BSN Student Handbook
RN to BSN Track

2015-2016

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
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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 classmates 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.
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
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 or a diploma from an accredited nursing program
- A current Registered Nurse (RN) license that must be maintained throughout the course of the program
- A cumulative GPA on all coursework of 2.5 or above and a nursing program specific (e.g. program prerequisites) GPA of 3.0 or above.

RNs applying to the RN to BSN track are exempt from the Test of Essential Academic Skills (TEAS) test.

Program Description

The RN to BSN track is for licensed registered nurses who have graduated from accredited associate degree or diploma nursing programs, current RN license, cumulative GPA on all coursework of 2.5 or above and a nursing program specific (e.g. program prerequisites) GPA of 3.0 or above. The nursing curriculum is online. Through a collaboration program with UNLV, RNs can complete two graduate courses as part of the BSN program. The nurse graduate can then apply those credits toward a nursing graduate program at UNLV. The BSN program is designed 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

Students should meet with their advisor to work out a curriculum plan, which takes into account when nursing courses are available. Courses are typically offered each semester. Additional sections of courses are offered based on student need. Please refer to the RN to BSN Program for actual course offerings.
Academic Advisement

The Academic Advising Center serves students in the RN to BSN track throughout the nursing program. Designated advisors for RN students are available. Advisors provide information about prerequisite and general education courses as well as nursing courses. Talk with your advisor about how many courses you can be successful in. Certain courses are prerequisite to others, and must be completed before advancing in the program.

Advisors are available to:
- Explain application process to prospective students
- Explain curriculum
- Develop degree plans for accepted students
- Act as liaison between students and other campus departments
- Explain DARS Report to students
- Explain Credits by Examination Fee
- Assist students each semester with creating class schedule
- Students should contact the RN-BSN Advisor before registering each semester

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

Registered Nurses (RNs) must submit official transcripts for all prior college course work to the Admissions Office. Courses that have not been assigned credit by the Admissions Office’s evaluation may be challenged. This requires obtaining a course description from the college catalog where the course was completed. You must provide evidence the course description is from the catalog of the appropriate year.

Your RN to BSN advisor can complete a petition for substitution, which must be approved and signed by the dean. This paperwork will then be sent to admissions, where the Degree Audit Report (DAR) will be updated. Credit is given towards the fulfillment of your requirements.

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 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. A $420 fee is assessed for these credits and this fee is billed when the student successfully completes NURS 408: Conceptual Bases of Nursing.
### RN to BSN Track Program

#### Prerequisite Courses (46-56 credits)

**English** (3-8 credits)
- ENG 101 – Composition I 3
- ENG 102 – Composition II 3

*Note: Students who place in ENG 102 are not required to complete ENG 101.*

**Mathematics** (3-5 credits)
- MATH 120 – Fundamentals of College Math (or higher) 3

**Natural Sciences** (19 credits)
- BIOL 189 – Fundamentals of Life Science 4
- BIOL 223 – Human Anatomy and Physiology I 4
- BIOL 224 – Human Anatomy and Physiology II 4
- BIOL 251 – Microbiology 4
- CHS 421 – Health and Wellness Across the Lifespan 3

**Social Sciences** (6 credits)
- Choose one course from:
  - SOC 101 – Principles of Sociology 3
  - ANTH 101 – Intro to Cultural Anthropology 3
  - PSY 101 – General Psychology 3

**Fine Arts** (3 credits)
- Choose one course from Core Curriculum – Fine Arts 3

**Humanities** (6 credits)
- Choose one course from Core Curriculum - Humanities 3

**Constitution** (3-6 credits)
- CH 203 – American Experience & Const. Change 3

**Statistical Methods** (3 credits)
- PSY 210 – Introduction to Statistical Methods 3

#### Upper Division Nursing Curriculum (72 credits)

- Credits by Examination 37
- NURS 311 - Online Learning Tools for Success 1
- *Should be taken in first semester as NSC nursing student*
- NURS 408 – Conceptual Bases of Nursing 3
- *Should be taken in first semester as NSC nursing student*
- NURS 310 – Cultural Diversity in Healthcare 3
- *Meets core Cultural Diversity requirement*
- NURS 319 – Chemical Principles of Pharmacology 4
- NURS 337 – Pathophysiology 3
- *Register for online RN to BSN section*
- NURS 410 – Physical Assessment 3
- NURS 416 – Introduction to Nursing Informatics 3
- NURS 418 – Nursing Research Methods 3
- NURS 440 – Nursing Leadership in the 21st Century 3
- NURS 462 – Caring in Nursing Communities 3
- NURS 463 – Integrated Learning Practicum 3
- NURS 490 – Upper Division Nursing Elective 3

