

**Nevada State College**

**Bachelor of Science in Nursing**

**BSN Student Handbook**

**2011 – 2012**

## Welcome from the Dean of Nursing

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

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

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

Enjoy your journey towards becoming a professional nurse!

A handwritten signature in cursive script that reads "Shirlee J. Snyder".

Shirlee J. Snyder, EdD, RN  
Dean, Nursing

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## **Civility in the School of Nursing**

Civility is respect in action – to identify with others and to feel, to some extent, what others feel...to act in a responsible and caring manner. Choosing civility means “choosing to do the right thing for others” (Forni, 2002, pp 13-14.).

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

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

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

The most common complaint of uncivil faculty behaviors experienced by students as reflected in the literature and reported by NSC nursing student 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. By working together, civility becomes part of our culture and a safe, respectful learning environment is created to meet the mission of graduating competent, caring and respectful nurses.

Respectfully,

A handwritten signature in cursive script that reads "Shirlee J. Snyder". The signature is written in black ink and is positioned above the typed name.

Shirlee J. Snyder, EdD, RN

Dean

References:

- American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author.
- Clark, C. M., & Springer, P. J. (2010). Academic nurse leaders' role in fostering a culture of civility in nursing education. *Journal of Nursing Education, 49*(6), 319-325.
- Forni, P. M. (2002). *Choosing civility: The twenty-five rules of considerate conduct*. New York: St. Martin's Griffin

## **School of Nursing Mission Statement**

The mission of the School of Nursing at Nevada State College is to prepare individuals for professional nursing practice. The program assists students to develop and express caring as a fundamental human characteristic essential for professional nursing. Behaviors such as critical thinking, nursing process and reflection on experience are integral parts of the mission and form the basis for professional nursing practice and leadership in all areas and settings of health care. Another component of the mission is to serve Southern Nevada, the state of Nevada and the larger community in meeting health care needs.

The mission of the School of Nursing is congruent with the mission of Nevada State College, which is to provide quality educational, social, cultural, economic and civic advancement for the citizens of Nevada. Special emphasis of the college's mission is placed on meeting the state's need for effective, highly educated and skilled nurses.

Approved by Faculty 10/16/02  
Revised by Faculty 5/19/04  
Affirmed by Faculty 2/2/09

## School of Nursing Philosophy

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

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

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

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

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

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

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

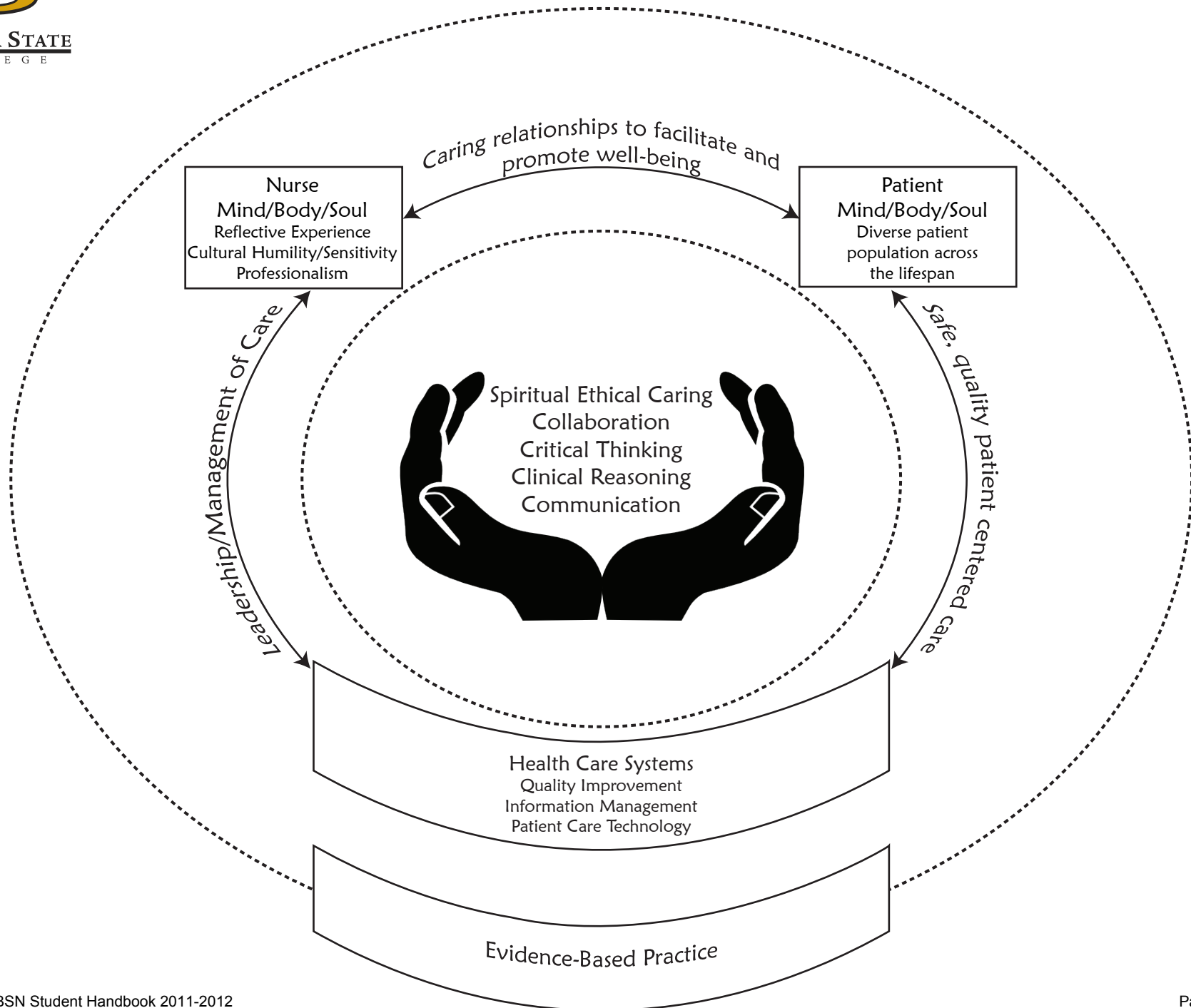
The nurse, patient, and health-care system are dynamically interconnected. For example, system and patient-care decisions incorporate expert application of information management and patient care technology. Nurses as leaders in the health-care system focus on optimal patient, family, and community physical,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

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

Approved by Faculty 7/3/03,  
Reviewed by Faculty 5/14/04  
Revised by Faculty 4/27/09  
Revised by Faculty 4/05/11



# Graphic Representation of School of Nursing Concepts



## **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



# Nevada State College School of Nursing

## BSN Regular Track Program Effective Spring 2011

### Prerequisites

(Suggested Sequence of Courses)

#### First Semester

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
ENG 101	Composition I	3
MATH	Core Math (Math 120 or higher... not Math 122 or 123)	3
PSY 101	General Psychology	3
BIOL 189	Fundamentals of Life Science	4
CEP 121	Intro to the College Experience	1
	Core Humanities Course	3
		17

#### Second Semester

ENG 102	Composition II	3
BIOL 223	Human Anatomy & Physiology I	4
CHEM 110	Chemistry for Health Sciences I	4
CH 203	Amer. Experience & Const. Change	3
	Core Diversity Course	3
		17

#### Third Semester

BIOL 251	Microbiology	4
PSY 201	Lifespan Human Development	3
BIOL 224	Human Anatomy and Physiology II	4
SOC 101 <b>OR</b> ANTH 101	Principles of Sociology <b>OR</b> Intro to Cultural Anthropology	3
	Core Fine Arts Course	3
NURS 122	Medical Terminology	2
		19

#### Fourth Semester

COM 101	Intro to Speech Communication	3
CHEM 111	Chemistry for Health Sciences II	4
NUTR 223	Principles of Nutrition	3
CEP 122	Enhancing Academic Success	1
PSY 210	Intro to Statistical Methods	3
NURS 337	Pathophysiology	3
		17

