director and the student’s advisor.
- Student will write 2 page paper in APA format (this does not include the title page of reference page) summarizing a peer reviewed journal article about the behavior that violated the code of conduct. The student will research the nursing literature addressing professional behavior. The student will then identify and suggest applications of alternative strategies to appropriately handle the situation. The student will state what he/she has learned during this process of introspection and how his/her behavior will change in the immediate future. The student will have 4-5 days to write the paper.
- The student will present the paper to their advisor and the instructor that initiated the professional behavior deficiency.
- The student and their advisor and the instructor that initiated the PBDF will discuss the paper with the student.
- File PBDF in the student’s file.

Second Occurrence:
- Complete a report on the existing PBDF
- Meet with the student to discuss the unprofessional behavior within 72 hours of the incident
- Add comments to the PBDF summarizing the conference including the conference date and the date of the next faculty meeting the student will attend and do the presentation.
- Student will write a 3-5 page paper in APA format (this does not include the title page of reference page) describing the behavior that violated the code of conduct. The student will research the nursing literature addressing professional behavior; the paper must include a minimum of three scholarly references. The student will then identify and suggest applications of alternative strategies to appropriately handle the situation. The student will state what he/she has learned during this process of introspection and how his/her behavior will change in the immediate future. The student will have 4-5 days to write the scholarly paper.
- Student will be required to attend a regular full faculty meeting and present information about the inappropriate behavior and, what they could have done that would have been professionally appropriate, what they learned from the experience, and how the experience will change their immediate behavior. The student is NOT to read the paper, but to talk to the faculty. Faculty will ask questions pertaining to the disciplinary issue at the conclusion of the student’s presentation.
- The involved faculty will develop and discuss a remediation plan with the student.
- Add comments to the first PBDF summarizing the student/faculty conference date and time
- Supply a copy of the form within 72 hours of the conference to the appropriate Assistant Dean and, student’s advisor.
- File PBDF in the student’s file.

Third Occurrence:
- Complete report on the existing PBDF.
- Meet with the student to discuss unprofessional behavior within 3 days of incident.
- Add comments to the PBDF summarizing the conference including the conference date.
- Submit the form within 72 hours of the conference to the appropriate Program Director, student’s advisor, and the Dean of SON.
- Put PBDF in student’s file.
- The student will meet with the Dean of SON within 7 days of the conference and be advised that removal from the program will now occur.
- The student will be notified that he/she has the right to prepare and deliver a written response to the Dean of SON within 3 business days of meeting with the Dean.

**Student Responsibilities Regarding College and School of Nursing Regulations**

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

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

Plagiarism includes, but is not limited to, directly quoting, summarizing, or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own. Cheating is the unauthorized giving or receiving of information in examinations or other course assignments. The grade of "0" or "F" will be given for any assignment in which plagiarism or cheating is discovered. This grade will seriously affect the final grade in the course. Evidence of such dishonesty will be kept on file, and will not be returned to the student. Instructors have the responsibility to report such incidents to the Dean of Nursing. Serious penalties may be imposed, depending on the nature of the incident. See the NSC policy on plagiarism and cheating at [http://nsc.smartcatalogiq.com/en/2014-2015/Catalog/Nevada-State-College-Student-Code-of-Conduct-and-Policies/Academic-Standards](http://nsc.smartcatalogiq.com/en/2014-2015/Catalog/Nevada-State-College-Student-Code-of-Conduct-and-Policies/Academic-Standards). Student papers are reviewed through “Turn-it-In,” a software program on WebCampus, for the detection of plagiarism and cheating.

**School of Nursing Course Grading Guidelines**

Nevada State College School of Nursing uses the following grading system to evaluate the student's performance. Grading criteria for the successful completion of each course are found in each course syllabus. Weighting of exams, papers, presentations, and other assignments will be determined by each instructor and posted in the syllabus.

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

**Theory and Skills Lab Courses**

An average of 75% on all exams/quizzes must be achieved in order to pass a course. Failure to achieve this will automatically result in an overall grade of C- or lower. The final grade will be based on the exam/quiz grade only, without addition of other assignments.

Theory and Skills Lab Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>75-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-74%</td>
</tr>
</tbody>
</table>
Clinical Courses
Most clinical courses in the School of Nursing are graded as Satisfactory/Unsatisfactory. At midterm, progress will be indicated as satisfactory or needs improvement (NI). All clinical outcomes for the final clinical grade must be satisfactorily achieved in order to pass the course. Failure to achieve this will automatically result in a failing grade for the course.

NURS 448, Professional Human Care Nursing, has the following grading policy for successful completion of the course:

- A minimum of 75% must be achieved for each clinical outcome.

Clinical Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B 83-92%</td>
<td>3.0</td>
</tr>
<tr>
<td>C 75-82%</td>
<td>2.0</td>
</tr>
<tr>
<td>D 63-74%</td>
<td>1.0</td>
</tr>
<tr>
<td>F 62% and below</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

Rounding
Students must achieve 75% on exam/quiz average and on course average, before rounding occurs. See syllabus for the rounding policy for each course. Because WebCampus follows slightly different rounding rules than are stated in each course syllabus, the instructor will be calculating the final course grades. Students’ actual course grades may vary slightly from the final course grades calculated in WebCampus. If the grade calculated by the instructor differs from the grade posted on WebCampus, the instructor-calculated grade will be sent to the Registrar.
**Other Grades**

I = “I” is a neutral mark and represents **incomplete**. An “I” is given when a student is performing passing work, but for some reason is unable to complete the course requirements during the instructional period. The “I” mark is excluded from grade-point average computation. Non-attendance, poor performance or requests to repeat the course are **unacceptable** reasons for issuance of the “I” mark. When the student’s request for an incomplete mark is deemed acceptable, the instructor is required to indicate the specific work that is necessary to complete the course. **Marks of “I” are automatically changed to “F” if they are not made up by the last day of the next regular semester (Summer Session excluded).**

In order to progress in the School of Nursing, students receiving a course grade of “I” must complete all outstanding assignments for that course **prior** to the next term. No student with an incomplete grade in a required nursing course will be allowed to progress in the BSN program until the incomplete grade is resolved. A student cannot re-enroll in a course for which an incomplete grade remains on record.

W = “W” signifies that a course has been dropped or that a student has withdrawn from the college. The grade of “W” is not included in the grade-point average. An “F” is given to students who are failing when they withdraw from any course after the college drop date.

Students with a “W” in a required nursing course may not progress in the School of Nursing. They must go through the reinstatement process.
Guidelines for the Use of Electronic Devices in the Academic Setting

1. Faculty of the School of Nursing (SON) encourage the use of new technologies and application of the latest information in conducting patient care. Electronic devices may be used to research pertinent medical information and drug guides.

2. A personal camera will not be accessed at any time while in a clinical care area or in a client's home. Students may not use personal cameras to take pictures of patients or pictures of anything related to clinical care.

3. Patient privacy is to be respected. Healthcare data that identifies a patient is not to be removed or transmitted from the clinical site. Lab values and other assessment can be transferred to clinical paperwork as long as no patient names or identifying numbers are connected to the data. If there are any questions or concerns about whether or not certain data can be shared, stored or transmitted, students agree to seek clarification. It is important to err on the side of caution.

4. Students acknowledge that under the Health Insurance Portability and Accountability Act (HIPAA) and its regulations, patient information is confidential. Students further acknowledge that health care providers have patient privacy policies which students are required to observe. Students who violate patient privacy information during clinical practicum with the use of electronic devices commit HIPAA violations and will be subject to the HIPAA infractions policy of the clinical agency and possible dismissal from the nursing program.

5. Electronic devices used in clinical or classroom setting will always be in airplane or silent/vibrate mode at all times.

6. Electronic devices in the clinical area or skills lab may be used to look up information about drugs, diseases, diagnostic tests or other clinical information. Students may be required to explain why they are using electronic devices so that clients or staff understand the purpose of using the device.

7. No texting, emailing, or use of any electronic device of any type will be done in front of a client or clinical agency staff member, unless the student has express permission of the clinical agency and faculty member.

8. Faculty may validate that students are using electronic devices in the clinical area or skills lab for purposes related to their clinical training.

9. A written warning will be given for the first violation of using electronic devices for socializing during clinical time. A clinical failure will be given for the second violation.

10. Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may electronic devices. Be sure to disinfect/decontaminate them as needed.

11. No personal electronic devices are allowed during any exams. Students with special accommodations requiring a special device must have documentation from the Resource Center for Students with Disabilities.

12. Be respectful to the patient at all times and ensure that your entire attention is focused on the patient when you are in the patient’s room. If you are using electronic devices at the bedside, inform the patient how this will help in their care.
Policy Regarding Social Networking

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

Approved by SON Faculty 5-10-11
Course Participation Online

Web Etiquette
Every student using email and participating in online discussions, should adhere to professional behavior when communicating on the Internet. The student should:

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

Time Guidelines for Online Class Participation
Optimal success and grades in online courses and programs correlates with adequate time and effort devoted to study. While online programs offer more scheduling flexibility, rigor and time requirements are similar to on-campus courses.

Generally, students should spend one hour online weekly for each credit hour. For example, for a 3-credit course, students should spend 3 hours each week online. Additionally, students should plan approximately 3 hours of outside study (reading, research, etc.) for each credit hour (for example, 9 hours/week for the three credit course). These time frames are approximations. Students may need more or less time depending on their familiarity with course materials, computer skills, and general academic abilities. Students should self-assess their individual abilities and plan study time accordingly.

