BSN STUDENT HANDBOOK
RN TO BSN TRACK

2017-2018
(Effective May 2017)

NEVADA STATE COLLEGE
SCHOOL OF NURSING
Welcome from the Dean of Nursing

On behalf of the faculty and staff, welcome to the Nevada State College School of Nursing RN to 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 BSN prepared nurse!

Neal Rosenberg, PhD, RN
Dean and Associate Professor, School of Nursing
INTRODUCTION

The purpose of this handbook is to provide the RN to BSN student with information about requirements, standard of conduct, policies, procedures, and guidelines specific to the School of Nursing. It should be used as a supplement to the Nevada State College Catalog, Student Handbook, and other College publications. It is the student's responsibility to know and adhere to all established policies and procedures for the School of Nursing.
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SECTION 1

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

Civility is respect in action – to identify with others and to feel, to some extent, what others feel…to act in a responsible and caring manner. 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:

- Unprofessional communication to online class mates and the instructor
- Late posting of assignments especially when other student responses to postings are expected
- Not Responding promptly to group members

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.

Kind regards,

Neal Rosenberg, PhD, RN
Dean and Associate Professor, School of Nursing

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
Introduction to the Caring Science

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

10 Caritas Processes™

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

- Develop authentic presence to create culturally sensitive, nurturing relationships with patients and families.
- Use scientific problem solving methods and multiple ways of knowing to make caring-based nursing decisions that promote wellness and healing.
- Create a culture of safety and continuous quality improvement within the healthcare system.
- Co-create collaborative relationships with patients, families, communities, and members of the interprofessional team through open communication, mutual respect, and shared decision-making to promote optimal health.
- Use information and technology to communicate, manage knowledge, enhance safety and decision making and coordinate care.
- Practice stewardship of the profession that fosters human dignity and advocates for equity in healthcare environments.
- Assimilate professional, legal, and ethical guidelines in practice by embracing altruistic values and practicing loving kindness with self and others.

Revised and approved by Faculty 10/11/2016

National Accreditation and State Board Approval

CCNE: Commission on Collegiate Nursing Education:

- The School of Nursing received national accreditation in 2005 and 2010 from the Commission on Collegiate Nursing Education. The current accreditation term expires June 30, 2020.

Nevada State Board of Nursing

- The School of Nursing holds full approval by the Nevada State Board of Nursing.
Admission to the RN to BSN Program

To establish eligibility for admission into the RN to BSN program, you must have the following:

- Associate degree from a regionally accredited nursing program
- A current, unencumbered Registered Nurse (RN) license that must be maintained throughout the course of the program
- Recent graduates must obtain RN license within 7 weeks of acceptance to the program
- A cumulative GPA on all coursework of 2.0 or above
- A copy of government-issued ID

*As Diploma programs are not regionally accredited, applicants who have graduated from a Diploma program will be considered on a case-by-case basis, dependent on transcript evaluation.

Program Description

The RN to BSN program is for students who have passed (or will pass within 7 weeks of acceptance into the program) the National Council Licensing Examination for Registered Nurses (NCLEX-RN) exam and who are recognized as registered nurses holding an unencumbered nursing license. The innovative curriculum for this program is offered in an online format and includes both indirect and direct practice experiences. The goal of the program is to support educational mobility and to strengthen community health and leadership abilities of nurses who already have a foundation in the profession.

RN to BSN Course Offerings

The RN to BSN coursework requires the completion of 36 hours in 12 upper division courses.

- Courses are offered per a designed carousel with six distinct entry points each academic year – Two entry points each in Fall, Spring, and Summer sessions.
- Courses offered in Spring “A”, Summer “A” & “B”, and Fall “A” sessions will span 7 calendar weeks where a calendar week is defined as 12:01am on Monday – 11:59pm on
Sunday. Courses offered in the Spring “B” and Fall “B” sessions will include 7 modules spanning 8 calendar weeks.
Academic Advisement

The Academic Advising Center serves students in the RN to BSN track throughout the nursing program. An academic advisor will be assigned to each student upon admittance into the program and will design an academic plan specific to the needs of the individual student. Adherence to the academic plan is imperative as courses are offered in a specific carousel format which does not allow every course to be offered each session. In addition, some courses have pre-requisite NURS courses, if not taken in the proper sequence, could result in delayed coursework and program completion. If at any time, the student is concerned with a situation which would lead to a deviation from the academic plan, the student should seek the counsel of his/her academic advisor.