### Upper Division Nursing

#### Fifth Semester

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
NURS 301	Health Assessment	4
NURS 309	Foundations of Nursing Care	7
NURS 323	Pharmacology	3
NURS 486	Gerontology	2
		16

#### Sixth Semester

NURS 349	Maternal/Child Nursing	9
NURS 352	Adult Health Nursing I	6
		15

#### Seventh Semester

NURS 404	Psychiatric/Mental Health Nursing	4
NURS 418	Nursing Research Methods	3
NURS 452	Adult Health Nursing II	7
		14

#### Eighth Semester

NURS 424	Transition to Practice Seminar	2
NURS 437	Nursing Care in the Community	6
NURS 447	Human Care Nursing Management/Leadership	2
NURS 448	Professional Human Care Nursing – Practice	3
		13



# Nevada State College School of Nursing

## BSN Part-Time Track Program

Effective Fall 2011

### Prerequisites

(Suggested Sequence of Courses)

#### First Semester

Course Number	Course Title	Credits
ENG 101	Composition I	3
MATH	Core Math (Math 120 or higher... not Math 122 or 123)	3
PSY 101	General Psychology	3
BIOL 189	Fundamentals of Life Science	4
CEP 121	Intro to the College Experience	1
	Core Humanities Course	3
		17

#### Second Semester

ENG 102	Composition II	3
BIOL 223	Human Anatomy & Physiology I	4
CHEM 110	Chemistry for Health Sciences I	4
CH 203	Amer. Experience & Const. Change	3
	Core Diversity Course	3
		17

#### Third Semester

BIOL 251	Microbiology	4
PSY 201	Lifespan Human Development	3
BIOL 224	Human Anatomy and Physiology II	4
SOC 101 <b>OR</b> ANTH 101	Principles of Sociology <b>OR</b> Intro to Cultural Anthropology	3
	Core Fine Arts Course	3
NURS 122	Medical Terminology	2
		19

#### Fourth Semester

COM 101	Intro to Speech Communication	3
CHEM 111	Chemistry for Health Sciences II	4
NUTR 223	Principles of Nutrition	3
CEP 122	Enhancing Academic Success	1
PSY 210	Intro to Statistical Methods	3
NURS 337	Pathophysiology	3
		17

### Upper Division Nursing

#### First Semester

Course Number	Course Title	Credits
NURS 301	Health Assessment	4
NURS 323	Pharmacology	3
		7

#### Second Semester

NURS 309	Foundations of Nursing Care	7
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#### Third Semester

NURS 349	Maternal/Child Nursing	9
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#### Fourth Semester

NURS 352	Adult Health Nursing I	6
NURS 486	Gerontology	2
		8

#### Fifth Semester

NURS 404	Psychiatric/Mental Health Nursing	4
NURS 418	Nursing Research Methods	3
		7

#### Sixth Semester

NURS 452	Adult Health Nursing II	7
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#### Seventh Semester

NURS 437	Nursing Care in the Community	6
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#### Eighth Semester

NURS 424	Transition to Practice Seminar	2
NURS 447	Human Care Nursing Management/Leadership	2
NURS 448	Professional Human Care Nursing – Practice	3
		7

## Twelve Month BSN Accelerated Track Program

Effective Fall 2009

### Pre-Nursing

#### Prerequisites

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
ENG 101	Composition I	3
ENG 102	Composition II	3
MATH	Core Math (Math 124 or higher)	3
PSY 101	General Psychology	3
PSY 201	Lifespan Human Development	3
PSY 210	Statistical Methods	3
BIOL 189	Fundamentals of Life Science	4
BIOL 223	Human Anatomy & Physiology I	4
BIOL 224	Human Anatomy and Physiology II	4
BIOL 251	Microbiology	4
CHEM 110	Chemistry for Health Sciences I	4
CHEM 111	Chemistry for Health Sciences II	4
SOC 101 <b>OR</b> ANTH 101	Principles of Sociology <b>OR</b> Intro to Cultural Anthropology	3
COM 101	Intro to Speech Communication	3
_____	Core Humanities Course	3
_____	Core Fine Arts Course	3
_____	Core Diversity Course	3
NUTR 223	Principles of Nutrition	3
CH 203	Amer. Experience & Const. Change	3
NURS 122	Medical Terminology	3
NURS 337	Pathophysiology	3
_____	Elective	3
_____	Elective	3

### Upper Division Nursing

#### 1st Trimester (Fall Semester)

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
NURS 323	Pharmacology	3
NURS 328	Health Assessment Across the Life Span	3
NURS 329	Health Assessment – Lab	1
NURS 330	Fundamentals of Human Care Nursing	4
NURS 338	Fundamental Nursing Skills – Lab	1
NURS 339	Foundations of Clinical Nursing – Practice	4
		<b>16</b>

#### January Term

NURS 418	Nursing Research Methods	<b>3</b>
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#### 2<sup>nd</sup> Trimester (Spring Semester)

NURS 345	Caring for the Human Family: Maternal/Child	4
NURS 347	Maternal/Child Nursing Skills – Lab	1
NURS 348	Maternal/Child Nursing – Practice	4
NURS 409	Caring for the Human Family: Medical-Surgical and Mental Health	4
NURS 412	Medical-Surgical and Mental Health Nursing Skills – Lab	1
NURS 413	Medical-Surgical and Mental Health Nursing – Practice	5
		<b>19</b>

#### 3<sup>rd</sup> Trimester (Summer Semester)

NURS 431	Community Health Nursing	4
NURS 438	Community Health Nursing – Practice	5
NURS 447	Human Care Nursing Management	3
NURS 448	Professional Human Care Nursing - Practice	3
		<b>15</b>

Revised 6/10/09



# Nevada State College School of Nursing

## Prerequisite Courses

### College Core Curriculum (41-52 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** (7-12 credits)  
 CHEM 110 – Chemistry for Health Sciences I 4  
 BIOL 189 – Fundamentals of Life Science 4

**Social Sciences** (3 credits)  
 Choose one course from:  
 SOC 101 – Principles of Sociology 3  
**OR**  
 ANTH 101 – Intro to Cultural Anthropology 3

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

**Humanities** (6 credits)  
 COM 412 – Intercultural Communication 3  
 Choose one course from Core Curriculum-Humanities 3

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

**Cultural Diversity** (3 credits)  
 NURS 310 – Cultural Diversity in Healthcare 3

**Social Science** (6 credits)  
 PSY 101 – General psychology 3  
 PSY 201 – Development Across the Lifespan 3

### Major Requirements (84 credits)

**Statistical Methods** (3 credits)  
 PSY 210 – Statistical Methods 3

**Natural Sciences** (15 credits)  
 BIOL 223 – Human Anatomy and Physiology I 4  
 BIOL 224 – Human Anatomy and Physiology II 4  
 BIOL 251 – Microbiology 4  
 NUTR 223 – Principles of Nutrition 3

## Upper Division Nursing Curriculum

### Upper Division Nursing Requirements (66 credits)

Junior year (34 credits) – credit by examination

NURS 408 – Conceptual Bases of Nursing 3  
*\*Should be taken in first semester as NSC nursing student*

NURS 418 – Nursing Research Methods 3  
 NURS 440 – Nursing Leadership in the 21<sup>st</sup> Century 4  
 NURS 444 – Human Care Nursing in the Community 6  
 NURS 319 – Chemical Principles of Pharmacology 4  
 NURS 416 – Introduction to Nursing Informatics 3  
 Nursing Elective 3

### UNLV Courses (6 credits)\*

*\* Student must apply to UNLV as a non-degree seeking undergraduate student.*

#### Undergraduate Courses:

NURS 410 – Physical Assessment 3  
 NURS 426 – Pathophysiology Processes for Secondary Prevention 3

**OR**

#### Graduate Courses\*:

*\*All science prerequisites must be completed  
 \*Grade of "B" or higher required in BIOL 223 & BIOL 224  
 \*Requires cumulative GPA of 3.0*

NURS 703 – Advanced Physical Assessment 3  
 NURS 704 – Pathophysiology for Advanced Nursing 3

### Summary of credit requirements for BSN

College Core Requirements	41- 52
Major Requirements	84
Electives	3

**Total Credits 128**

### For more information:

Nevada State College  
 School of Nursing  
 1125 Nevada State Drive  
 Henderson, NV 89002  
 Phone: (702) 992-2048  
 Email: [nursing@nsc.nevada.edu](mailto:nursing@nsc.nevada.edu)  
 URL: [www.nsc.nevada.edu/rn2bsn](http://www.nsc.nevada.edu/rn2bsn)

## COURSE DESCRIPTIONS

### **Nursing**

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#### **NURS 100**

**EXPLORATION OF NURSING AS A PROFESSION (2+0) 2 credits**

This course explores nursing as a potential career.