**Summary of credit requirements for BSN**

<table>
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<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>College Core Requirements</td>
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<tr>
<td>Major Requirements</td>
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<tr>
<td>Electives</td>
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<tr>
<td><strong>Total Credits</strong></td>
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For more information:
Nevada State College
Academic Advising Center
1041 E. Paradise Hills Drive
Henderson, NV 89002
Phone: (702) 992-2048
Email: RNtoBSNadvising@nsc.edu
## RN to BSN Plan of Study

### Pre-RN to BSN (13 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 310 – Cultural Diversity in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 319 – Chemical Principles of Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 337 – Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>CHS 421 – Health &amp; Wellness Across the Lifespan</td>
<td>3</td>
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### RN to BSN (25 Credits)

**SEMESTER 1**

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>NURS 311 – Online Learning Tools for Success</td>
<td>1</td>
</tr>
<tr>
<td>NURS 408 – Conceptual Bases of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 410 – Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</table>

**SEMESTER 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 416 – Introduction to Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 418 – Nursing Research Methods</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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**SEMESTER 3**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 440 – Nursing Leadership in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>NURS 490 – Upper Division Nursing Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 462 – Caring in Nursing Communities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 463 – Integrated Learning Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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Course Descriptions

**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 311 - Online Learning Tools for Success (1.00)**

Prepares RN to BSN students for an online learning environment. Assesses learner's likelihood of success in online courses and applies needed online technology skills. Pre-requisite: Admission to RN to BSN track.

**NURS 319 - Chemical Principle of Pharmacology (4.00)**

Incorporates core principles of chemistry and pharmacology as they relate to the human body and specifically, the molecular basis of drug classifications and drug actions. Discussion of selected drug classifications and how these drugs relate to pathophysiology. Includes exploration of modern drug design approaches. Pre-requisite(s): NURS 337 and NURS 408.

**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 408 - Conceptual Bases of Nursing (3.00)**

Concepts, theories, and processes forming the basis of professional nursing practice. Pre-requisite(s): NURS 311.

**NURS 410 - Physical Assessment (3.00)**

Skills for obtaining an accurate health history and physical assessment for adults and children, including the ability to differentiate between the norm and variations requiring referral. Three hours of laboratory practice included. Pre-requisite(s): NURS 319, NURS 337, and NURS 408.
NURS 416 - Introduction to Nursing Informatics (3.00)
An introduction to the fundamental knowledge and skills needed for effective delivery of patient care through application of clinical information systems. Emerging trends in information technology will be explored. Pre-requisite(s): NURS 408.

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 440 - Nursing Leadership in 21st Century (3.00)
Integration and synthesis of previously learned theory, knowledge, and skills with contemporary leadership and management principles, enabling learners to critically analyze a variety of societal, economic, political, and professional issues that influence contemporary nursing in health care delivery. Pre-requisite(s): NURS 408, and completion of all core curriculum requirements.

NURS 462 – Caring in Nursing Communities (3.00)
Acquisition of nursing theory and critical thinking skills for enhancement of the health of individuals, families, and aggregates or populations in community settings that are developmentally and culturally appropriate. Interdisciplinary collaboration among health care team members and diverse populations is emphasized. Integrates standards of practice, and legal and ethical responsibilities in the community setting. Students critically analyze the health status of communities. Pre-requisite(s): Admission to the RN to BSN track, all core RN to BSN Core nursing; may be taken concurrently with NURS 463.

NURS 463 Integrated Learning Practicum (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 is designed collaboratively with the didactic faculty member and carried out in an appropriate health care or community based care setting. Pre-requisite(s): Admission to the RN to BSN track, all core RN to BSN Core nursing; may be taken concurrently with 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 circumstances of a legal, moral, ethical, health, social or academic nature are considered to justify such action.

All students must comply with Nevada State College Student Code of Conduct and Policies which can be found at http://nsc.smartcatalogiq.com/en/2015-2016/Catalog/Nevada-State-College-Student-Code-of-Conduct-and-Policies

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 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 maintain their current contact information in MyNSC: 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/2015-2016/Catalog/Nevada-State-College-Student-Code-of-Conduct-and-Policies. Student papers are reviewed through “Turn-it-In,” a software program on 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

Impaired Nursing Student
Student learning occurs in a variety of educational settings with interactions between students, faculty, patients and others. Faculty members have 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.
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.