Advisors are available to:

- Explain curriculum
- Develop degree plans for accepted students
- Act as liaison between students and other campus departments
- Explain DARS Report to students
- Explain Block Credit transfer of General Education courses as well as Credit by Exam.
- Advise students on coursework within the carousel as well as any outstanding general education courses required prior to program completion.

Advisors in the Academic Advising Center are eager to assist students through various ways:

- Scheduling an Appointment: To schedule an appointment please e-mail the AAC at the following address - aac@nsc.edu OR call the AAC at the following number - 702-992-2160.
- Walk-In Advising: Walk-in Advising is available, although days and time vary by semester. Not all advisors are available at all times.
- Telephone advising is also available for students who live outside of southern Nevada.
- Roles & Responsibilities: All correspondence from advising is unofficial and is for guidance purposes only. Official degree audits are performed by the Registrar’s Office upon application for graduation. You can access your degree audit via your myNSC account.
Transfer Credit

Students must submit official transcripts for all prior college coursework to the Office of Admissions. As admitted students are required to have graduated from a regionally accredited Associate Degree of Nursing (ADN) program, the student is eligible to transfer in 37 General Education (GE) Block credits. Special attention during transcript review will be paid to the completion of the following 3 general education courses (9 additional GE credits): Math 120 or higher, ENG 102 or higher, and CH 203. Should any of the 3 courses be missing from the student’s prior coursework, the student will be required to complete the missing coursework prior to program completion and in some cases, as pre-requisite to core NURS courses. The student, in this case, should work closely with his/her academic advisor in order to complete the courses in a timely manner as to not delay coursework or program completion.

Prior Learning Credits - Credit by Exam

To avoid repetition of coursework as the RN student transitions to BSN completion, recognition is given for prior nursing coursework in the ADN, AS or Diploma nursing program and satisfactory completion of the NCLEX-RN licensure exam. Thus, students in the RN to BSN program receive a block transfer of 38 nursing credits which are automatically counted as in-residence upper division courses and 4-year college course credits even though these courses were not taken at NSC. These credits will be applied to the student’s transcript after successful completion of NURS409 Theory of Caring Science.
RN to BSN Track Program
Effective Summer 2017

General Education Courses  
- Gen Ed Block Credits  (37 cr)
- Additional Gen Ed Requirements:
  - MATH 120 or equivalent  (3 cr)
  - ENG 102 or equivalent  (3 cr)
  - CH 203 or equivalent  (3 cr)

Upper Division Nursing Curriculum  
- NURS Prior Learning Credits from a Regionally Accredited ADN Program  (38 cr)
- NURS RN BSN Core Curriculum
  - NURS 409 Theory of Caring Sciences  (3 cr)
  - NURS 408 Conceptual Bases of Nursing  (3 cr)
  - NURS 366 Nursing in the Global Environment  (3 cr)
  - NURS 411 Holistic Health Assessment  (3 cr)
  - NURS 415 Bioethics & Health Informatics  (3 cr)
  - NURS 437 Theory and Practice of Conscious Dying  (3 cr)
  - NURS 330 Biostatistics for Nursing  (3 cr)
  - NURS 431 Care of Aging Populations  (3 cr)
  - NURS 451 Scholarly Inquiry of Nursing  (3 cr)
  - NURS 461 Engaging in Leadership & Health Policy  (3 cr)
  - NURS 462 Caring in Nursing Communities  (3 cr)
  - NURS 463 Synthesis of Professional Nursing  (3 cr)

Summary of credit requirements for BSN
- General Education Requirements  (46 cr)
- Upper Division Nursing Curriculum Requirements  (74 cr)

120 credits total
Course Descriptions

NURS 409 Theory of Caring Science (3.00)
The focus of this course is to introduce the learner to Jean Watson’s Theory of Human Caring with emphasis on the application of the Caritas to personal and professional environments. This course will take the learner through a personal journey of self-reflection and self-exploration all-the-while laying a foundation for theory-in-practice.