#### **NURS 122**

**MEDICAL TERMINOLOGY (2+0) 2 credits**

Study of word derivation and formation with emphasis upon the understanding of common usage in the field of health care.

#### **NURS 301**

**HEALTH ASSESSMENT (3+3) 4 credits**

Theory and skills to assess the health and environments of individuals and families across the lifespan in a variety of settings. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 309, 323, 486. Course Fee: \$300

#### **NURS 309**

**FOUNDATIONS OF NURSING CARE (3+3+9) 7 credits**

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

#### **NURS 310**

**CULTURAL DIVERSITY IN HEALTHCARE (3+0) 3 credits**

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.

#### **NURS 319**

**CHEMICAL PRINCIPLES OF PHARMACOLOGY (4+0) 4 credits**

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): CHEM 110, Admission to the RN to BSN program track.

#### **NURS 323**

**PHARMACOLOGY (3+0) 3 credits**

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

#### **NURS 328**

**HEALTH ASSESSMENT ACROSS THE LIFESPAN (3+0) 3 credits**

Introduction of theory needed to assess the holistic health of individuals across the lifespan. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 329, 330, 338, 339.

**NURS 329****HEALTH ASSESSMENT ACROSS THE LIFESPAN LAB (0+3) 1 credit**

Application of theory and skills needed to assess the holistic health of individuals across the lifespan, including history taking and physical assessment. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 328, 330, 338, 339. Course Fee: \$300

**NURS 330****FUNDAMENTALS OF HUMAN CARE NURSING (4+0) 4 credits**

Introduction to the art and science of nursing with focus on the transpersonal caring relationship between client and nurse. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 328, 329, 338, 339.

**NURS 337****PATHOPHYSIOLOGY(3+0) 3 credits**

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.

**NURS 338****FUNDAMENTALS OF NURSING LAB (0+3) 1 credit**

Beginning proficiency in the acquisition of basic nursing skills for nursing care of adult and older adult clients. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 328, 329, 330, 339. Course Fee: \$300

**NURS 339****FOUNDATIONS OF CLINICAL NURSING - Practice (0+12) 4 credits**

Using a reflective practice framework, students apply transpersonal, spiritual-ethical nursing care in collaboration with adult and older adult clients. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 328, 329, 330, 338.

**NURS 345****CARING FOR THE HUMAN FAMILY: MATERNAL-CHILD HEALTH (4+0) 4 credits**

Focus on the nursing care of childbearing and child rearing families, including women, men and children's health. Integrates physiologic and psychosocial knowledge, cultural and developmental theories to spiritual-ethical caring relationships. Pre-requisite(s): NURS 328, 329, 330, 323, 338, 339. Co-requisite(s): NURS 347, 348.

**NURS 347****MATERNAL-CHILD NURSING SKILLS - Lab (0+3) 1 credit**

Builds on prior skills acquisition and integrates complex skills and assessments for nursing care of childbearing families, infants and children. Pre-requisite(s): 328, 329, 330, 323 338, 339. Co-requisite(s): NURS 345, 348. Course Fee: \$300

**NURS 348****MATERNAL-CHILD NURSING PRACTICE - Practice (0+12) 4 credits**

Application of the nursing process to the collaborative care of childbearing families and children with an emphasis on evidence-based and reflective practice. Pre-requisite(s): NURS 328, 329, 330, 323, 338, 339. Co-requisite(s): NURS 345, 347.

**NURS 349****MATERNAL/CHILD NURSING (4+3+12) 9 credits**

Focus on nursing theory and practice related to childbearing and childrearing families across the health and illness continuum. Integrates nursing knowledge, psychomotor skills, nursing process and reflection to promote spiritual-ethical caring relationships with children and families. Pre-Requisite(s): NURS 301, 309, 323, 486. Co-requisite(s): NURS 352. Course Fee: \$300

**NURS 352****ADULT HEALTH NURSING I (3+0+9) 6 credits**

Focus on nursing theory and practice related to collaborative care of adults with *commonly-occurring* acute and chronic health problems. Integrates nursing knowledge, psychomotor skills, nursing process, and reflection to promote spiritual-ethical caring relationships with the clients and their families. Pre-requisite(s): NURS 301, 309, 323, 486. Co-requisite(s): NURS 349.

**NURS 404****PSYCHIATRIC/MENTAL HEALTH NURSING (2+0+6) 4 credits**

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

**NURS 408****CONCEPTUAL BASES OF NURSING (3+0) 3 credits**

Concepts, theories, and processes forming the basis of professional nursing practice. Pre-requisite(s): Licensed as a registered nurse, admission to RN to BSN track.

**NURS 409****CARING FOR THE HUMAN FAMILY: MEDICAL-SURGICAL AND MENTAL HEALTH (4+0) 4 credits**

Focus on nursing care of adults and their families with acute and chronic health alterations with emphasis on the concepts of health, illness, healing, and dying. Emphasis is on nursing care of adults with human responses to medical-surgical, psychiatric, and mental health conditions. Integrates physiologic and psychosocial knowledge, cultural and developmental theories to spiritual-ethical caring relationships. Pre-requisite(s): 332, 345, 347, 348. Co-requisite(s): NURS 412, 413, 418.

**NURS 412****MEDICAL-SURGICAL AND MENTAL HEALTH SKILLS - Lab (0+3) 1 credit**

Builds on prior skills acquisition and integrates complex skills and assessments for nursing care of medical-surgical and psychiatric clients. Pre-requisite(s): 332, 345, 347, 348. Co-requisite(s): NURS 409, 413, 418. Course Fee: \$300

**NURS 413****MEDICAL-SURGICAL AND MENTAL HEALTH NURSING - Practice (0+15) 5 credits**

Application of the nursing process to the collaborative care of acute medical-surgical, psychiatric, and mental health nursing clients with an emphasis on evidence-based and reflective practice. Pre-requisite(s): 332, 345, 347, 348. Co-requisite(s): NURS 409, 412, 418.

**NURS 416****INTRODUCTION TO NURSING INFORMATICS (3+0) 3 credits**

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): Admission to the RN to BSN track or permission of faculty.

**NURS 418****NURSING RESEARCH METHODS (3 + 0) 3 credits**

Research process and research utilization as related to evidence-based practice. Pre-requisite(s): Admission to nursing major and PSY 210.

**NURS 424****TRANSITIONS TO PRACTICE SEMINAR (2+0) 2 credits**

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

**NURS 430****AGING AND HEALTH (3+0) 3 credits**

Increases awareness of health issues in aging. Issues include definitions of health, high-risk elderly, normal aging physiological changes, and the future of aging.

**NURS 431****COMMUNITY HEALTH NURSING (4+0) 4 credits**

Focus on evidence-based nursing practice and human care nursing for individuals, families, populations and communities. Integrates physiologic and psychosocial knowledge cultural and developmental theories to spiritual-ethical caring relationships. Pre-requisite(s): NURS 409, 412, 413, 418. Co-requisite(s): NURS 432, or 438, 447, 448.

**NURS 437****NURSING CARE IN THE COMMUNITY (3+0+9) 6 credits**

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

**NURS 438****COMMUNITY AND POPULATION HEALTH – Practice (0+15) 5 credits**

Application of concepts of community health nursing for families, aggregates and populations. Includes community-based learning project. Pre-requisite(s): NURS 409, 412, 413, 418. Co-requisite(s): NURS 431, 447, 448.