Guidelines for Testing Online
Students are expected to demonstrate academic integrity when taking tests online. Each online quiz has a time limit set by the instructor. When taking an online test, students are expected to test honestly, ethically, and confirm that the answers are all their own. Unless otherwise specified, online tests are not open book, nor open notes, and students are not to receive assistance from other resources including the Internet, classmates, or others. Students should understand that they may not copy or print the questions from online quizzes for any purpose.
Academic Student Grievance in the School of Nursing

It is expected that academic disputes are conducted in a professional process and manner. Students who have an academic dispute need to attempt to resolve the dispute with the involved faculty member. If the dispute is not resolved at this meeting, the student may make an appointment with the assigned Block Coordinator (see syllabus). If the dispute is still not resolved, the student may make an appointment with the Director. If resolution is still not reached, the student should submit a written complaint to the Dean and schedule a meeting. See the following flow chart for conflict resolution.
Refer to the NSC Student Code of Conduct and Policies, section 1, subsection C to report any alleged misconduct. This policy states, “complaints may be received from any department or individual member of the college community.”

For all Academic grade grievances, including theory and clinical courses, students will use the following NSC Grade Appeal Policy and Procedure:

**Grade Appeal Policy and Procedure**

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

In the event a student has a dispute with the grade received in a course s/he shall discuss the accuracy of the grade with the instructor. An instructor’s clerical errors can be corrected by the completion of a CHANGE OF GRADE form, available from the student’s advisor or department. If a clerical error has not been made, and the student and instructor do not agree that the grading criteria were applied appropriately, the student can proceed to file a Departmental Grade Appeal form.

The grade appeal must be filed with the department offering the course within 20 business days of the beginning of the following semester (excluding summer). A student who fails to file within the specified time period forfeits his/her right to appeal. The department chair or designee shall attempt to resolve the conflict.

Upon receiving the Grade Appeal, the program director, department chair or designee will have five working days to request a written response to the grade appeal from the instructor. The instructor will have 10 working days to provide a response to the student appeal. No later than 20 working days after receiving the Grade Appeal, the program director, department chair, or designee will inform the instructor and student in writing of the recommended final grade. If neither the instructor nor the student contest the recommendation within five working days after receipt of the final grade recommendation, the recommendation is considered final and not subject to further appeal. The department chair will notify the student, faculty, and, in case the case that the original grade is changed, will submit a Change of Grade form to the Office of Admissions and Records. If the student or faculty contests the decision, they may request a College Level Appeal.
**School Grade Appeal Committee**

Should the recommendation by the chair/designee be contested by the instructor and/or student appellant, the OFFICIAL GRADE APPEAL form and all related materials will be forwarded to a departmental grade appeal committee. The chair or designee will appoint a grade appeal board within 10 working days of receipt of the notice from the instructor and/or student appellant that s/he does not accept the recommendation of the chair. The chair or designee will notify the instructor and student appellant of the composition of the department grade appeal board.

1. The chair or designee will serve as chair of the department appeal board in non-voting capacity.

2. The appeal board will consist of three voting members: one student, one “in department” faculty, and one “out of department” faculty. The instructor of the course in question cannot serve as a member on the appeals board. The instructor and student appellant have the right to comment to the chair/designee regarding the composition of the board within five working days after the student has been notified of the board’s composition. The final decision of the board’s composition rests with the chair/designee.

3. The appeal board shall not have subpoena power.

4. The principals may not be represented by counsel. The grade appeal hearing is a closed meeting to be attended only by board members, the instructor, and the student appellant. Principals shall provide information requested by the board within three working days prior to the hearing.

5. The appeal board shall convene no later than 25 working days after the submission of the OFFICIAL GRADE APPEAL to the department grade appeal board.

6. Within five working days of the first convening, the appeal board, through its chair or designee, shall make a recommendation of grade assignment.

7. If neither the instructor nor the student appellant contest the recommendation within five working days after the receipt of the grade recommendation from the department grade appeal board, the recommendation is considered final and not subject to further appeal.

8. No later than 20 working days after receiving the OFFICIAL GRADE APPEAL, the Dean, department chair, or designee will inform the instructor and student in writing of the recommended final grade.

**College Level Grade Appeal**

A College Grade Appeal Committee will be created by the Provost to review grade appeals that either the student or faculty contest. Should the recommendation by the department chair be contested by the faculty and/or student, the Grade Appeal form and all related materials will be forwarded by the department chair/designee to the Provost within five working days.

The College Grade Appeal Committee will meet no later than 25 working days after the Grade Appeal documentation has been forwarded to the Provost. Within five working days of first meeting, the Committee shall make the final decision. The decision is not subject to appeal. The Committee chair will notify the dean, department chair, student, faculty, and, in the case that the original grade is changed, the Office of Admissions and Records.
Other School of Nursing Policies

Impaired Nursing Student
Student learning occurs in a variety of educational settings with interactions between students, faculty, patients and others. Faculty has a responsibility to assess and make a professional judgment with respect to each student’s capability for participation in the learning environment. Impaired performance includes, but is not limited to, the functioning of a student due to chemical dependence or abuse, mental illness, emotional problems, or other circumstances that cause the student to be unable to properly perform his/her tasks and responsibilities in the classroom, learning skills laboratory, or clinical practicum setting. The faculty member’s obligation is to provide for the safety of patients, the public, other students, and the student who is suspected of being impaired.

If a faculty member makes a professional judgment that a student’s physical and/or psychological condition has impaired his/her ability to provide safe, effective patient care or otherwise to perform in accordance with course-specific behaviors, the student will be removed from the educational setting. The faculty member will immediately inform the Dean or designee of the incident and the accompanying circumstances. The faculty member or the Dean or designee of the School of Nursing has the right to require that the student be tested for verification of possible impairment at the student’s expense. If in a clinical practicum setting, clinical agency policies must also be followed. The faculty will document the incident and submit to the Dean or designee of the School of Nursing within 24 business hours of incident. A mandatory appointment will be arranged with the Dean or designee.

Students will be provided with information for professional evaluation and treatment if this is not in process and the cost will be assumed by the student. The substance of the evaluation is strictly confidential; however, it is necessary for the Dean of the School of Nursing to have knowledge of any recommendations from the evaluation. The student will need to sign a release of information so that the recommendations may be released to the Dean of the School of Nursing.

It is the responsibility of the student to follow the recommendations of the treatment plan. If the recommendations are not followed, the student may be dismissed from the program. Habitual impairment is cause for disciplinary procedure, as are those students identified as impaired or potentially impaired who are unwilling to be rehabilitated.
**Classroom Attendance Statement**

It is the belief of the School of Nursing that classroom attendance is important to academic achievement and professional development. Since nursing is a practice discipline, safe performance requires that learning in theory class be transferred to clinical decision making. Students should review the course syllabus for specific details/regulations for each course.

Students are expected to show courtesy toward others in the classroom. This includes being on time to class. Beepers and cell phones can be disruptive to the class; please set on vibrate.

**Absence from Examinations**

Students are expected to take examinations at the time scheduled. A student who is absent from an examination because of illness or other imperative reason should contact the responsible faculty for permission to postpone the examination prior to the examination. Students should refer to the individual course syllabus for specific details/regulations for each course.

Students who have an unexcused absence at the time of a scheduled examination are not eligible for a make-up examination. Students with an excused absence from a scheduled examination may take a make-up examination of the course instructor’s selection.

**Evaluation of Curriculum and Faculty**

Students’ suggestions for development of the nursing curriculum and creation of School of Nursing activities are welcomed by the Faculty. Students’ active participation in the learning process is essential. The faculty invite students to co-create the learning environment at NSC by participating in Caring Circles, committees, task forces, and other participative groups.

Each student will be given the opportunity to evaluate the course and instructor at the end of the term. When doing the evaluations, thoughtfully consider the overall class experience, including areas that have been excellent as well as those that have room for growth or improvement. Evaluations need to be as objective and constructive as possible. Learning to evaluate performance of self, colleagues, program effectiveness and educational programs is an integral part of being a professional.

**Application for Graduation**

Regular track students need to apply for graduation prior to the 3rd semester of the nursing program. Students in other tracks and RN to BSN students should check with their advisors about application deadlines. An application form must be completed by the student. It is the student’s responsibility to make sure that the Registrar’s office receives the completed application on time. Students who do not graduate during the graduation period for which they have applied must submit a new graduation application, along with the graduation application fee. Students must meet the appropriate application deadlines.
Non-Discrimination Policy
Nevada State College nursing students will promote a positive image and be nonjudgmental in their attitudes in all interactions with clients, community and clinical agencies, each other, and NSC faculty and staff. Students will not refuse clinical assignments solely based on the race, gender, cultural origin, religion, or medical condition of the clients.

Clinical and Skills Lab Drop/Add by Students
The Registrar’s office will close all nursing clinical and skills lab courses to Drop/Add by nursing students, beginning two weeks before the first day of class in each semester. These classes will remain closed to student changes throughout the semester. Nursing students who need to drop or add a clinical or skills lab class after this date will need a faculty signature to do so.

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

Students may be employed as nurse apprentices, performing functions for which they have been trained by the institution and for which the institution has a clearly discernible policy either in writing or precedent, defining the scope of these functions. Any individual not licensed in the State of Nevada to practice professional nursing, and who engages in such practice, is doing so illegally and may be prosecuted accordingly. Supervision by a professional licensed nurse does not provide protection to the student or make the student's actions legal.

Students should be aware that (1) the School of Nursing assumes no responsibility for their activities as employee of an agency; (2) they are personally responsible and liable for any activity in which they participate while employed; (3) professional liability insurance purchased for students by the School of Nursing is only valid in their student role, not their employment role; (4) individuals who practice illegally may jeopardize their future since persons who are convicted of a violation of the Nurse Practice Act may not be eligible to write the NCLEX examination and subsequently receive licensure.