Absence and Tardy Guidelines for Courses
Students should refer to the course syllabi for all of their courses to ensure compliance with specific guidelines for courses absences, tardiness, exam schedules and assignments. The course instructor is charged with ensuring that all students 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. The faculty invites students to co-create the learning environment at NSC by participating in 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 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 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.
SECTION 4

CLINICAL 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 - 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. When working in the community setting, RN to BSN students are reminded that they represent NSC and the School of Nursing and are required to follow the dress code established to provide a professional appearance during all required practicum hours.

1. Appropriate casual dress includes skirts or tailored long pants, and shirts or blouses of adequate length.
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 smell and any perfume.
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.

**Standards of Practice**
A student may be withdrawn from the RN to BSN program based on unsatisfactory competence and violation of standards of practice in the practicum setting. RN to BSN students complete a practicum associated with NURS 463. This practicum is partially completed in a community setting. 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 RN to BSN program and the American Nurses Association standards of practice in
their practicum. 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, faculty, and community partners.
- Complete practicum independently within a community setting which includes the recording of practicum hours completed in the community setting. These hours must be verified by the preceptor who signs the recorded practicum hour’s form.

**Travel**

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

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

**Guidelines for the Use of Electronic Devices in the Academic Setting**

1. Faculty members 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 practicum 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 practicum 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/practicum agency and possible dismissal from the nursing program.

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

6. Electronic devices in the practicum area 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 understands the purpose of using the device.

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

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

9. A written warning will be given for the first violation of using electronic devices for socializing during practicum time. A practicum 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 client at all times and ensure that your entire attention is focused on the client when you are in the practicum setting. If you are using electronic devices in the practicum setting, inform your preceptor how this will help in their setting.
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 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

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 Practicum 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.
### Grading Scale:

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

### Rounding

**Students must achieve 75% on exam/quiz 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. They must go through the reinstatement process.
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 four semesters if all core courses are completed and attending full-time. However, most students work full time and take 1 to 2 classes at a time. Self-paced learning means that students complete the RN to BSN program at the pace that fits into his or her own lifestyle. A student may take one course per term up to a full time credit load (12 or more credits per quarter) depending on their lifestyle. Each student needs to consider how coursework fits into his/her personal and work obligations. It is highly encouraged that students consult with academic advisors prior to enrollment. While students can choose their pace of completing coursework, students are expected to regularly login to WebCampus in order to complete learning activities and actively participate in the class. 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 be contacted by the BSN Director before progressing to the next course. The student will be placed on academic probation. The student should then schedule a time to meet with the Director to discuss strategies and create a plan for academic success. The plan for academic success will be a contract between the student and the School of Nursing. 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 fail 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.

**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 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.
Policies Related to Clinical Practicum Participation

To provide assurance to the community site, families, and individuals in the community practicum, RN to BSN students must have the following requirements completed prior to beginning their NURS 463 Integrated Learning Practicum.

**Clinical Practicum Clearance**
Nevada State College School of Nursing uses Certified Background (CB) ([http://www.CertifiedBackground.com](http://www.CertifiedBackground.com)) to facilitate the completion of required health evaluations, clearance information and other documents. All students 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 practicum 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/](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, & Insurance Requirements**
All students must submit evidence of the following in order to attend their community site practicum in the RN to 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. A POSITIVE DRUG SCREEN RESULT
An individual who has a positive drug screen result that is not due to a prescribe medication as listed below will not be allowed in the nursing program.

b. 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.

c. AN INCONCLUSIVE DRUG SCREEN RESULT
An individual who has an inconclusive drug/alcohol test must:
   i. Repeat the drug screen within 24 business hours of being notified of the results at the student’s expense.
   ii. 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. 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 currency and is responsible for documenting and submitting proof of insurance to their nursing faculty advisor each semester. This must be submitted prior to clinical attendance.

**Liability Insurance**
RN to BSN students must have and provide proof of professional liability insurance prior to NURS 463 Integrated Learning Practicum.
SECTION 6

RESOURCES AND STANDARDS
eLearning Device Recommendations for Nursing Students

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

**Computer Specifications**

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements.

**Screen Size**

Canvas is best viewed at a minimum of 1024x600, which is the average size of a notebook computer. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app.

**Operating Systems**

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

**Mobile Operating System Native App Support**

- iOS 7 and newer
- Android 2.3 and newer

**Computer Speed and Processor**

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

**Internet Speed**

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

**Screen Readers**

- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer 10 &11)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome
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/l/41056-which-browsers-does-canvas-support

Supported Browsers

Canvas supports the last two versions of every browser release. 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.