**NURS 440****NURSING LEADERSHIP IN THE 21<sup>ST</sup> CENTURY (4+0) 4 credits  
(Formerly: NURS 441)**

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 444****HUMAN CARE NURSING IN THE COMMUNITY (6+0) 6 credits**

Focus on the community as the client, including community assessment and assessment of the needs within populations. Understand the relationship between health, disease and the environment, with emphasis on the role of community health agencies and programs for communities in need of health care support, regionally, nationally and globally. Includes community-based learning project. Pre-requisite(s): Admission to the RN to BSN track, NURS 408, and completion of all core curriculum requirements.

**NURS 447****HUMAN CARE NURSING MANAGEMENT/LEADERSHIP (2+0) 2 credits**

Focus on nursing management/ leadership theory in a changing health care delivery system including contemporary nursing issues. Pre-requisite(s): NURS 404, 452, 418. Co-requisite(s): NURS 437, 424, 448.

**NURS 448****PROFESSIONAL HUMAN CARE NURSING - Practice (0+9) 3 credits**

In this final integrating course the students will immerse themselves in the role of the professional nurse. Developing proficiency in leadership skills while providing nursing care to groups of clients. Pre-requisite(s): NURS 404, 452, 418. Co-requisite(s): NURS 424, 437, 447.

**NURS 452****ADULT HEALTH NURSING II (3+0+12) 7 credits**

Focus on nursing theory and practice related to collaborative care of adults with *complex* acute and chronic health problems. Integrates nursing knowledge, psychomotor skills, nursing process, and reflection to promote spiritual-ethical caring relationships with the clients and their families. Pre-requisite(s): NURS 349, 352.

Co-requisite(s): NURS 404, 418.

**NURS 459****HEALTH PROMOTION IN NURSING (3+0) 3 credits**

RN-BSN elective course. This online course will guide the professional nurse to apply evidence-based concepts and national initiatives to health-promotion, health protection, and disease and injury prevention practices in individuals and diverse populations across the lifespan. Pre-requisite(s): enrolled in RN to BSN track; NURS 408.

**NURS 486****GERONTOLOGY (2+0) 2 credits**

Study of age-related changes of the elderly relevant to their needs and delivery of health care. Pre-requisite(s): Admission to the nursing major. Co-requisite(s): NURS 301, 309, 323.

**NURS 490****SPECIAL TOPICS IN NURSING (1-3+0) 1-3 credits**

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

**NURS 491****DIRECTED STUDY IN CLINICAL NURSING (0+9) 3 credits**

An elective nursing course providing the application of transpersonal human caring with emphasis on evidence-based and reflective practice through selected clinical experience in a variety of settings. Pre-requisite courses: NURS 301, NURS 309, NURS 486, NURS 323

**NURS 493****BIOLOGY OF AGING (3+0) 3 credits**

Explores the effects and biological perspectives associated with aging. Course centers on disease process/conditions that are present with aging.

**NURS 498****INDEPENDENT STUDY 1-3 credits**

Independent study in selected topics. May be repeated to a maximum of six credits.

## 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.

### Theory and Lab Courses

An average of 75% on all exams/quizzes must be achieved in order to pass a course. Failure to achieve this will automatically result in an overall grade of C- or lower.

### Clinical Courses

- **Accelerated Track**

A minimum of 75 points for **each** of the clinical outcomes must be achieved in order to pass the course. Failure to achieve this will automatically result in an overall grade of D or lower for clinical.

- **Regular and Part Time Tracks**

All clinical outcomes 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.** See syllabus for the rounding policy for each course.

### Grading policies for courses that include two discrete content components (Accelerated Track only)

#### **Theory:**

NURS 345 and NURS 409 are unique courses in that each has two discrete components (i.e., NURS 345 includes maternity nursing theory and pediatric nursing theory and NURS 409 includes medical-surgical nursing theory and mental health nursing theory). To be consistent with the School of Nursing grading policy, these courses have the following grading policy for successful completion of the course:

- An average of 75% on all exams for each discrete component.

#### **Skills:**

NURS 412 is a unique course in that it has two discrete components (medical-surgical nursing skills and mental health nursing skills). To be consistent with the School of Nursing grading policy, this course has the following grading policy for successful completion of the course:

- An average of 75% on all lab quizzes and satisfactory demonstration of specified skills for each discrete component.

**Clinical:**

NURS 348 and NURS 413 are unique courses in that each has two discrete components (i.e., NURS 348 includes maternity nursing clinical practice and pediatric nursing clinical practice and NURS 413 includes medical-surgical nursing clinical practice and mental health nursing clinical practice). To be consistent with the School of Nursing grading policy, these courses have the following grading policy for successful completion of the course:

- A minimum of 75% for **each** clinical outcome for each discrete component

**Theory (Classroom) Grading Scale (Accelerated)  
Theory and Skills Lab Grading Scale (Regular and Part Time)**

Grade	Quality Points		Grade	Quality Points
A	4.0		C-	1.7
A-	3.7		D+	1.3
B+	3.3		D	1.0
B	3.0		D-	0.7
B-	2.7		F	0.0
C+	2.3		I	Incomplete
C	2.0		W	Withdrawal

A	93-100%	C-	70-74%
A-	90-92%	D+	68-69%
B+	88-89%	D	65-67%
B	83-87%	D-	60-64%
B-	80-82%	F	59% and below
C+	78-79%		
C	75-77%		

**Skills Lab/Clinical Grading Scale (Accelerated Only)**

Grade	Quality Points		Grade	Quality Points
A	4.0		D	1.0
B	3.0		F	0.0
C	2.0		I	Incomplete
			W	Withdrawal

A	93-100%
B	83-92%
C	75-82%
D	63-74%
F	62% and below

The Nevada State College School of Nursing has established the following **clinical** guidelines to be applied by the faculty. See the clinical performance evaluation for detailed clinical behaviors.

*Accelerated Track Only:*

- A = Self-directed; consistently exceeds outcomes with minimal faculty direction.
- B = Supported; meets or exceeds outcomes with minimal faculty direction.
- C = Directed; meets outcomes with some faculty direction and improves behavior with faculty feedback.
- D = Unsatisfactory; inconsistently meets outcomes even with repeated faculty direction or some direct assistance.
- F = Unsafe, ineffective; unable to meet outcomes even with continuous direct assistance, or occurrence of a critical incident (see BSN Student Handbook).

*Regular and Part Time Tracks:*

- Clinical is graded satisfactory / unsatisfactory.
- At midterm, progress will be indicated as satisfactory or needs improvement (NI)
- The final clinical grade must be satisfactory.

**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.

## **Retention / Progression Policy**

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

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

### *Accelerated Track Only:*

Certain nursing theory and practice courses are linked together, so that a withdrawal or a grade of less than “C” in one course means that the student must also withdraw from the associated course(s). If the student is permitted to repeat one course, the associated course(s) must also be repeated. These courses include NURS 328/329, NURS 330/338/339, NURS 345/347/348, NURS 409/412/413, and NURS 431/438.

### ***Withdrawal from Nursing Courses***

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

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

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

### ***Failing Grade in a Nursing Course (Accelerated Track Only)***

- A student who fails a clinical rotation within a single clinical course will receive a grade of “C-“, “D” or “F” for the entire semester course. The student may not continue to the next clinical rotation of that course.
- The student must also withdraw at that time from the associated nursing course(s) as described earlier. If passing those courses at the time of withdrawal from clinical, the student will receive a grade of “W” in the associated courses.

- If the student is **not** passing the associated courses at the time of withdrawal, the student will receive a grade of “C-”, “D” or “F” in the associated courses, depending upon the student’s current status in these courses. This will result in termination from the School of Nursing.
- A student who fails any portion of a series of co-requisite courses must repeat all the associated courses

If a student receives a failing grade in *one* nursing course, continuance in the program is dependent upon the following action:

- Notify the appropriate Assistant Dean of the School of Nursing in writing. If the student intends to continue in the program, the student must schedule an appointment to meet with the appropriate Assistant Dean of Nursing to discuss reinstatement into the nursing program.