Students employed in an agency have responsibility, personally and professionally, to engage in only those activities which fall within their job description as non-professional workers (i.e. nurse apprentice). They have a responsibility to refuse to participate in activities which they have not been legally licensed to perform (i.e. assuming total responsibility for a division, certain technical skills, etc.).
**Student Mailboxes**

Each student has a mailbox in the School of Nursing lobby. Students should check their mailboxes on a regular basis for returned papers and program announcements.

**Student Records**

Student folders are maintained as permanent records in the School of Nursing office. Students have access to their own records upon request. The record is the property of the School of Nursing. Admission application, references, transcripts, Registrar's Office evaluation of records, grade slips, conference notes, advisement schedules, correspondence, memos, and written performance evaluations are all part of the student's record.

**Caring Circles in the School of Nursing**

Caring Circles are meetings held one or more times during the semester for each student group by semester or track. During the meetings, each clinical group representative presents their group’s input and feedback to the whole group. Faculty who teach in that semester/track also attend meetings and give input as well.

**PURPOSE:** In a caring-based nursing program, the Nevada State College nursing faculty believe the Caring Circle is one method to promote communication and caring, obtain curricular feedback, and develop leadership skills.

**PROCESS:** The ground rules presented at the beginning of each Caring Circle include the following: (a) each member conducts him/herself in a caring and professional manner, (b) students and faculty bring forward positive and constructive feedback from their group members, and (c) each also brings constructive suggestions as to what could go better. The focus is on the feedback message and not the individual student or faculty delivering the message. This process allows for continuous quality improvement of the nursing program.

**OUTCOME:** Issues are problem-solved, and solutions formulated that promote the teaching-learning process in the School of Nursing.
NCLEX Preparation

**NCLEX-RN Candidate Information**
The application process for initial licensure by examination has several steps. Students will be given specific instructions to assist with this process. The School of Nursing will provide instructions about the Nevada State Board of Nursing requirements for licensure. Students who plan to sit for the NCLEX-RN in other states should check with the Board of Nursing in those states.

**Promoting Success on NCLEX-ATI**
The National Council Licensure Examination (NCLEX-RN) is a standardized exam that each state board of nursing uses to determine whether or not a candidate is prepared for entry-level nursing practice. The School of Nursing recognizes the importance of success on the licensure examination, and therefore uses measures to assess academic readiness for the NCLEX-RN and to promote NCLEX-RN readiness.

To help students successfully pass the National Council Licensure Examination (NCLEX-RN) exam, the School of Nursing contracts with the Assessment Technologies Institute (ATI). ATI provides a comprehensive coaching, mentoring, and remediation online learning system that improves prospects to pass NCLEX-RN. However, it does not automatically guarantee success. Students will purchase an activation code each semester in order to use ATI in their nursing courses. Faculty assign activities in ATI for students to complete as part of their nursing courses.

ATI provides standardized assessment tests that provide feedback to students and faculty regarding readiness for the NCLEX-RN in specific content areas, at that point in time (e.g. at the end of the specific course).

ATI developed a set of recommended benchmarks for student performance on each of the eight RN Content Mastery assessments:

A student meeting the criterion for **Proficiency Level 1** meets the minimum level of knowledge and expectations for NCLEX-RN standards in the specified content area.

A student meeting the criterion for **Proficiency Level 2** meets a satisfactory level of knowledge in the specified content area and is fairly certain to meet NCLEX-RN standards in the content area.

A student meeting the criterion for **Proficiency Level 3** meets a high level of knowledge in the specified content area and is likely to exceed NCLEX-RN standards in the content area.

Students are required to participate in ATI testing by completing specified content mastery tests. The results of these proctored exams will be included in the determination of the course grade. Students will receive the following grades for achieving the subsequent proficiency levels on ATI testing:
• Level 3 will result in 100%
• Level 2 will result in 88%
• Level 1 will result in 70%
• Less than Level 1 will result in 60%

The first proctored exam will be recorded as your grade. See each course syllabus for specifics.

In the final semester of the nursing program, the Comprehensive Predictor proctored test will be administered in the transition course. Successful completion at the set benchmark is required to pass the course. Students will have two attempts to achieve the set benchmark.

ATI Remediation Process
The nursing faculty believes in life-long learning and that students who achieve the benchmark (Proficiency Levels 2) and even above can continue to learn about the nursing subject. Thus, all students will need to remediate...some more than others. Students will complete remediation templates by filling them in by hand (handwritten) and then submitting to the instructor. See each course syllabus for specifics.

• Proficiency Level 3:
  Complete three (3) remediation templates of own choosing based on “Topics to Review”.

• Proficiency Level 2:
  Complete five (5) remediation templates of own choosing based on “Topics to Review”.

• Proficiency Level 1:
  Complete twelve (12) remediation templates after meeting with professor to decide collaboratively which remediation templates to complete based on “Topics to Review”.

  If a Level 2 is not achieved, successfully complete additional remediation templates of professor’s choosing based on “Topics to Review” by date to be set by professor.

  Receive an “Incomplete” grade until obtain a Level 2 or completion of second remediation.

• Less than Level 1:
  Complete fifteen (15) remediation templates after meeting with professor to decide collaboratively which remediation templates to complete based on “Topics to Review”.

  If a Level 2 is not achieved, successfully complete additional remediation templates of professor’s choosing based on “Topics to Review” by date to be set by professor.

  Receive an “Incomplete” grade until obtain a Level 2 or completion of second remediation.
Retention / Progression Policy

To be eligible to progress within the nursing curricula, students must meet the following requirements:

- Maintain at least a 2.0 cumulative grade point average and achieve grades within nursing courses of no less than a “C”
- Demonstrate safe clinical practice (refer to Safe/Unsafe Clinical Practice policy in this handbook)
- Remain in good standing with Nevada State College and School of Nursing policies

Withdrawal from Nursing Courses

This is the procedure by which a student electively withdraws from any nursing course(s) in which s/he is enrolled. The student should indicate their intention to withdraw by completing the appropriate form at the Registrar’s Office by the designated date. Students wishing to withdraw from any nursing course or from the School of Nursing for the remainder of a particular semester should notify the Pre-licensure Director of their intent to withdraw. Such students may be required to also withdraw from associated nursing courses. Refunds of tuition and fees will be handled through the Business Office according to College policy.

If a student withdraws by the designated date, the student must:

- Complete appropriate form from the Registrar’s Office for withdrawal from nursing course and associated courses.
- Notify the Pre-licensure Director of the School of Nursing in writing. If the student intends to continue in the program, the student must schedule an appointment to meet with the Pre-licensure Director to discuss reinstatement into the nursing program.

Advising

Each nursing student is assigned a nursing faculty advisor. The student and advisor meet each semester to, review program requirements and progression. It is the student’s responsibility to make a minimum of one appointment per semester and as needed with his or her advisor.

Nursing students should not drop or add courses without the approval of their nursing advisor since doing so may jeopardize a student's ability to fulfill program requirements for graduation. If a student chooses to drop or add a course, the student must notify the nursing advisor in writing of the change. Students who self-advise may jeopardize their ability to meet graduation requirements. Students who drop a co-requisite nursing course will be administratively withdrawn from the School of Nursing.
Reinstatement Policy and Procedure

A student who withdraws from a nursing course or fails to successfully complete a required course in the nursing curriculum is terminated from the nursing program. Once terminated, a student who wishes to be reinstated must follow the process for program reinstatement.

Purpose of the Reinstatement Process
The policy and procedures outlined in this document are to provide guidelines for students who wish to be reinstated to the Nursing Program, including:

• Students who withdraw from the program
• Students who fail one nursing course

Reinstatement is always contingent upon space availability in the requested program. If a student is currently appealing a grade, s/he may simultaneously request Reinstatement. However, Grade Appeal is a separate process. The Director or designee will counsel the student about both grade appeal and reinstatement and the pro’s and con’s and timelines for both. The student will choose which option is best for them and put this choice in writing with a signature and date.

The Reinstatement Process does not apply to students who have failed two or more nursing courses or students who are terminated from the Nursing Program. Those students must reapply to the program.

Students with a failure in any nursing course, who have been reinstated to the program one time, will not be eligible for a second reinstatement.

Students who have withdrawn from a course and who have been reinstated to the program one time will not be eligible for a second reinstatement. Students who withdrew because of extenuating circumstances may be considered for a second reinstatement.

First semester students who withdraw/fail to progress for academic reasons (including drug dosage calculation exam) will not be considered for reinstatement into that specific track and can reapply to the program.

Time Frame for Reinstatement
Students are encouraged to return to the Nursing Program as soon as possible, with no more than two semesters, including summer, out of the program. It is the responsibility of the student to apply for reinstatement no later than one calendar year from the date of the letter of removal/withdrawal or the date of course failure.
The Director or designee must receive the student’s letter requesting reinstatement. Deadlines are:

- The Monday after the last class in December for a January meeting of committee (for enrollment in Spring Semester) [Regular, Part-time, & Accelerated tracks]
- The Monday after the last class in May for a May committee meeting for Summer session [Part-time and Accelerated Tracks] and Fall semester [Regular Track]
- The Monday after the last class in August for an August committee meeting (for enrollment in Fall Semester) [Part-time track]

If the student fails a course, including nursing electives, during the summer session, s/he must apply for reinstatement as soon as s/he receives the official failure notice and, if reinstated, will be placed in another appropriate track, if space is available. A special meeting of the reinstatement committee can be called for this request for reinstatement.