Pre-requisite(s): Admission to the RN to BSN track.

NURS 408 Conceptual Bases of Nursing (3.00)
This course provides a foundational knowledge of nursing theories, and historical trends in nursing education and practice that leads to growth in the role of the professional nurse. Identification of current issues in nursing and healthcare will enhance the basis of the learner’s professional nursing practices.

Pre-requisite(s): NURS409 - May take concurrently with NURS409

NURS 411 Holistic Health Assessment (3.00)
This course explores the theory and practice of holistic health assessment across the lifespan utilizing a developmental model and theory of human caring based on focused case studies of children, adults, and the geriatric patient.

Pre-requisite(s): NURS409 - May take concurrently with NURS409

NURS 366 Nursing in the Global Environment (3.00)
This course will provide a foundational understanding of global health issues from a multidisciplinary perspective regarding public health challenges as they are shaped by political, economic and socio-cultural aspects of globalization. This formational knowledge base will enable nurses to understand and reflect, within a Caring Science framework, on the current state of global health.

Pre-requisite(s): NURS 409
NURS 415 Bioethics & Health Informatics (3.00)
An introduction to the fundamental knowledge and skills needed for effective, ethical and compassionate delivery of patient care through application of clinical information systems and bioethical principles. Emerging trends in information technology and current issues in bioethics will be explored.
Pre-requisite(s): NURS 409

NURS 437 Theory and Practice of Conscious Dying (3.00)
This course provides an understanding, through a holistic perspective, of the theory and practice of conscious dying. Students will gain knowledge through self-reflection about their own beliefs surrounding death and dying. Students will enhance their ability to provide sensitive, loving, equanimous, and individualized care to patients and their families as they navigate the sacred passage from life to death.
Pre-requisite(s): NURS 409

NURS 330 Biostatistics for Nursing (3.00)
This course provides an introduction to biostatistics for nursing and allied health professionals. The course covers descriptive statistics, basic probability concepts and distributions, classic estimation and hypothesis testing, regression and correlation, sampling and survey construction, analysis of frequency and count data, and measures of validity and reliability.
Pre-requisite(s): NURS 409; MATH 120 or equivalent

NURS 431 Care of Aging Populations (3.00)
This course uses a wellness approach to holistically explore the care of aging populations. Students identify the complexity of aging through examination of geriatric syndromes, and understand that aging is an individualized process involving a vulnerable, yet thriving population.
Pre-requisite(s): NURS 409

NURS 451 Scholarly Inquiry of Nursing (3.00)
This course provides the philosophical basis for the development of nursing science and the inquiry of knowledge. The relationships between nursing theory, science, research, and
evidence in practice will be explored. Students analyze nursing theories, concepts, research methodologies, and Ways of Knowing within the perceived worldview.

**Pre-requisite(s):** NURS 409; NURS 330; ENG 102 or equivalent

**NURS 461 Engaging in Leadership & Health Policy (3.00)**

The focus of this course is on the theoretical basis for the practices used in leadership roles in a variety of healthcare settings for the purpose of providing and improving patient care that is developmentally and culturally appropriate. Analyzes the roles of planning, organizing, directing, and controlling resources in a changing healthcare delivery system. Learners critically analyze a variety of societal, economic, political, and professional issues that influence contemporary nursing.

**Pre-requisite(s):** NURS 409

**NURS 462 Caring in Nursing Communities (3.00)**

Focus on the community as the client, including community assessment and assessment of the needs within populations. Understand the relationship between health, disease and the environment, with emphasis on the role of community health agencies and programs for communities in need of health care support, regionally, nationally and globally.