### **Advising**

- Each nursing student is assigned a nursing faculty advisor. The student and advisor meet each semester to verify health documents, and review program requirements. It is the student’s responsibility to make a minimum of one an appointment/semester with their advisor.
- ***Nursing students should not drop or add courses without the approval of their nursing advisor since doing so may jeopardize a student’s ability to fulfill program requirements for graduation.*** If a student chooses to drop or add a course, the student must notify the nursing advisor in writing of the change. Students who self-advise may jeopardize their ability to meet graduation requirements. Students who drop a co-requisite nursing course will be administratively withdrawn from the School of Nursing.

## Reinstatement Policy and Procedure

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

### Purpose of the Reinstatement Process

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

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

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

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

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

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

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

### Time Frame for Reinstatement

Students are encouraged to return to the Nursing Program as soon as possible, with no more than two semesters, including summer, out of the program. It is the responsibility of the student to apply for reinstatement no later than one calendar year from the date of the letter of removal/withdrawal or the date of course failure.

The Assistant Dean for the appropriate track or designee must receive the student's letter requesting reinstatement. Deadlines are:

- The Monday after the last class in December for a January meeting of committee

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

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

### **Student Documentation**

A student who wishes to be reinstated must submit a written request for reinstatement to the appropriate Assistant Dean or designee. The letter must state the basis of the request for reinstatement, including:

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

### **Reinstatement Committee**

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

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

Each member of the committee has a vote, with the exception of the Chairperson, who may vote to break a tie. A simple majority vote will be used. Votes will be documented in the minutes of each meeting by name of each committee member. If there is a conflict of interest, an alternate member will be appointed by the Dean.

### **Meetings**

There will be three regular meeting of the committee each academic year, January for Spring semester, May for Summer and Fall and August for Fall semester. Special meetings may be called.

### **Responsibilities of the Assistant Dean of Nursing or Designee**

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

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

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

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

### **Faculty Recommendations**

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

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

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

### **Student Appearance at Committee Meetings**

The committee may ask a student to appear before the committee to answer questions from the committee but may not remain during the discussion and voting on the request. The student may not bring any other representative to the meeting. Failure of the student to appear will not affect the Committee's decision about reinstatement.

## **Recommendations of the Committee**

The votes of the committee are in the form of a recommendation in writing from the Chairperson of the committee to the Dean of Nursing. This recommendation must be forwarded within three working days after the committee hearing.

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

The committee may decide to recommend:

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

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

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

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

## **Notification of the Student**

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

Students who are reinstated must repeat a drug screen test.

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

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Reviewed by K.N. 5/2011

## Policies Related to Clinical Participation

### Health, CPR, & Health Insurance Requirements

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

All students must submit evidence of the following in order to attend a clinical course in the BSN Program:

1. The completed health history form and a physical examination by a physician, nurse practitioner, or physician's assistant. The original is kept on file in the School of Nursing office.
2. A negative *two-step* tuberculin skin test (PPD) initially and then a one-step every 12 months (365 days). Evidence of PPD must be dated (within 365 days), contain identifying information on the agency administering the test, and signature of a health official. If the PPD is positive, a negative chest x-ray must be documented initially, followed by an annual screening questionnaire.
3. Immunity to measles, rubella, polio, hepatitis B, and varicella must be demonstrated by the following:
  - Rubella: Documented receipt of **one** vaccination after first birthday or born before 1957 or serology (positive antibody titer). Evidence of a follow-up dose of rubella vaccine, if titer is negative.
  - Rubeola (measles): documented receipt of **two** vaccinations (MMR) on or after first birthday or serology or born before 1957.
  - Polio: Documented receipt of polio vaccination.
  - Hepatitis B: Evidence of a positive antibody titer, or a completed series of three injections of vaccine, or a signed refusal form or waiver form (see below).
  - History of varicella (chickenpox) – self report or report of parent/guardian
4. Current **CPR** certification (American Heart Association, **Health Care Provider**, is required) must be in effect through the last day of clinical for the semester enrolled. A photocopy of the card showing date, month, and year of expiration is kept on file. Students are responsible for maintaining current certification and must bring any change in expiration date to the attention of their **nursing advisor**.
5. Ten panel drug screen
6. Background check through PreCheck.

Professional liability insurance is provided for each nursing student by the college.

## **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 at the beginning of **each** semester. This must be submitted prior to clinical attendance

### **Equipment**

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

- Bandage scissors
- Hemostat clamp
- Pen light
- Clear goggles with full solid side shields

### **Clinical Attendance**

Students will attend all clinical activities and seminars. In the case of illness or other problems, students will notify their instructor that they will be absent, at least one hour before the scheduled experience. Activities missed during absences will have to be made up at the discretion of the clinical instructor. It is the student's responsibility to make an appointment with the clinical instructor to discuss make-up of missed activities.

It is often not possible to make up a clinical experience. In those circumstances, the faculty reserves the right to assign a critical thinking activity to be completed within a time frame determined by the faculty. The assignment must receive a passing grade in order for the student to successfully complete the course.

### **Clinical Tardiness**

Tardiness in excess of ten minutes will be entered on the student's record. Tardiness of one (1) hour or more may be counted as a full-shift absence. Students must notify the clinical instructor and assigned area if tardiness of over 10 minutes is expected.

Because of scheduling difficulties which arise due to tardiness, **habitual tardiness will not be tolerated**. Habitual tardiness [more than three (3) times in a semester] will result in failure in the course.

### **Clinical Preparation**

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

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

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

### **Clinical Skills Checklist**

The nursing student prints out a Clinical Skills Checklist Form from WebCampus when beginning NURS 309 or NURS 338. This document will be used throughout the School of Nursing in all courses with clinical components to record the laboratory and/or clinical completion of clinical skills required in each course. The student is responsible for maintaining the Clinical Skills Checklist document. If it is lost, it is the student's responsibility to obtain new signatures for all required clinical skills.

This document will be used as a reference for each course clinical evaluation tool. The student will bring the Clinical Skills Checklist Form to the midterm and final clinical evaluation meeting with the clinical instructor. At least 90% of the skills required for Nursing 309 or 339, NURS 348 or 349 and Nursing 413 must be satisfactorily completed and documented by the time of the final clinical evaluation to receive a passing grade for the clinical course. If, in the clinical instructor's opinion, sufficient clinical skills have not been completed by midterm, the student is responsible for submitting a plan for performing and completing the necessary clinical skills required for satisfactory completion of the clinical course.

### **Required Math Exam**

Each nursing course will determine the policy and procedure for assessing math competency in that course. The course syllabus will provide students all of the needed information about the math competency policy. It is the responsibility of the student to

read the syllabus as courses may differ in their dosage calculation testing policies and procedures.

### **Clinical Performance**

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

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

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

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### **Unsafe Clinical Practice**

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

#### **Safety (actual and potential)**

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

#### **Accountability**

- Refusing to assume the assigned care of a client, or failing to inform the instructor in a timely manner of inability to carry out assigned care
- Leaving the clinical area without notifying the instructor

- Failing to report an error in assessments, treatments, or medications or failing to report an untoward event or adverse reaction
- Refusal/failure to follow NSC regulations and agency regulations and protocols
- Breach of patient confidentiality
- Removing copies or confidential records of patients from the clinical area
- Using a cell camera phone to photograph clients or confidential information
- Looking up confidential information related to self, friends, or family members
- Searching clinical records for any purpose other than a “need to know” the information for patient care
- Unauthorized or excessive absences or tardiness

### **Integrity and Honesty**

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

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

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

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

### **Exempting Students from Clinical Assignments**

Students with the following conditions: confirmed pregnancy, diagnosed immunological deficiencies, and/or any infectious process, may be excused from direct clinical interactions with clients as deemed fit by the clinical faculty and the School of Nursing Dean. The decision to exempt a student from clinical experience will be made on a case-by-case basis by the faculty responsible for the clinical course. Decisions about longer exemptions (more than one clinical session) will be made in consultation with the student's physician and appropriate NCS faculty/administrators.