**Student Documentation**
A student who wishes to be reinstated must submit a written request for reinstatement to the Director or designee. The letter must state the basis of the request for reinstatement, including:

- General reason for the withdrawal or failure
  - Health problems which resulted in withdrawal or failure to meet course requirements should be cured or controlled before reinstatement. The School of Nursing requires a medical release form addressing specific information for illness/accidents prior to reinstatement.
  - Personal problems which resulted in withdrawal or failure to meet course requirements should be resolved. The student should submit an explanatory statement.
- Description of how circumstances have changed since the student failed or withdrew from the program.
- Plan of action for how the student will be successful in the program in the future. Explanation from the student on what steps will be taken to ensure success in the program, including a calendar of activities for school, detailed study, meeting with advisor, and work if applicable. A template will be provided.

**Reinstatement Committee**
The committee consists of five full time college personnel (who are not administrators), one member from student services or RCSD, one from the School of Education (SOE), one from School of Liberal Arts and Sciences (LAS) and two School of Nursing faculty. The Director or designee of the School of Nursing serves as an ex-officio member. The Chairperson of the committee is appointed by the Dean of Nursing.

Four members of the committee constitute a quorum. If a committee member is unable to attend, a proxy will be appointed by the Chairperson

Each member of the committee has a vote, with the exception of the Chairperson, who may vote to break a tie. A simple majority vote will be used. Votes will be documented in the minutes of each meeting by name of each committee member. If there is a conflict of interest, an alternate member will be appointed by the Dean.
Meetings
There will be three regular meetings of the committee each academic year, January for Spring semester, May for Summer and Fall and August for Fall semester. Special meetings may be called.

Responsibilities of the Director of Nursing or Designee
The Director or designee shall provide the student with a copy of the reinstatement process, discuss the policy and process with the student, collect the student and faculty materials, and forward the appropriate materials to the Chairperson of the Reinstatement Committee.

The Director or designee will distribute information packets to each committee member at least three working days prior to committee meetings. Those materials will include, but not limited to:

1. Dated and signed letter of request for reinstatement from the student containing the rationale for the request with appropriate documentation
2. Student's written plan of action for success, including calendar of activities
3. Letter(s) from appropriate faculty recommending either support or rejection of the request for reinstatement and the rationale for the recommendation.
4. Student transcript
5. All learning contracts, clinical evaluation, and memorandums to file, if applicable

The Director or designee will attend committee meetings for the purpose of clarifying issues or questions that the committee members may have about space availability and the reinstatement process.

Faculty Recommendations
The faculty of the course in which the student failed or withdrew will write a letter of support or non-support of the student's request for reinstatement. The letter of support must include information that will assist the committee in making a decision and should include:

- Any condition of reinstatement
- Any recommended additional skill level update for the student

The letter of non-support must include information that will assist the committee in making a decision, including a description of factors that would seriously affect the student's ability to successfully complete the course or program.

Student Appearance at Committee Meetings
The committee may ask a student to appear before the committee to answer questions from the committee but may not remain during the discussion and voting on the request. The student may not bring any other representative to the meeting. Failure of the student to appear will not affect the Committee's decision about reinstatement.
Recommendations of the Committee
The votes of the committee are in the form of a recommendation in writing from the Chairperson of the committee to the Dean of Nursing. This recommendation must be forwarded within three working days after the committee hearing.

Students reinstated into the nursing program may be required to complete a study skills course and/or an independent study which requires satisfactory performance of specified nursing skills before beginning the next required nursing course in the curriculum.

The committee may decide to recommend:

• Eligibility for reinstatement without conditions
• Eligibility for reinstatement with conditions. In this case, the committee must outline the conditions.
• Denial of the request for reinstatement, along with reasons.

If the committee recommends reinstatement, such reinstatement is contingent upon space availability. Eligibility for reinstatement does not guarantee reinstatement. If more students are recommended for reinstatement than the number of available spaces, the committee will rank the students on the basis of the strength of each student's case. Priority indicators include but are not limited to: nursing program GPA, reason for reinstatement (e.g., withdrawal for personal reasons vs. failing a course), thoughtful and realistic plan of action for success, number of learning contracts, attendance records.

Students who were recommended for reinstatement but no space was available can be reviewed again by the committee if the student requests reinstatement in future semesters.

Reinstatement eligibility expires one year from the date of student withdrawal or failure of a course. A student may be reinstated only once. A student who was not reinstated has the opportunity to reapply for program admission through the established process.

Notification of the Student
The Dean of Nursing will notify the student in writing of his/her decision. A copy of the letter will be sent to the Director or designee, Nursing Advisor, Registrar, Chairperson of Reinstatement Committee, and Provost.

Students who are reinstated must repeat a drug screen test.

The decision by the Dean, based on recommendation by the Committee, is final and cannot be appealed.
SECTION 4:

CLINICAL AND LABORATORY POLICIES AND PROCEDURES
Professionalism

Client Confidentiality
The rights of clients must be adhered to at all times. Students are expected to exercise extreme caution in keeping all client information strictly confidential. No key client markers or identifiers (patient name, birthdate, parent’s name, etc.) should be used in any form. Client records at clinical sites and agencies must not be photocopied, emailed or faxed for classroom purposes. **Students are expected to know and follow HIPAA policies on client confidentiality.** Violation of HIPAA guidelines is considered a critical incident and can result in course failure and/or dismissal from the nursing program due to lack of professional accountability.

Dress Code – Clinical
The student must wear either an official NSC uniform or a lab coat over appropriate professional-appearing clothing when in the clinical area or on home visits. Students must also wear a name tag that indicates they are an NSC student. Students are expected to maintain appropriate levels of personal hygiene including cleanliness and neatness of uniforms and shoes.

1. Student uniforms in clinical will consist of white lab coat and the NSC approved khaki uniform top and pants from the designated NSC vendor. Students should purchase two sets. Pant ties must be tied and not appear below the uniform top. Any shirt worn under the uniform top must be white.
2. Black polo shirts with NSC embroidery will be worn with khaki uniform pants at mental health and community clinical sites.
3. An NSC approved print scrub top is appropriate for some pediatric clinical areas. Consult with your clinical instructor.
4. Hair must be clean, neat, contained and off the collar.
5. Men without established beards will be clean-shaven. Beards must be short and neatly trimmed.
6. In most clinical situations only the following jewelry is allowed: plain wedding bands, watches and stud earrings.
7. No jeans or shorts of any color or type.
8. No t-shirts, tank tops, halter tops, midriff, or sleeveless tops.
9. No athletic or exercise sweat shirts or pants of any type.
10. No open toe shoes, sandals, thongs or shoes with open backs.
11. All clothing must be freshly laundered and pressed.
12. Undergarments must be worn and not be visible through outer clothing.
13. All dresses, skirts and culottes may be no shorter than 1 inch above the knee.
14. White socks will be worn with uniforms.
15. Stringent personal/oral hygiene is expected.
16. Any scent with a strong odor is not permitted. This includes cigarette smoke and any perfume/cologne.
17. No gum chewing in the clinical area.
18. Nails must be clean, trimmed and short. No nail polish or false nails of any kind.
19. No visible body piercing or tattoos. These must be fully covered by clothing, flesh-toned bandages, or make-up.

**Dress Code - Community**
The student must wear appropriate professional-appearing clothing when attending community events. Students must also wear a name tag that indicates they are an NSC student.

1. Appropriate casual dress includes skirts or tailored long pants, and shirts or blouses of adequate length. The NSC embroidered black polo shirt may also be worn.
2. No jeans or shorts of any color or type.
3. No t-shirts, tank tops, halter tops, midriff, or sleeveless tops.
4. No athletic or exercise sweat shirts or pants of any type.
5. All clothing must be freshly laundered and pressed.
6. Undergarments must be worn and not be visible through outer clothing, to include bra straps.
7. Deep V-neck tops must have a modesty camisole.
8. All dresses, skirts and culottes may be no shorter than 1 inch above the knee.
9. Stringent personal/oral hygiene is expected.
10. Any scent with a strong odor is not permitted. This includes cigarette smoke and any perfume/cologne.
11. No gum chewing
12. Jewelry should be appropriate to the setting and event.
13. No open toe shoes, sandals, thongs or shoes with open backs.
14. No visible body piercing or tattoos. These must be fully covered by clothing, flesh-toned bandages, or make-up.
Standards of Practice
Student may be withdrawn from the BSN program based on unsatisfactory clinical competence and violation of standards of practice. The Nevada State College School of Nursing abides by the rules and regulations of the State of Nevada Nurse Practice Acts. Students enrolled in the School of Nursing are expected to follow the BSN program and the American Nurses Association standards of practice in their clinical practice. The professional responsibilities of students enrolled in the School of Nursing include the following:

- Demonstrate the ability to critically assess and evaluate own performance while incorporating the feedback from faculty, agency personnel, and other students.
- Demonstrate an awareness of and sensitivity to the values, attitudes, and feelings of self and others.
- Be self-directed in setting learning goals and in the delivery of nursing care.
- Treat clients regardless of age, gender, social status, ethnicity, national origins, or diagnosis.
- Accept responsibility and accountability for own nursing decisions and actions.
- Recognize the significance of formulating a personal philosophy of caring in nursing practice.
- Utilize effective communication, problem-solving, and negotiation skills with clients, health team members, faulty, and community partners.

Clinical Clearance
Nevada State College School of Nursing uses CertifiedBackground (CB) (http://www.CertifiedBackground.com) to facilitate the completion of required health evaluations, clearance information and other documents. All students admitted beginning Spring 2014 must create an account with CB when prompted to do so. The costs associated with these clinical requirements are the responsibility of the student.

Failure to complete the requirements by the established due dates will result in the inability for the student to attend scheduled clinical activities and may result in a delay in completing the nursing program or dismissal from the nursing program.