As of July 31, 2015, we support the most recent versions of Flash and popular web browsers:

- Internet Explorer 10 and 11
- Chrome 43 and 44
- Safari 7 and 8
- Firefox 38 and 39 (Extended Releases are not supported)
- Flash 17 and 18 (for recording or viewing audio/video and uploading files)
- Respondus Lockdown Browser (supporting the latest system requirements)

Some supported browsers may still produce a banner stating Your browser does not meet the minimum requirements for Canvas. If you have upgraded your browser but you are still seeing the warning banner, try logging out of Canvas and deleting your browser cookies. Learn how to clear your cache on a Mac or a PC.

Required Components

Flash is required in several places in Canvas: media recording/streaming and viewing as well as uploading files to a course or an assignment. Other than these features, Flash is not required to use most areas of Canvas. Please note that some browsers, such as Firefox, may no longer support Flash.

The Java plug-in is required for screen sharing in Conferences. Please note that some browsers do not support Java. Otherwise, there are no other browser plug-ins used by Canvas.

Update Your Desktop Browser

There are a couple of different ways to update your desktop browser.

1. Every time you open your browser, it will check to make sure it is using the most current version. If it is not updated, your browser will prompt you with a notification and walk you through the update process.

2. Download the latest version of your desktop browser directly. Click the name of your browser below to visit your browser’s download page:

- Internet Explorer
- Chrome
- Safari (Safari 7 is only included with OS X Mavericks; Safari 8 is only included with OS X Yosemite)
• Firefox
• Flash
• Respondus

Browser Privacy Settings

Some browsers may occasionally make modifications to privacy settings to protect users from possible unsecured content. Unsecured content is identified with the prefix http:// in the URL and can create mixed content in your Canvas Page. Secured content is identified with the https:// prefix in the URL.

Note: If you embed Canvas lessons inside your course, you can now prevent browser issues with mixed content using secured Canvas Guides URLs.

We recommend following any browser security policies established by your institution, especially if you are using Canvas on a computer provided by your institution. You may want to use Canvas in an alternative browser instead.

If you are using a browser that is affected, please be aware of possible restrictions. The following are known issues in specific browsers that may block or create mixed content within Canvas.

Chrome Security

Google Chrome verifies that the website content you view is transmitted securely. If you visit a page in your Canvas course that is linked to insecure content, Chrome will display a shield icon in the browser address bar.

You can choose to override the security restriction and display the content anyway by clicking the shield icon and then clicking the Load unsafe script button.
Chrome Media Permissions

Zoom

Chrome has its own media permission within the browser. To use your computer camera and microphone within any Canvas feature, you will have to approve two permissions:

1. Allow access to Canvas via the Adobe Flash Player Settings [1]. This prompt appears in the center of the video and audio pop-up windows, or the center of the browser if you are accessing Conversations.
2. Allow access to Canvas via Chrome’s media permission settings [2]. This prompt appears just below the address bar. Click the Allow button.

Firefox Security
Firefox verifies that the website content you view is transmitted securely. If you visit a page in your Canvas course that is linked to insecure content, Firefox will display a shield icon in the browser address bar [1].

You can choose to override the security restriction and display the content anyway by clicking the shield icon, clicking the Keep Blocking drop-down menu [2], and selecting the **Disable Protection on This Page** option [3].

**Canvas on Mobile Devices**

The Canvas interface was optimized for desktop displays, so using small form factors such as phones may not be a pleasant experience in using Canvas. Canvas is not officially supported on mobile browsers. We recommend using Canvas mobile applications for an improved user experience. *(Note: At this time, Canvas apps are only available in English.)*

Since Canvas uses small elements of Flash, not all Canvas features may be supported on mobile devices, especially on iOS.

**Mobile Browsers**

Visit the Apple store or the Play store to download mobile browsers. The following major browsers are compatible with mobile devices but Canvas features may not be supported:

**iOS**

- Safari (default browser that opens from Canvas)
- Chrome
- Photon Flash Player (supports Flash )

**Android**

- Internet
- Firefox
- Chrome

*(Note: Android default browser varies per mobile device.)*

**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](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
  A. Sentence transitions are present and maintain the flow of thoughts.
  B. Sentences are well constructed, with consistently strong varied structure.
  C. Words used are precise and unambiguous and the tone is appropriate to the content and the assignment.

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. Promote self-care and self-advocacy
9. Respect the rights of colleagues and mentors
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
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.

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

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

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