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

## Professionalism

### Client Confidentiality

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

### DRESS CODE – CLINICAL

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

1. Student uniforms in clinical will consist of white lab coat and the NSC approved khaki uniform top and pants (Dove Apparel). Students should purchase two sets. The NSC patch is purchased from Dove Apparel and sewn on by the student. The top of the patch is to be placed four inches below the shoulder seam on the left arm of the uniform and lab coat.
2. Print scrub tops, shirts, blouses, and heavy weight cotton/chino type pants or skirts in khaki, navy, or black are appropriate for some clinical areas. Consult with your clinical instructor.
3. Hair must be clean, neat, contained and off the collar.
4. Men without established beards will be clean-shaven. Beards must be short and neatly trimmed.
5. In most clinical situations only the following jewelry is allowed: plain wedding bands, watches and stud earrings.
6. No jeans or shorts of any color or type.
7. No t-shirts, tank tops, halter tops, mid-drift, or sleeveless tops.
8. No athletic or exercise sweat shirts or pants of any type.
9. No open toe shoes, sandals, thongs or shoes with open backs.
10. All clothing must be freshly laundered and pressed.
11. Undergarments must be worn and not be visible through outer clothing.
12. All dresses, skirts and culottes may be no shorter than 1 inch above the knee.
13. White socks will be worn with uniforms.
14. Stringent personal/oral hygiene is expected.
15. Any scent with a strong odor is not permitted. This includes cigarette smoke smell and any perfume.
16. No gum chewing in the clinical area.

17. Nails must be clean, trimmed and short. No nail polish or false nails of any kind.
18. No visible body piercing or tattoos.

### **Clinical Evaluation**

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

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

***Final clinical evaluation*** occurs during or after the student's last clinical experience or during final exam week. The clinical faculty member meets with the individual students to discuss their clinical performance for the course and assigns a clinical grade. The clinical faculty member informs the Coordinator of any student who receives a "No Pass" grade and the Coordinator informs the Assistant Dean.

## CLINICAL SIMULATION CENTER OF LAS VEGAS (CSCLV)

### Skills Labs Attendance

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

### Marlock Card

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

### Parking Information

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

Parking is enforced from 7am- 7pm Monday- Thursday and 7am- 5pm on Friday, with the exception of reserved and handicapped parking, which is enforced 24 hours a day/seven days a week. Students must park in the designated student parking areas at the CSCLV.

### DRESS CODE – SKILLS LAB

Students will adhere to the following dress code policies at the Clinical Simulation Center of Las Vegas:

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

## Travel and Home Visits

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

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

### Home Visiting Policy

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

- All home visits must be conducted during the assigned clinical times. Students must be accompanied by either clinical faculty or an assigned nursing community mentor. *In certain circumstances such as a postpartum home visit, two students may schedule and complete the visit providing they have instructor approval and a contract signed by student, client, and instructor. There must be an instructor on call during home visits and students must notify instructors when the visit has ended.* If an appointment needs to happen at a time other than clinical hours, the student must receive permission from the appropriate clinical faculty member. Such requests must be written with rationale provided for why the proposed client interaction needs to occur outside of clinical hours. This written explanation must be submitted and approved prior to the scheduled home visit.
- Student making client home visits need to provide their clinical faculty with a daily schedule of visits, to include names and address of clients to be seen, before leaving the clinical agency. This includes those students who have an agency preceptor. The schedule will include an estimated time of return to the agency. Students will notify faculty on their return to the agency. Faculty members have the right to request police assistance to locate students who have not returned from visits at the appointed time.
- **Students will make home visits alone only in the following circumstances:**
  - The student has made a visit to the home accompanied by either the agency preceptor or the clinical faculty, and has received permission from the clinical faculty to make the specific visit alone. Each visit made by the student alone must receive separate permission from clinical faculty.
  - The visit may **ONLY** occur during regular clinical hours.
  - The student has informed the clinical faculty in writing of the client's name, address, time that the student is leaving for the visit, anticipated length of the visit, and anticipated length of return. In addition, the student will provide the clinical faculty with the make, model, and license plate number of the student's vehicle in writing.

- Students will wear approved clinical clothing with the School of Nursing Identification and their name tag clearly visible at all times. See the Dress Code Policy in the student handbook.
- Under no circumstance will students take their backpacks, laptops, or other valuable into a home during a home visit.
- Student using their own vehicles will maintain them in good repair, and will not make visits with less than one-half tank of gas. Students traveling in their own cars should lock them while parked or while driving.
- **If at any time during a visit, individual or conditions appear unsafe or threatening for any reason, the student will immediately leave the home.**
- Under no circumstances will students give out their home telephone numbers or home addresses to clients. Students may give clients agency telephone numbers to use for appointment confirmations or cancellations.
- Students will give either written or oral report on home visits to clinical faculty within 24 hours of the visit, or sooner, depending on risk factors.
- All health promotion activities and nursing interventions in the home will occur within the framework of the client's current medical plan of treatment and the Nevada Nurse Practice Act.

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

- Call clients in advance and alert them to the approximate time of the home visit.
- Confirm directions to the home.
- Keep change for telephone calls immediately available or have a fully charged cell phone in their immediate possession.
- Observe the neighborhood and environment while approaching the client's address. If groups of people are loitering nearby, or other conditions appear unusual or unsafe, report these conditions immediately to the clinical faculty.
- When walking on a street or sidewalk, stand tall, do not make eye contact, look over passerby heads, do not smile at strangers, and walk purposefully, even if lost.
- Park in full view of the client's residence. Avoid parking in alleys or deserted side streets.
- Use common walkways in buildings and avoid isolated stairs.
- Always knock/ ring the doorbell on a client's door before entering.
- If relatives or neighbors are, or become, a safety problem, do not make a visit alone.
- Visit neighborhoods of questionable safety or gang/ drug related activity in the morning.
- Never go into, or stay in, a home if personal safety is a question. Always respect your "gut feelings" and sense of intuition.
- When leaving the client's residence, carry your car keys in your hand.

## **School of Nursing Standards of Practice**

Student may be withdrawn from the BSN program based on unsatisfactory clinical competence and violation of standards of practice. The Nevada State College School of Nursing abides by the rules and regulations of the State of Nevada Nurse Practice Acts. Students enrolled in the School of Nursing are expected to follow the BSN program and the American Nurses Association standards of practice in their clinical practice. The professional responsibilities of students enrolled in the School of Nursing include the following:

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

## **NSC Academic Integrity Policy (Cheating and Plagiarism)**

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.

Plagiarism involves directly quoting, summarizing, or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own. Cheating or academic dishonesty is defined as the deception about one's own work or about the work of another.

Examples of cheating include, but are not limited to:

- Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
- 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.
- Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism). Specific examples of plagiarism are:
  - Copying and/or presenting the words of others as one's own writing, including from Internet sources.
  - Copying words, even if you cite the sources, unless appropriate quotation is noted.
  - Expressing in your own words someone else's ideas as your own.
- The use of a textbook, notes, or electronic devices during an examination without the explicit permission of the instructor. This includes WebCampus and take-home exams.
- Giving or receiving unauthorized help on assignments.
- Stealing a problem solution from an instructor.
- Attempting to bribe an instructor
- Tampering with experimental data to obtain 'desired' results or creating results for experiments not completed.
- Tampering with or destroying the work of others.
- Submitting substantial portions of the same academic work more than once without permission of the instructor.
- Falsifying college records, forms or other documents.
- Falsifying clinical hours, supervised field experience hours, or student teaching hours.
- Unauthorized access of computer systems or files.

At a minimum, 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 the School of Nursing. At the discretion of the Dean, or the Provost, more serious penalties including an F in the course, academic probation, or expulsion from the college may be imposed, depending on the nature of the incident.

## Integrity and Responsibility

### General Conduct

The faculty of NSC value integrity. To support this value, the faculty endorses an honor code based upon trust and faith in others. Because this code of integrity is an integral part of the School of Nursing, every student enrolled in the program is expected to follow the honor code. Students who break the honor 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. Therefore, dishonest behavior will not be allowed because of its potential to place the public at risk.