Nevada State College School of Nursing uses PreCheck (http://www.precheck.com/) for the background check for the clinical practicum settings. All students must complete a background check before attending the first scheduled clinical practicum. The cost associated with this requirement is the responsibility of the student. Please note: A charge or a conviction of a felonious act may prevent students from attending clinical practicum setting resulting in the inability to fulfill clinical objectives, which could result in failure of the course and/ or dismissal from the nursing program.
Health, CPR, & Health Insurance Requirements

Clinical course requirements for health, PPD, CPR certification, and health insurance must be current through the last day of clinical for the semester enrolled. If the expiration date occurs during the semester, then the student must provide evidence of the update to the School of Nursing Program Officer or CertifiedBackground in order to continue in the clinical practicum.

Students will sign a consent to have health records forwarded to the clinical sites. All students must submit evidence of the following in order to attend a clinical course in the BSN Program:

1. The completed health history form and a physical examination by a physician, nurse practitioner, or physician’s assistant

2. Tuberculosis: Must select one of the choices below:
   a) Two-step TB skin test (PPD) for students with no history of receiving a PPD or have not been tested in the last 12 months;
   b) Proof of a negative Tuberculin-PPD in the last 12 months and an original negative two-step;
   c) QuantiFERON-TB test for students with no history of receiving a PPD or have not been tested in the last 12 months;
   d) Documentation of a negative chest x-ray within the past 6 months for students with a past positive PPD along with proof of the past positive PPD. All students with a history of a past positive PPD must complete yearly the tuberculosis signs and symptoms questionnaire available in the nursing program office.

3. Immunity to measles, mumps, rubella, hepatitis B, and varicella must be demonstrated by the following:
   • Mumps vaccine (2 doses), positive titer, or born before 1957
   • Rubella vaccine (2 doses), positive titer, or born before 1957
   • Rubeola vaccine (2 doses), positive titer, or born before 1957
   • Tetanus and diphtheria: inoculation within past ten (10) years
   • Chickenpox (Varicella): documented illness, immunization (2 doses), or positive titer
   • Hepatitis B: Evidence of a positive antibody titer, a completed series of three injections of vaccine, or a signed declination form (see below).
   • History of varicella (chickenpox) – self report or report of parent/guardian
   • Note regarding Hepatitis A: Vaccination for Hepatitis A is not required upon entry into the nursing program; however, some clinical sites may require the vaccine and the student will be required to submit proof of vaccination.

4. Flu Vaccine (seasonal)

5. Current CPR certification: The American Heart Association’s Basic Life Support (BLS) for Healthcare Providers is required and must be in effect through the last day of clinical for the semester enrolled. Students are responsible for maintaining current certification and must bring any change in expiration date to the attention of the School of Nursing Program Officer or CertifiedBackground. A copy of the front and back of the card is required and it must be signed by the student.
6. Negative ten panel drug screen
   • A POSITIVE DRUG SCREEN RESULT
     An individual who has a positive drug screen result that is not due to a prescribed
     medication will not be allowed in the nursing program.

   • A POSITIVE DRUG SCREEN RESULTS DUE TO PRESCRIPTION USE
     If a student claims that the positive drug screen result is a result of prescription
     use, the student will be requested to arrange for the prescriber to provide the
     following information to the Dean or designee: the prescriber’s statement
detailing the drug, dose, frequency, effect, expected duration of treatment, any
indications of abuse of the prescription drug(s), and any contraindications to
being in the clinical practicum setting while on this drug.

     If the student is unable to have the prescriber forward such information to the
     Dean or designee regarding the drug, the test will be treated as positive and
unexcused and the student will not be allowed in the nursing program.

   • AN INCONCLUSIVE DRUG SCREEN RESULT
     An individual who has an inconclusive drug/alcohol test must:

     1. Repeat the drug screen within 24 business hours of being notified of the
        results at the student’s expense.

     2. If the second drug screen result is also inconclusive the student will need to
        meet with the Dean or designee to discuss the results and determine if the
        student will be allowed in the nursing program.

Hepatitis B Vaccine
Those in the nursing profession are at high risk for infection from Hepatitis B, a potentially fatal
disease, due to exposure to needle-sticks and splashed blood/body fluids. Immunization is the
best method for reducing the risk for infection from Hepatitis B. An immune response titer post
vaccination is not required. Students are required to have completed the hepatitis B vaccine
series or to have signed a declination form prior to going to clinical sites.

Students who sign the immunization declination (refusal) form due to medical or religious
reasons which precludes immunization will be exempt from the policy upon signature of a health
care provider. However, some clinical sites may not accept a declination for the Hepatitis B
vaccine and vaccination may then be required. Students who show evidence of an immune
response will be exempt from the vaccine series.

Universal Precautions
Hepatitis B and human immunodeficiency virus (HIV) infections are significant and growing risks
in the United States. Health care workers are especially at risk for developing these diseases
due to exposure to needle-sticks and splashed blood/body fluids. Hepatitis B, which infects
thousands of health care workers and kills approximately 200 persons each year, is preventable
by immunization. Hepatitis B and HIV+ status can be prevented through the consistent use of
UNIVERSAL PRECAUTIONS. There is no known method to prevent the development of AIDS in HIV positive individuals. Therefore, it is mandatory that efforts be taken to prevent exposure to these diseases. Universal precautions must be followed by students and faculty in the clinical settings.

Universal Precautions is an approach to infection control that requires the application of blood and body fluid precautions for all patients and patient specimens regardless of diagnosis. Universal precautions will be the minimum standard of practice throughout the School of Nursing. Whenever possible, Body Substance Isolation will be used. Body Substance Isolation takes Universal Precautions one step further and requires the same barrier precautions for all moist body substances and surfaces, not just those associated with the transmission of HIV and HBV. All human blood and body fluids will be handled as if they are infectious.

**Blood Borne Pathogen Exposure**

Students must have satisfactorily demonstrated skill in using nursing personal protective equipment and procedures before receiving a patient clinical assignment.

A NSC nursing student who has a blood exposure while in a clinical agency is treated in a similar manner to any type of accident that occurs within the agency. The student should immediately notify the clinical faculty who will then immediately notify the supervisor within the health care facility where the accident occurred. As much information as possible about the blood donor should be collected (e.g. HBV antigen, HCV, and HIV antibody status). The clinical agency will usually require the completion of an incident report and will usually ask for permission from the client to test for blood borne pathogens. The clinical instructor and the student will complete appropriate documentation at the clinical agency site and all NCS health forms. The clinical faculty will forward NSC forms to the student’s file and copies to the School of Nursing Dean.

The affected student should report within six to eight hours to their health provider to discuss prophylaxis treatment. The exposed student will be encouraged to have testing for HIV at baseline, 6 weeks, and 6 months. The decision to have testing or not, however, is the choice of the individual exposed.

**Health Insurance**

It is required that all nursing students be covered by an accident and health insurance policy that is in effect at all times that the student is participating in School of Nursing related activities. Students are responsible for any cost incurred for illness and accidents. It is the student’s responsibility to maintain current coverage and is responsible for documenting and submitting proof of insurance to the School of Nursing Program Officer or Certified Background each semester. This must be submitted prior to clinical attendance.

**Liability Insurance**

Professional liability insurance is provided for each nursing student by the college.
Health Documents and Ticket to Clinical

After admission to the nursing program, students must submit health documents for upcoming semesters well in advance so that the school can send documents to the hospitals and agencies where students will be practicing.

All documents are due to the School of Nursing Program Officer or CertifiedBackground no later than 4 weeks before the first day of the upcoming semester.

Following are the items that must be kept current, and updated, if necessary, so that they do not expire before the end of each upcoming semester:

- Copy of health insurance card (Must provide a copy each semester even if there have been no changes to your insurance.)
- CPR card (If your card expires before the end of the upcoming semester, you must have it renewed and provide a copy of your new card no later than 4 weeks before the first day of the upcoming semester.)
- TB test
  - Annual one-step PPD test is required within 364 days of the date your last test was administered.
  - If you have had a positive PPD, you must complete an annual positive PPD screening questionnaire.
  - Or an annual QuantiFERON test.
- Annual flu vaccination

A Ticket to Clinical is issued by the School of Nursing Program Officer when all required documentation is submitted. Students are not admitted to the clinical area at the beginning of each semester without a Ticket to Clinical for each clinical course. Tickets to clinical will be distributed to students one week prior to first date of clinical.

Failure to complete the requirements by the established due dates will result in the inability for the student to attend scheduled clinical activities and may result in a delay in completing the nursing program or dismissal from the nursing program.

Equipment

A stethoscope is required. Since you will be using this equipment throughout your School of Nursing and during your career, we recommend you purchase a quality stethoscope. The stethoscope you purchase must have a diaphragm and a bell. Stethoscopes with shorter tubing have a better quality of sound. A watch with a second hand is required and must be worn during all clinical experiences. Other equipment that will be needed at some time during the program includes:

- Bandage scissors
- Hemostat clamp
- Pen light
- Clear goggles with full solid side shields
Clinical Tardiness and Absence Policy

Students are required to attend all clinical activities. In the case of illness or emergency, students must notify their instructor that they will be absent, at least one hour before the scheduled experience.

The following progression of actions will occur for tardiness and/or absence in clinical:

Tardiness:

Due to the critical nature that clinical skills be delivered in a punctual manner, tardiness is defined as being more than five minutes late past the start time as designated by the clinical instructor. If a student is late, the following will occur:

- A verbal warning will occur on the first day of tardiness
- A learning contract will occur after the second day of tardiness
- If the student is late for three clinical rotations, the 3rd occurrence will count as one full day of clinical absence and a 5% reduction will be made in the course grade.
- If the student is late for four clinical rotations, the 4th occurrence will result in course failure.
- Any tardiness of one hour or longer will count as an absence with a learning contract and a 5% reduction in the course grade.