**Pre-requisite(s):** NURS 409

**NURS 463 Synthesis of Professional Nursing (3.00)**

The final nursing course provides the RN to BSN nursing student with an experiential learning practicum. The setting, where healthcare is delivered or health issues are explored will be designated learning sites. The student will integrate new practice related knowledge and skills to a focused project. Students will integrate knowledge of nursing researching, leadership/management, and nursing theories to design, implement, and lead a project that will improve client outcomes under the direction of the site mentor. The practicum practice experience is designed collaboratively with the didactic faculty member and carried out in an appropriate health care or community based care setting.

**Pre-requisite(s):** All core RN to BSN NURS coursework. - May take concurrently with NURS 451 or NURS 462
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 professional breeches of a legal, moral, ethical, health, social or academic nature occur. Students, who are found in violation of professional conduct, may appeal the Dean’s decision. Please refer to the student grievance section of this handbook in page 25.

In addition to the School of Nursing Honor code, all students must comply with Nevada State College Student Code of Conduct and Policies, which can be found at http://nsc.smartcatalogiq.com/en/2016-2017/Catalog.

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

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

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

I understand I am responsible to adhere to these behaviors that will enrich my nursing education experience and allow me to be in good standing with the School of Nursing at Nevada State College. Non-adherence to these behaviors will result in disciplinary action up to and including dismissal from the program.

Printed Name: ___________________________  Student ID: ___________________________

Signature: ___________________________  Date: ___________________________
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. The American Psychological Association (2010) defines self-plagiarism as the practices of presenting one's own previously published work as though it were new. An example of self-plagiarism is reusing portions of a previously submitted assignment for a new assignment. Cheating is the unauthorized giving or receiving of information in examinations or other course assignments. 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/2016-2017/Catalog Student-Code-of-Conduct-and-Policies](http://nsc.smartcatalogiq.com/en/2016-2017/Catalog Student-Code-of-Conduct-and-Policies). Student papers are reviewed through “Turnitin,” an application through WebCampus, for the detection of plagiarism and cheating.
Academic Student Grievance in the School of Nursing

It is expected that academic disputes are conducted in a professional process and manner. Students who have an academic dispute need to attempt to resolve the dispute with the involved faculty member. If the dispute is not resolved at this meeting, the student may seek advice of his/her faculty advisor as needed. Additionally, the student may make an appointment with the BSN Program Director (for concerns related to a theory course) or the Clinical Partnership Director (for concerns related to clinical/community sites and the CSCLV). If the dispute is still not resolved, the student may make an appointment with the Associate Dean of Nursing. If resolution is still not reached, the student should schedule a meeting with the Dean of Nursing. If no resolution is reached, the student may submit a formal written complaint to the Provost.

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 Associate Dean of Nursing or designee shall attempt to resolve the conflict.
Upon receiving the Grade Appeal, the Associate Dean of Nursing 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 Associate Dean of Nursing 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 Associate Dean of Nursing 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.

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

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

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

Students should refer to the course syllabi for all their courses to ensure compliance with specific guidelines for courses absences, tardiness, exam schedules and assignments. The course instructor is charged with ensuring that all students are in compliance with the structure of the course and the accountability of students who are not compliant.

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

The Pinning Ceremony is an important tradition, which launches both newly prepared BSN and RN to BSN nurses to practice. Each student is strongly encouraged to be a part of the Pinning Ceremony. The Program Officer will forward key information to RN to BSN students midway through the final semester about the Pinning Ceremony (date, time, and location). The SON leadership team and faculty strongly encourage RN to BSN students make arrangements and plan ahead to be a part of this ceremony.
Use of NSC Portal for SON Communication
Students should check the NSC Portal (my.nsc.edu) on a regular basis for program announcements.

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 practicum assignments solely based on race, gender, cultural origin, religion, or medical condition of the clients served in their practicum site.

Policy Regarding Social Networking
1. Social networking sites include, but are not limited to: Facebook, Twitter, Instagram, YouTube, Flickr, MySpace, SnapChat, 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 and or practicum site names (including any identifiers such as initials, photos, etc.) and personal health information of clients 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. The 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)
SECTION 4

SoN COURSE GRADING GUIDELINES
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 Courses
An average of 75% on all exams/quizzes/knowledge checks 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/knowledge check grade only, without addition of other assignments.