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 her 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.**

Misconduct for which a student may be subject to disciplinary action includes, but is not limited to:

1. Actions, verbal statement, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.
2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, staff or faculty member.
3. Disruptive activity that hinders or interferes with other students' or faculty educational environment.
4. Violation of applicable profession codes of ethics or conduct.
5. Failure to promptly comply with any reasonable directive from faculty or college officials.
6. Carrying of weapons on campus, at clinic sites, or at any campus-sanctioned event, or when meeting with campus personnel.
7. Using or being under the influence of illegal drugs or alcohol while at class, clinical sites, campus-sanctioned events or meeting with campus personnel.
8. Violation of application state and federal statutes and/or Nevada State College regulation and policies.
9. Acts of academic dishonesty including but not limited to cheating, fabrication, and plagiarism.

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

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

At the time of registration and throughout students' enrollment in NSC, it shall be their responsibility to keep the School of Nursing Office informed of current contact information: (1) local address, 2) telephone number 3) home address and 4) e-mail address). This is essential in order 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.

## 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.

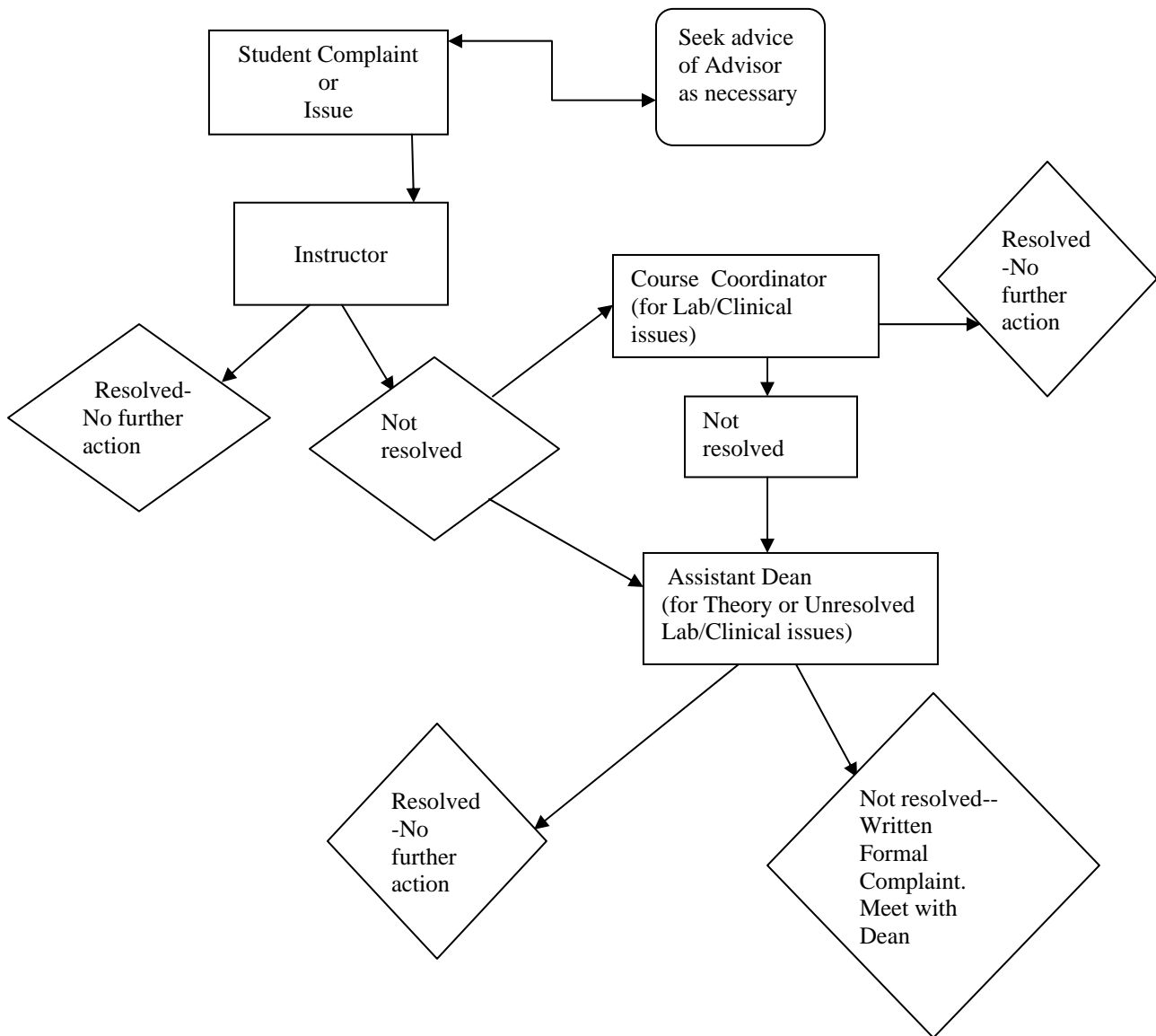
### Time Guidelines for Online Class Participation:

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.

## Academic Student Grievance in the School of Nursing

It is expected that academic disputes are conducted in a professional process and manner. Students who have an academic dispute need to attempt to resolve the dispute with the involved faculty member. If the dispute is not resolved at this meeting, the student may make an appointment with the Course Coordinator (for lab and clinical) or Assistant Dean (for theory). If a lab or clinical dispute is not resolved at this meeting, the student may make an appointment with the Assistant Dean. If resolution is still not reached, the student should submit a written complaint to the Dean and schedule a meeting. See the following flow chart for conflict resolution.



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

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

## **NSC GRADE APPEAL POLICY AND PROCEDURE**

The procedures described 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 Admissions and Records. 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 demonstrate *intent* to appeal the grade received.

No later than 20 working days after the instruction begins the following semester, the student must file with the program Dean or designee of the school offering the course in question, an INTENT TO APPEAL A GRADE form, available from Admissions and Records. A student who fails to file an INTENT TO APPEAL A GRADE form within the specified time period forfeits the right to appeal the grade. The Dean, or designee shall attempt to resolve the conflict. If the conflict is not resolved at this level, the student may initiate an official grade appeal.

An OFFICIAL GRADE APPEAL form, available in Admissions and Financial Aid, must be filed with the Dean, and course instructor (when possible), no later than 10 working days after the INTENT TO APPEAL A GRADE form has been filed.

A student who fails to file an OFFICIAL GRADE APPEAL form within the specified time period forfeits the right to that appeal.

Upon receiving the OFFICIAL GRADE APPEAL, the Dean 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 OFFICIAL GRADE APPEAL, the Dean, department chair, or designee will inform the instructor and student in writing of the recommended final grade. If neither the instructor nor the student appellant 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.

### ***School Grade Appeal Committee***

Should the recommendation by the chair/designee be contested by the instructor and/or student appellant, the OFFICIAL GRADE APPEAL form and all related materials will be forwarded to a departmental grade appeal committee. The chair or designee will appoint a grade appeal board within 10 working days of receipt of the notice from the instructor

and/or student appellant that s/he does not accept the recommendation of the chair. The chair or designee will notify the instructor and student appellant of the composition of the department grade appeal board.

1. The chair or designee will serve as chair of the department appeal board in non-voting capacity.
2. The appeal board will consist of three voting members: one student, one “in department” faculty, and one “out of department” faculty. The instructor of the course in question cannot serve as a member on the appeals board. The instructor and student appellant have the right to comment to the chair/designee regarding the composition of the board within five working days after the student has been notified of the board’s composition. The final decision of the board’s composition rests with the chair/ designee.
3. The appeal board shall not have subpoena power.
4. The principals may not be represented by counsel. The grade appeal hearing is a closed meeting to be attended only by board members, the instructor, and the student appellant. Principals shall provide information requested by the board within three working days prior to the hearing.
5. The appeal board shall convene no later than 25 working days after the submission of the OFFICIAL GRADE APPEAL to the department grade appeal board.
6. Within five working days of the first convening, the appeal board, through its chair or designee, shall make a recommendation of grade assignment.
7. If neither the instructor nor the student appellant contest the recommendation within five working days after the receipt of the grade recommendation from the department grade appeal board, the recommendation is considered final and not subject to further appeal.
8. No later than 20 working days after receiving the OFFICIAL GRADE APPEAL, the Dean, department chair, or designee will inform the instructor and student in writing of the recommended final grade.