Absence:

- The first absence will result in an automatic decrease of 5% in the final course grade.
- Students who are absent two days will have a 10% decrease in the final course grade.
- Clinical make-up time is required for the first two absences.
- Absence exceeding two clinical days will result in course failure.

The Student Absence policy may be amended in extenuating circumstances which may include but not limited to, childbirth by student, death or critical injury resulting in hospitalization of spouse, son, daughter, parent, or significant other with appropriate documentation.

Passed by SON Faculty, May 10, 2013
Clinical Preparation

In most clinical courses, students are required to prepare in advance of the actual clinical practicum by reviewing clients’ records the day prior to clinical, reading related literature and/or preparing preliminary nursing care plans. Students will receive specific instructions from clinical faculty for each course. Time for clinical preparation should be considered when planning work and personal schedules. Due to patient safety issues, students who have worked or failed to sleep within the 8 hours immediately preceding their assigned clinical hours cannot attend clinical. This will be counted as an unexcused absence.

Students are expected to come prepared for each clinical experience. Preparedness includes bringing all required equipment to all clinical sessions.

The clinical instructor is obligated to protect patient safety, which includes the necessity of sending the unprepared student home from the clinical setting. In courses where “prep sheets” are used to demonstrate preparedness, the sheets must be completed and given to the instructor at the beginning of clinical. Failure to have a completed prep sheet may result in an unexcused absence.

Clinical Skills Checklist

The nursing student prints out a Clinical Skills Checklist Form from WebCampus when beginning NURS 309 (Regular and Part-time track) or NURS 304 (Accelerated Track). This document will be used throughout the School of Nursing in all courses with clinical components to record the laboratory and/or clinical completion of clinical skills required in each course. The student is responsible for maintaining the Clinical Skills Checklist document. If it is lost, it is the student's responsibility to obtain new signatures for all required clinical skills.

This document will be used as a reference for each course clinical evaluation tool. The student will bring the Clinical Skills Checklist Form to the midterm and final clinical evaluation meeting with the clinical instructor. If, in the clinical instructor’s opinion, sufficient clinical skills have not been completed by midterm, the student is responsible for submitting a plan for performing and completing the necessary clinical skills required for satisfactory completion of the clinical course.

Required Math Exam

Each nursing course will determine the policy and procedure for assessing math competency in that course. The course syllabus will provide students all of the needed information about the math competency policy. It is the responsibility of the student to read the syllabus as courses may differ in their dosage calculation testing policies and procedures.
Clinical Performance

A student’s technical skills will be evaluated by faculty on an ongoing basis in the clinical setting according to criteria and standards outlined in the course outcomes as established by the instructor at the beginning of each clinical course. Students must **satisfactorily achieve each clinical outcome** in order to meet course requirements and progress in the School of Nursing. All skills performed in the clinical setting must be initially supervised by the clinical instructor or designee who will evaluate the students’ performance in the skill and who will inform the student when s/he may perform the skill unsupervised. A student who performs a procedure incorrectly in the clinical setting may be referred to the nursing skills laboratory for remediation.

Under no circumstances, after reporting for duty, are students permitted to leave their assigned areas without the permission of the clinical instructor.

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**One critical incident (i.e., unsafe clinical practice) in the clinical setting may result in termination from the course or program.**

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Unsafe Clinical Practice

Unsafe practice is defined as behavior or action that has the potential to cause harm to a client. Such behavior, by its omission or commission, actually or potentially places the patient or another individual in physical or psychological jeopardy, or involves ethical or legal issues. Examples of unsafe clinical practice include but are not limited to:

**Safety (actual and potential)**

- Failure to meet clinical objectives.
- Placing client, self, other students, faculty or clinical site staff in physical or psychological jeopardy.
- Willfully or intentionally doing physical and/or emotional harm to a client.
- Providing nursing care in a harmful manner or exhibiting careless or negligent behavior in connection with care of a client.
- Failure to conform to the essential standards of acceptable and prevailing nursing practice. Actual injury need not be established.
- Inability to articulate rationale for care given to clients.
Accountability

- Refusing to assume the assigned care of a client, or failing to inform the instructor in a timely manner of inability to carry out assigned care
- Leaving the clinical area without notifying the instructor
- Failing to report an error in assessments, treatments, or medications or failing to report an untoward event or adverse reaction
- Refusal/failure to follow NSC regulations and agency regulations and protocols
- Breach of patient confidentiality
- Removing copies or confidential records of patients from the clinical area
- Using a cell camera phone to photograph clients or confidential information
- Looking up confidential information related to self, friends, or family members
- Searching clinical records for any purpose other than a “need to know” the information for patient care
- Unauthorized or excessive absences or tardiness

Integrity and Honesty

- Falsifying client records or fabricating client experiences
- Failing to adhere to substance abuse policies
- Illegal behaviors, such as fraud, deceit, or theft

If, in the clinical instructor's clinical judgment, a student is unsafe to continue in the clinical setting, the clinical instructor will take the following steps:

1. Dismiss the student for the remainder of the clinical day. The clinical instructor will follow all institutional guidelines as appropriate.
2. Contact the appropriate Block Coordinator regarding the situation immediately. The student's advisor will be notified.
3. Student will submit a written report about the incident to the clinical instructor within 24 hours.
4. Submit a written report of the incident(s) to the Pre-licensure Director's office within one working day. The Director's office will contact the Registrar's office to put a hold on the student's grade. The student will not be allowed to withdraw from the course at this time.
5. The clinical instructor will schedule a meeting with the student within 24 hours, or as soon as is practicable, and prepare a written report that describes the incident(s) that resulted in the student's dismissal from clinical. The student will be given a copy of the written report at this time.
6. Advise the student that s/he will not be able to return to clinical until a meeting is held with the appropriate Block Coordinator or the Pre-licensure Director regarding the incident. The student may submit a written report prior to this meeting.
7. Within three working days or as soon as is practicable, a meeting will be held. In attendance at the meeting will be the clinical instructor, the student, the Block Coordinator, and if possible, the Pre-licensure Director. The student may elect to have his/her advisor in attendance at the meeting. The Block Coordinator and the Director will make a recommendation regarding the student's continuation in the program to the Dean. This meeting will determine whether the student is administratively withdrawn with a grade of F or is allowed to return to complete the course. The clinical instructor
Section 4: Clinical and Laboratory Policies and Procedures

initiating the meeting is not involved in the decision regarding the student's progression in the program.

8. The documentation related to unsafe clinical practice will be kept in a School of Nursing file in the Dean's office.

9. The Reinstatement Committee reviews any administrative withdrawals resulting in a grade of D or F. This Committee will determine if the student is dismissed from the program or may return in an appropriate semester per the procedures of the Committee. The student may elect to initiate an appeal process per procedures in the BSN Student Handbook.

Travel and Home Visits

Each student is required to make arrangements for their own transportation to their clinical sites. This may involve traveling extended distances and the student is responsible for their expenses. Carpooling is recommended. Your clinical experience may involve diverse sites. You will need to arrange for transportation to these clinical sites.

Students may NOT, under any circumstances, while practicing in any clinical setting, transport clients.

Home Visiting Policy

As a part of some community learning experiences, students may make some home visits for clients and families. Considerations involved in making home visits will include the course objectives, individual student learning needs, and student safety. All client home visits must comply with the following:

- All home visits must be conducted during the assigned clinical times. Students must be accompanied by either clinical faculty or an assigned nursing community mentor. In certain circumstances such as a postpartum home visit, two students may schedule and complete the visit providing they have instructor approval and a contract signed by student, client, and instructor. There must be an instructor on call during home visits and students must notify instructors when the visit has ended. If an appointment needs to happen at a time other than clinical hours, the student must receive permission from the appropriate clinical faculty member. Such requests must be written with rationale provided for why the proposed client interaction needs to occur outside of clinical hours. This written explanation must be submitted and approved prior to the scheduled home visit.

- Student making client home visits need to provide their clinical faculty with a daily schedule of visits, to include names and address of clients to be seen, before leaving the clinical agency. This includes those students who have an agency preceptor. The schedule will include an estimated time of return to the agency. Students will notify faculty on their return to the agency. Faculty members have the right to request police assistance to locate students who have not returned from visits at the appointed time.
• Students will make home visits alone only in the following circumstances:
  
  o The student has made a visit to the home accompanied by either the agency preceptor or the clinical faculty, and has received permission from the clinical faculty to make the specific visit alone. Each visit made by the student alone must receive separate permission from clinical faculty.
  
  o The visit may ONLY occur during regular clinical hours.
  
  o The student has informed the clinical faculty in writing of the client’s name, address, time that the student is leaving for the visit, anticipated length of the visit, and anticipated length of return. In addition, the student will provide the clinical faculty with the make, model, and license plate number of the student’s vehicle in writing.
  
  o Students will wear approved clinical clothing with the School of Nursing Identification and their name tag clearly visible at all times. See the Dress Code Policy in the student handbook.

• Under no circumstance will students take their backpacks, laptops, or other valuable into a home during a home visit.

• Student using their own vehicles will maintain them in good repair, and will not make visits with less than one-half tank of gas. Students traveling in their own cars should lock them while parked or while driving.

• If at any time during a visit, individual or conditions appear unsafe or threatening for any reason, the student will immediately leave the home.

• Under no circumstances will students give out their home telephone numbers or home addresses to clients. Students may give clients agency telephone numbers to use for appointment confirmations or cancellations.

• Students will give either written or oral report on home visits to clinical faculty within 24 hours of the visit, or sooner, depending on risk factors.

• All health promotion activities and nursing interventions in the home will occur within the framework of the client’s current medical plan of treatment and the Nevada Nurse Practice Act.

Students will at all times use the following safety measures during home visits:

• Call clients in advance and alert them to the approximate time of the home visit.