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>A- 90-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+ 88-89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B  83-87%</td>
<td>3.0</td>
</tr>
<tr>
<td>B- 80-82%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+ 78-79%</td>
<td>2.3</td>
</tr>
<tr>
<td>C  75-77%</td>
<td>2.0</td>
</tr>
<tr>
<td>C- 70-74%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+ 68-69%</td>
<td>1.3</td>
</tr>
<tr>
<td>D  65-67%</td>
<td>1.0</td>
</tr>
<tr>
<td>D- 60-64%</td>
<td>0.7</td>
</tr>
<tr>
<td>F  59% and below</td>
<td>0.0</td>
</tr>
<tr>
<td>I  Incomplete</td>
<td></td>
</tr>
<tr>
<td>W  Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

Rounding
Students must achieve 75% on exam/quiz/knowledge check average and on course average, before rounding occurs. Grades on exams are rounded to the hundredths. First
example: 84.654 is recorded as 84.65. Second example: 74.349 is recorded as 74.35. The final course grade is rounded to a whole number only if it is above 75.00%. First example: 82.48 is rounded to 82. Second example: 89.53 is rounded to 90. Third example: 74.88 is not rounded because it is not above 75.00%. Therefore, 74.88% is not a passing grade.

Should there be an instance when WebCampus final grade calculation differs from the above rounding calculation, the instructor will be calculating the final course grades. 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.
SECTION 5

RN TO BSN POLICIES
RN to BSN Program Policies

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

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

Successful online students have some common characteristics. They are:

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

**Self-Paced and Self-Directed Learning**
In the RN to BSN program, nursing courses are sequenced to be completed in twelve (12) months if all core courses are completed and attending full-time. However, most students work full-time and prefer to take a part-time approach leading to completion within twenty-four (24) months. Self-paced learning means that a student completes the RN to BSN program at the pace that fits into his or her own lifestyle. Each student needs to consider how coursework fits into his/her personal and work obligations. It is highly encouraged that students consult with an academic advisor prior to enrollment. While students are certainly able to choose the pace of program completion, students are still expected to adhere to the online participation standards/rigor of each course. This means that statements such as, “I had a busy week!” or other demanding situations are not valid excuses for incomplete course work.

In the RN-to-BSN program, the teaching-learning process requires an individual to be self-directed and an active participant. Self-directed learners identify their own learning goals, plan their own learning experiences and evaluate their progress toward achievement of their goals. Faculty members act as consultants, facilitators, resource or reference persons, and teachers for students. This allows the student some freedom and flexibility in the teaching-learning process and assists the student in reaching their highest potential.
Progression and Retention
A minimum grade of “C” or above is required to pass a nursing course and progress through the curriculum on schedule.

Academic Probation
A student who obtains a grade of C- or lower in one nursing course will automatically be notified by the School of Nursing at the end of the semester prior to progressing to the next course and will be placed on academic probation. The student will then be eligible to retake the course once. Academic probation will continue until the student reaches the end of the term that he/she repeats the failing nursing class successfully.

Dismissal from Nursing
Students who obtain a grade of C- or lower in two nursing courses (or the same course two times) will be dismissed from the nursing program. For example: (a) fail one nursing course -> remediate without success = 2 times, (b) fail one nursing course -> remediate successfully. Fail another nursing course = 2 times.

APA and Scholarship
Students are expected to represent themselves professionally, including in written work. APA format is the expected platform for scholarly papers in the nursing program. Unless otherwise noted, all papers are to be written in APA format.

Course Participation Online
Web Etiquette
Every student using e-mail 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 e-mail to someone. It may be improper to copy or forward correspondence to another person.
- Avoid profanity and remember neither the internet nor e-mail are entirely secure.
- Return e-mails in a timely manner. Avoid spamming – this is mass forwarding of an e-mail
- Avoid slamming – this is the use of harsh words to others in a public forum.
- Avoid the use of caps as much as possible. The use of all capital letters is equated with yelling.