• Confirm directions to the home.

• Keep change for telephone calls immediately available or have a fully charged cell phone in their immediate possession.

• Observe the neighborhood and environment while approaching the client’s address. If groups of people are loitering nearby, or other conditions appear unusual or unsafe, report these conditions immediately to the clinical faculty.

• When walking on a street or sidewalk, stand tall, do not make eye contact, look over passerby heads, do not smile at strangers, and walk purposefully, even if lost.

• Park in full view of the client’s residence. Avoid parking in alleys or deserted side streets.
• Use common walkways in buildings and avoid isolated stairs.
• Always knock/ring the doorbell on a client’s door before entering.
• If relatives or neighbors are, or become, a safety problem, do not make a visit alone.
• Visit neighborhoods of questionable safety or gang/drug related activity in the morning.
• Never go into, or stay in, a home if personal safety is a question. Always respect your “gut feelings” and sense of intuition.
• When leaving the client’s residence, carry your car keys in your hand.

Pregnancy

Nursing is a challenging program of study, both physically and mentally. It brings students into health care settings where there is an increased risk of exposure to strenuous activity, communicable diseases, radiation and toxic substances. Neither Nevada State College nor its affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or pregnant student. A pregnant student in the School of Nursing is required to make her condition known to the SON Program Officer and to her clinical instructor, and must sign a Pregnancy Release Form. Students who are pregnant during their nursing studies may continue in the program with the approval of their attending physician or health care provider. Documenting the pregnancy and obtaining permission from the student’s health care provider is the responsibility of the student and must be done as soon as the student realizes that she is pregnant. Students must be able to meet all program requirements; pregnant students will be held to the same standards as other students.

Clinical Evaluation

Clinical Faculty will be responsible for evaluation of each student’s performance within clinical settings related to application of theoretical material, quality of nursing assessment, plans for client care and interventions. The BSN program policy states that a grade of “C” or better must be earned in all nursing courses.

• **Midterm clinical progress evaluation** occurs at midterm. The clinical faculty member meets with each individual student and discusses the student’s progress toward meeting clinical outcomes. A rating of “Needs Improvement” will be discussed with the student and expectations for future performance will be put in writing. The clinical faculty member informs the Block Coordinator of all students who may be at risk of being unsuccessful. Clinical activities continue through to the last week of classes.

• **Final clinical evaluation** occurs during or after the student’s last clinical experience or during final exam week. The clinical faculty member meets with the individual students to discuss their clinical performance for the course and assigns a clinical grade. The clinical faculty member informs the Block Coordinator of any student who receives a “No Pass” grade and the Block Coordinator informs the Pre-licensure Director.
Clinical Simulation Center of Las Vegas (CSCLV)

Skills Labs Attendance
Students are required to attend all scheduled labs. Labs can only be changed with lab instructor’s permission. Make-up labs must be arranged with lab instructor. Students are expected to learn and practice required skills in the nursing laboratory setting and to demonstrate competency in any skill(s) prior to performing it in the clinical setting.

Marlok Card
Student will receive a Marlok card in their first skills lab of the program and it must be turned back in at the end of their last skills lab of the program. Each Marlok card has a code that is associated with a specific student and it tracks who has entered the lab. If the Marlok card is lost or stolen there will be a $10 replacement charge.

Parking Information
UNLV Parking permits are available for purchase on-line 24 hours a day, seven days a week at http://unlv.t2hosted.com. Using this on-line service will save you time and will enable you to avoid waiting in line to buy your permit. Those who wish to pay with cash must register for and purchase their permits at the Parking Services Office either on the UNLV campus or at the CSCLV campus. Permits must be purchased before the first day of class each semester.

Parking is enforced from 7am- 7pm Monday- Thursday and 7am- 1 pm on Friday, with the exception of reserved and handicapped parking, which is enforced 24 hours a day/seven days a week. Students must park in the designated student parking areas at the CSCLV.

Dress Code – Skills Lab
Students will adhere to the following dress code policies at the Clinical Simulation Center of Las Vegas:

- Learners are required at all times to have closed toe shoes and a VISIBLE school ID badge.
- Learners should wear professional attire suitable for a clinical setting:
  - Business casual: Slacks and shirt (not T-shirt/jeans)
  - Casual: i.e. Jeans (no holes) + T-shirt
- Clinical lab class & testing: School uniform
- Clinical open lab: School uniform OR lab coat
- Classroom: Business casual OR casual WITH a lab coat
SECTION 5:

RESOURCES AND STANDARDS
Abilities and Skills Required for Nursing Program

In order to complete the nursing program and enter practice as a registered professional nurse, all students must possess physical, cognitive, and psychomotor skills and abilities that are required for nursing practice. The following abilities are required.

1. Observation
   - The student must possess **auditory ability** to monitor and assess health needs. This includes, but is not limited to hear and interpret information a patient is communicating verbally, hear cries for help, hear auscultatory sounds using a stethoscope, or hear auditory signals from technical equipment.
   - The student must possess **visual acuity** sufficient for observation and assessment necessary to provide nursing care. This includes, but is not limited to reading gauges, note fluid levels in collection devices, syringes or infusion devices, see to administer treatments such as IV fluids and oxygen, see drainage on dressings, or observe changes in patient skin color.
   - The student must possess **tactile ability** sufficient to perform a physical assessment of a patient and to perform procedure necessary for nursing care. This is included, but not limited to perform palpation, assess size, texture and temperature, or perform therapeutic interventions such as inserting urinary catheters and administer medications.
   - The student must possess **sense of smell** acute enough to detect strong odors that may indicate a change in patient's condition or environmental change. This includes, but is not limited to strong odor from body fluids, ketones on a patient's breath, or environmental changes such as smoke.

2. Communication
   - The student must be able to communicate in English effectively and sensitively with patients, family members, and other healthcare team members. This includes expressive and receptive modes of verbal, non-verbal and written communication. This includes, but is not limited to explain treatment procedures, document nursing assessment, nursing interventions, or give accurate report regarding patient condition to other members of the healthcare team.

3. Motor Function, Gross and Fine Motor Coordination
   - The student must possess sufficient motor function, neuromuscular strength, and coordination to effectively perform the activities required of a nurse. This includes, but is not limited to transfer patients from wheelchair, bed and stretcher, elicit information by palpation, auscultation, and percussion, perform CPR, administer medications, or apply pressure to stop bleeding.
   - The student must possess sufficient gross and fine motor coordination. This includes, but is not limited to navigation of stairs, move about in patient care environment, or perform treatments and procedures.
4. **Stamina**
   - The student must have sufficient stamina to sit, stand, and move within classroom, skills laboratory, and clinical practicum environment for periods of time as long as 12 hours at a time.

5. **Intellectual**
   - The student must possess the intellectual abilities to perform activities required of a nurse. This includes, but is not limited to measuring, calculating, reasoning, analyzing, evaluating, and synthesizing complex information to provide nursing care, or being fully awake and alert at all times to be able to observe for changes in patient’s condition.

6. **Behavioral and Emotional Health**
   - The student must possess the ability to establish and maintain professional relationships. This includes, but is not limited to exercising sound clinical judgment, act ethically, complete all responsibilities related to the care of the patient, develop therapeutic relationships, or be compassionate.
   - The student must possess the emotional health required for full utilization of his/her intellectual abilities. This includes, but is not limited to function in stressful situations, adjust to changing circumstances, tolerate physically challenging workloads, or prioritizing competing demands.
eLearning Device Recommendations for Nursing Students

The following are recommended specifications to work with the eLearning system, referred to as WebCampus (or Canvas).

Platform:
- PC,
- Mac,
- Mobile, or
- Canvas Web Application (recommended method for mobile devices)

Hardware:
- Sound card with speakers (for courses with multimedia); digital headset with microphone (required for video discussions and group collaborations).
- T1, DSL, Cable, Satellite high-speed connection or Wi-Fi.
- Web camera

Software:
- Flash Player - the newest, most up-to-date version
- Java JRE plugin - the newest, most up-to-date version
- Adobe Acrobat Reader - the newest, most up-to-date version

Browser: We highly recommend updating to the newest version of whatever browser you are using as well as the most up-to-date Flash plug-in. Here is a list of supported browsers in order from most compatible to least.
- Firefox
- Chrome
- Safari
- Internet Explorer

WebCampus updates frequently. It is important for you to check with the Canvas support within the Guides to verify that your browser is current. The Guides can be found at: http://guides.instructure.com/m/4214/I/41056-which-browsers-does-canvas-support

Browser Settings:
Your browser settings will vary, depending on the browser you choose to use. There are no required browser settings, but there is Browser Privacy Settings. Below are three videos that provide information on how to unblock unsecure content.
- Chrome: http://youtu.be/zLfl3NzHuYk
- Internet Explorer: http://youtu.be/1kBztpL1ll
APA Style Overview

The School of Nursing follows the *Publication Manual of the American Psychological Association, 6th Edition*. Please ensure that you are using the most current edition. Please refer to the Resources tab in your WebCampus course page.

Nevada State College Policies

*Tolerance and Civility Policy*

Each member of the Nevada State College community is responsible for fostering an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our collegiate community. A fundamental tenet of the college’s mission is to nurture a community atmosphere free from discrimination on the basis of race, religion, gender, sexual orientation, age, veteran status, disability and political views or beliefs, and otherwise consistent with state and federal law. Within this context, all members of the college community are accountable for their own behavior and actions. Consequently, the college will not tolerate behavior that violates or infringes upon the civil and statutory rights of any individual or group (and will utilize the Student Code of Conduct in these cases). As members of our Nevada State College community, each of us can feel free to express ourselves in ways that promote openness within a diverse society.

*Resource Center for Students with Disabilities (RCSD)*

The Americans with Disabilities Act (ADA) mandates accessibility in all facets of the learning environment. The Resource Center for Students with Disabilities (RCSD) on the Nevada State College campus coordinates support services and reasonable accommodations for students qualifying as disabled under the ADA guidelines. These services are free of charge. Any student who believes s/he may need an accommodation, based on the impact of a documented disability, should contact the RCSD to speak privately with a representative about specific needs. To make an appointment, please contact the RCSD office at 702-992-2180 voice, 702-992-2098 TDD, or by email at nsc.rcsd@nsc.edu.

*Academic Integrity*

Academic integrity is a fundamental value at Nevada State College and is centered on honesty, trust, fairness, respect, and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the values of Nevada
State College and shall not be tolerated under any circumstances. A violation of academic integrity is an act that is harmful to students, faculty, and ultimately, the institution.

**Academic Dishonesty**

Academic dishonesty is against college as well as system community standards. Academic dishonesty includes, but is not limited to:

Plagiarism: Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work. Examples of plagiarism includes, but are not limited to:

1. Directly quoting, summarizing or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student’s own.
2. Copying and/or presenting the words of others as one’s own writing, including from Internet sources.
3. Copying words, even if you cite the sources, unless appropriate quotation is noted.
4. Expressing in your own words someone else’s ideas as your own.

Cheating: The deception about one’s own work or about the work of another. Examples of cheating include, but are not limited to:

1. Submitting another’s work as one’s own or allowing another to submit one’s work as though it were his or her own.
2. Several people completing an assignment that was not explicitly assigned as a group project and turning in multiple copies, all represented either implicitly or explicitly as individual work.
3. The use of textbook or notes during an examination without the explicit permission of the instructor. This includes WebCT and take-home exams.
4. Giving or receiving unauthorized help on assignment.
5. Stealing a problem solution from an instructor.
6. Tampering with experimental data to obtain ‘desired’ results or creating results for experiments not completed.
7. Tampering with or destroying the work of others.
8. Submitting substantial portions of the same academic work more than once without permission of the instructor.
9. Falsifying college records, forms or other documents.
10. Falsifying clinical hours, supervised field experience hours, or student teaching hours.
11. Unauthorized access of computer systems or files.
12. Attempting to bribe an instructor or administrator.

A faculty member who suspects a student of academic dishonesty shall notify the student and offer the student an opportunity for an initial meeting to discuss the allegation and to present any relevant information. When possible, this initial meeting shall occur within seven calendar days of discovery of the alleged violation. Proceedings in case discussions are informal and non-adversarial. The faculty member may make a verbal agreement on, or provide the student
with a written or electronic notice, of, a scheduled meeting. The faculty member may request a witness to be present for this meeting. The purpose of this initial meeting is to review and discuss the charges before a decision is reached. The faculty member may use documentary evidence provided the student is allowed to respond to it at the meeting. At this initial meeting the following results may occur:

1. The allegations are dismissed;
2. The student accepts responsibility for the violation and accepts the academic sanction(s) proposed by the faculty member;
3. The student accepts responsibility for the violation but does not accept the sanction and requests a hearing;
4. The student does not accept responsibility for the violation and requests a hearing.

If the allegations are dropped or the student accepts responsibility for the violation and accepts the sanction(s), the case is closed.

**Withdrawal from Course**

NSC does NOT assign an automatic “W” or “Withdrawal” grade if you stop coming to class or handing in assignments. You will receive an “F” to connote you failed the course. It is your responsibility to officially drop the course by the drop date.

**E-Alert: Centralized Academic Advising Center**

Nevada State College (NSC) is committed to the early identification and support of students who are at risk of not passing or completing a course/degree requirement at Nevada State College. E-Alert is one of NSC’s retention tools designed to provide students with resources to aid them in the successful completion of their academic endeavors.

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

The Centralized Academic Advising Center (CAAC) will manage the campus E-Alert system and advisors will confidentially contact students submitted to the E-Alert system within 1 business day of an alert in order to provide academic support, strategies, and resources.
Video or Audio Recording of Lectures
Students must seek expressed permission from the faculty or any guest lecturer before recording any lecture using either video or audio recording devices. Students under RCSD accommodation are covered by the nature of their accommodation letters. This notice aligns with Board of Regents policy (Title 4, Chapter 1, Section 21) states: The use of covert video surveillance for anything other than a criminal investigation on campuses of the Nevada System of Higher Education is prohibited. If, in a criminal investigation, such video surveillance is used, it must be approved by the President or the President’s designee. This policy shall not interfere with the legitimate use of videotaping for academic purposes.

Counseling Services
NSC students will be able to access individual therapy, group therapy, and psychiatric care, with no direct cost to them. Students can be referred directly to Counseling and Psychological Services (CAPS), which is located in the UNLV Student Recreation and Wellness Center. When contacting CAPS, students will need to identify themselves as NSC students. Here is the contact information for CAPS:

UNLV – Student Counseling and Psychological Services
Located in the UNLV Student Recreation and Wellness Center
4505 S. Maryland Parkway
Las Vegas, NV 89119
Phone: 702-895-3627

Students should be aware that professional ethics codes and state laws consider the personal information discussed in counseling to be strictly confidential. All information gathered in counseling, including the fact that the student has accessed services with CAPS, is held in strict confidence. No information is released to Nevada State College officials, faculty members, parents, or outside agencies without written prior authorization from the student (an exception is made when there is imminent danger or serious harm to self or others – in this case, the counselor must take action to prevent harm).

Please visit the CAPS website for more details and hours of operation: http://www.unlv.edu/srwc/caps

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

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

School of Nursing Standards for Written Work

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

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

- **Organization**
  1. The introduction provides sufficient background on topic and previews major points.
  2. The paper’s organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
  3. Ideas flow in a logical sequence.
  4. Paragraph transitions are present and logical, and maintain the flow of thought throughout the paper.
  5. The conclusion is logical and flow from the body of the paper with the major points of the paper restated.

- **Format**
  1. The paper, including citations & reference page, follows APA guidelines for format.
  2. The paper is laid out effectively and uses reader-friendly aids (e.g. sections, summaries, tables of contents, indices, appendices, etc) when appropriate.
  3. The paper is neat, with attention given to format requirements.

- **Grammar/Punctuation/Spelling**
  1. Rules of spelling, grammar, usage, and punctuation are followed.

- **Readability/Style**
  1. Sentence transitions are present and maintain the flow of thoughts.
  2. Sentences are well constructed, with consistently strong varied structure.
  3. Words used are precise and unambiguous and the tone is appropriate to the content and the assignment.
School of Nursing Standards for Oral Presentations

To augment NSC nursing students’ development as competent public speakers, some of the course work within School of Nursing will entail the oral presentation of materials. To aid in the standardization of how to arrange and deliver an oral presentation the following guideline is provided:

- **Organization and structure:**
  - Is the topic adequately researched by the presenter?
  - Does the presentation appear to be well organized and effectively structured?
  - If this is a group presentation, it is integrated rather than appearing as a disjointed series of individual presentations.

- **Content Presentation**
  - If the presentation is based on a written paper, does the presentation accurately reflect that work?
  - The topic of the presentation adheres to the assignment.
  - Presented content is accurate and comprehensive.

- **Style and Presentation**
  - Speaker makes key points of presentation obvious to audience.
  - Speakers’ nonverbal communication is congruent with presentation.
  - Speakers appear to be confident, relaxed, and knowledge about the content of the presentation.
  - The audience is actively engaged in the presentation.
  - All presenters adhere to time limitations.

- **Effective Utilization of Visual Aids**
  - All visual aids are clear and effective.
  - Visual aids serve to augment the presented material and not compete with it.

- **Questions and Comments**
  - Presenters attempt to actively engage the audience in the presentation.
  - Sufficient time is set aside at the conclusion of the presentation for questions and comments.
Student Nurses Association

Membership in the Nevada State SNA Chapter is open to all nursing and pre-nursing students in the college. Over 53,000 nursing students in associate degree, diploma, baccalaureate, generic masters, generic doctoral or pre-nursing programs have joined the National Student Nurses Association and are taking advantage of the many programs, services, product discounts, and leadership opportunities that NSNA offers.

The mission of the Student Nurses Association is to:

- Bring together and mentor students preparing for initial licensure as registered nurses, as well as those enrolled in baccalaureate completion programs.
- Convey the standards and ethics of the nursing profession.
- Promote development of the skills that students will need as responsible and accountable members of the nursing profession.
- Advocate for high quality, evidence-based, affordable and accessible health care.
- Advocate for and contribute to advances in nursing education.
- Develop nursing students who are prepared to lead the profession in the future.

Benefits of belonging to the SNA include discounts and access to study tools, nursing journal subscription and books, health insurance, professional liability insurance, leadership development, and attendance at conferences.

Sigma Theta Tau International

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

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

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

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

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

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

1. Advocate for the rights of all clients
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students

2. Maintain client confidentiality
11. Encourage faculty, clinical staff, and peers to mentor nursing students

3. Take appropriate action to ensure the safety of clients, self, and others
12. Refrain from performing any technique or procedure for which the student has not been adequately trained

4. Provide care for the client in a timely, compassionate and professional manner
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others

5. Communicate client care in a truthful, timely and accurate manner
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment

7. Promote excellence in nursing by encouraging lifelong learning and professional development
16. Strive to achieve and maintain an optimal level of personal health
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs

9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care

17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy

American Nurse Association Code for Nurses


1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

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

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

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

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

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

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

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

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
American Nurses Association Principles for Social Networking and Using Social Media

Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.

ANA’s Principles for Social Networking

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

6 Tips to Avoid Problems

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

References:


www.NursingWorld.org