Guidelines for Effective Online Communications

Email:

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

**Dialogues/Discussion Groups:**

1. Review the dialogue/discussion threads thoroughly before entering the discussion.
2. Try to maintain threads by using the "Reply" button rather starting a new topic.
3. Do not make insulting or inflammatory statements to other members of the dialogue/discussion group.
4. Be respectful of others’ ideas.
5. Be patient and read the comments of other group members thoroughly before entering your remarks.
6. Be cooperative with group leaders in completing assigned tasks.
7. Be positive and constructive in group dialogues/discussions.
8. Respond in a thoughtful and timely manner.
9. Adhere to the group agreed upon due dates for assignments.

**Time Guidelines for Online Class Participation**

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

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

**School of Nursing Standards for Group Work**

Some of the course work at 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 project 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.

**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 or open notes. Students are not to receive assistance from other resources including the Internet, classmates, or others. Students should understand that they may not copy or print the questions from online quizzes for any purpose.
SECTION 6

RESOURCES AND STANDARDS
eLearning Device Recommendations for Nursing Students

The following link will provide students with the *recommended* specifications to work with the eLearning system, referred to as WebCampus (or Canvas):
https://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support

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.

*Disability Resource Center (DRC)*

The Americans with Disabilities Act (ADA) mandates accessibility in all facets of the learning environment. The Disability Resource Center (DRC) on the Nevada State 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 DRC to speak privately with a representative about specific needs. To make an appointment, please contact the DRC in Roger’s Student Center Room 123, by calling (702) 992-2180 or through email at nrcsd@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 has contracted with Healing Reflections to provide free, short-term mental health therapy to NSC students on campus. Lisa Schapiro, LMFT, will be at NSC every Wednesday, and she will be located in the Dawson Building in room 104B. Since Ms. Schapiro is only here one day per week, we want to maximize her reach by utilizing a short-term therapy model focusing on stabilization, symptom reduction, and skills building. We are also hoping to integrate the services of our NSC case manager, Ms. Kristie Collins, to provide assistance in accessing necessary community and campus resources and to ensure a seamless transition after therapy services have been provided. If you would like to schedule an appointment, please contact Ms. Schapiro directly at 702-332-5874.

In addition, NSC is also partnered with UNLV CAPS to provide individual and/or group therapy for NSC students. UNLV CAPS also has a full-time psychiatrist on staff to provide medication management of symptoms if deemed clinically appropriate. There is no direct cost to students for these services. CAPS psychologists and counselors specialize in dealing with the problems commonly experienced by college students of all ages and collaborate with the student to increase self-understanding and to develop the skills necessary to overcome personal concerns. CAPS is located in the Student Recreation and Wellness Center (SRWC), room 1500, on the UNLV campus. Students should clearly identify themselves as NSC students when contacting CAPS.

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 Healing Reflections or UNLV 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).

Healing Reflections
Lisa Schapiro, LMFT
Office is located in the Dawson Building 104B
Phone: 702-332-5874
Appointments available on Wednesdays
UNLV Student Counseling and Psychological Services
Located in the UNLV Student Recreation and Wellness Center
4505 S. Maryland Parkway
Las Vegas, NV 89119
Phone: 702-896-3627
Hours of Operation: Monday Thursday 8:00am 6:00pm; Friday 9:00am 5:00pm

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

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

2. Maintain client confidentiality

3. Take appropriate action to ensure the safety of clients, self, and others

4. Provide care for the client in a timely, compassionate and professional manner

5. Communicate client care in a truthful, timely and accurate manner

6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions

7. Promote excellence in nursing by encouraging lifelong learning and professional development

8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs

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

10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students

11. Encourage faculty, clinical staff, and peers to mentor nursing students

12. Refrain from performing any technique or procedure for which the student has not been adequately trained

13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others

14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment

16. Strive to achieve and maintain an optimal level of personal health

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

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
American Nurse Association Code for Nurses


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's obligation to provide optimum patient care.

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

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

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

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

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