### ***College Grade Appeal Committee***

Should the recommendation by the department grade appeal board be contested by the instructor and/or student appellant, the OFFICIAL GRADE APPEAL form and all related materials will be forwarded by the department chair/designee to the dean of the school/college that offers the course within five working days.

The dean or designee will appoint a college grade appeal board within 10 working days of receipt of the OFFICIAL GRADE APPEAL form from the department chair/designee. The dean or designee will notify the instructor and student appellant of the composition of the college appeal board.

1. The college appeal board will consist of three voting members: two “in department” faculty, and one “out of department” faculty. The “out of department” faculty member will not be the person who served on the department appeal board that considered this grade appeal. The “out of department” faculty member will serve as chair. The instructor of the course in question cannot serve as a member on the appeals board. The instructor and student appellant have the right to comment to the dean/designee

regarding the composition of the board within five working days after the student has been notified of the board's composition. The final decision of the board's composition rests with the dean/designee.

2. The appeal board shall not have subpoena power.
3. The principals may not be represented by counsel. The grade appeal hearing is a closed meeting to be attended only by board members, the instructor, and the student appellant. Principals shall provide information requested by the board within three working days prior to the hearing.
4. The appeal board shall convene no later than 25 working days after the submission of the OFFICIAL GRADE APPEAL to the dean's office.
5. Within five working days of first convening, the college grade appeal board shall make the final decision of grade assignment. The decision is not subject to appeal. The appeal committee chair will notify the dean, department chair, student appellant, instructor, and, in the case that the original grade is changed, the Registrar's Office.
6. No later than 20 working days after receiving the OFFICIAL GRADE APPEAL, the Dean, department chair, or designee will inform the instructor and student in writing of the recommended final grade.

## Other School of Nursing Policies

### **Clinical and Skills Lab Drop/Add by Students**

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

### **Impaired Nursing Student**

Impairment is defined as being under the influence of psychoactive substances and/or evidencing psychological or physical symptoms. This can be episodic or chronic and affect cognitive, interpersonal and psychomotor learning and performance. The use of psychoactive substances while performing or learning to perform nursing care is not acceptable. When a student's performance is impaired, safe, effective care is at risk whether it occurs in the classroom, learning skills laboratory or in the clinical setting.

If suspected impairment occurs in the clinical setting, the clinical instructor or the Nursing Director has the right to require that the student be tested for verification of possible impairment. Clinical agency policies must be followed.

Students will be referred for professional evaluation and treatment if this is not in process. A conference will be arranged with the Dean or designee to decide the action to be taken. Habitual impairment is cause for disciplinary procedure, as are those students identified as impaired or potentially impaired who are unwilling to be rehabilitated.

### **Classroom Attendance Statement**

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

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

### **Absence from Examinations**

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

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

### **Evaluation of Curriculum and Faculty**

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

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

### **Application for Graduation**

Regular track students need to apply for graduation prior to the 3<sup>rd</sup> semester of the nursing program. Students in other tracks and RN to BSN students should check with their advisors about application deadlines. An application form must be completed by the student. It is the student's responsibility to make sure that the Registrar's office receives the completed application on time. Students who do not graduate during the graduation period for which they have applied must submit a new graduation application, along with the graduation application fee. **Students must meet the appropriate application deadlines.**

### **Non-Discrimination Policy**

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

### **Student Records**

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

## **Student Mailboxes**

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

## **Employment**

Some students may be employed during their education experience. It is recommended that students keep extra work hours to a minimum during the academic semesters.

**Participation in employment orientation or work is not considered to be an approved absence from nursing classes, exams, or clinical experiences.**

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

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

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

## **Guidelines for the Use of Electronic Devices in the Clinical Setting and in the Classroom**

1. Faculty of the School of Nursing (SON) encourage the use of new technologies and application of the latest information in conducting patient care. Electronic devices may be used to research pertinent medical information and drug guides.
2. A personal camera will not be accessed at any time while in a clinical care area or in a client's home. Students may not use personal cameras to take pictures of patients or pictures of anything related to clinical care.
3. Patient privacy is to be respected. Healthcare data that identifies a patient is not to be removed or transmitted from the clinical site. Lab values and other assessment can be transferred to clinical paperwork as long as no patient names or identifying numbers are connected to the data. If there are any questions or concerns about whether or not certain data can be shared, stored or transmitted, students agree to seek clarification. It is important to err on the side of caution.
4. Students acknowledge that under the Health Insurance Portability and Accountability Act (HIPAA) and its regulations, patient information is confidential. Students further acknowledge that health care providers have patient privacy policies which students are required to observe. Students who violate patient privacy information during clinical practicum with the use of electronic devices commit HIPAA violations and will be subject to the HIPAA infractions policy of the clinical agency and possible dismissal from the nursing program.
5. Electronic devices used in clinical or classroom setting will always be in airplane or silent/vibrate mode at all times.
6. Electronic devices in the clinical area or skills lab may be used to look up information about drugs, diseases, diagnostic tests or other clinical information. Students may be required to explain why they are using electronic devices, so that clients or staff understand the purpose of using the device.
7. No texting, e-mailing, or use of any electronic device of any type will be done in front of a client or clinical agency staff member, unless the student has express permission of the clinical agency and faculty member.
- ~~8.~~ Faculty may validate that students are using electronic devices in the clinical area or skills lab for purposes related to their clinical training.
9. A written warning will be given for the first violation of using electronic devices for socializing during clinical time. A clinical failure will be given for the second violation.
10. Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may electronic devices. Be sure to disinfect/decontaminate them as needed.

11. No personal electronic devices are allowed during any exams. Students with special accommodations requiring a special device must have documentation from the Resource Center for Students with Disabilities.
12. Be respectful to the patient at all times and ensure that your entire attention is focused on the patient when you are in the patient's room. If you are using electronic devices at the bedside, inform the patient how this will help in their care.

### **Policy Regarding Social Networking**

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

Approved by SON Faculty 5-10-11

## **Caring Circles in the School of Nursing**

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

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

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

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

## Computer and Software Recommendations for Nursing Students

The following are **recommended** specifications to work with the online course system, which is officially referred to as WebCampus:

### Platform:

- PC (Windows 2000, XP, Vista or Windows 7)
- Mac (OS X 10.2 – 10.6)

**Note:** Windows 64-bit systems are NOT supported.

### Hardware:

- 128 MB of RAM
- 2 GB of free disk space
- Sound card with speakers (for courses with multimedia)
- Ethernet or Wireless network card (for high-speed Internet connection) or 56K modem (for dial-up Internet connection)
- T1, DSL, Cable, or Satellite high-speed connection (56K dial-up will work, but the online course system will run slowly; this is not recommended).

### Software:

- **\*\*Java JRE plugin - Java 6 Update 20 (very important so that everything in the system works properly!)**
- [Microsoft Office Viewers](#) (for viewing and printing Word, PowerPoint, Excel, and Visio files)
- [Adobe Acrobat Reader](#) (for viewing and printing PDF files)
- [Real Player](#) (for viewing streaming video or listening to streaming audio clips)
- [QuickTime](#) (for viewing QuickTime video)
- [Flash Player](#) (for viewing animations or using interactive content)
- [Shockwave Player](#) (for viewing animations or using interactive content)
- [Windows Media Player](#) (for viewing streaming video or listening to streaming audio clips)

### Browser:

#### Windows Platform:

- Internet Explorer 6.0, 7.0 and 8.0
- Firefox 3.5 and higher

#### Macintosh Platform:

- Firefox 3.5 and higher (OS X only)
- Safari 3 or 4 (OS X only)
- **Unsupported Browsers: browsers running under Mac OS 9 and earlier; Firefox 1.5.**

### Browser Settings:

Your browser settings will vary, depending on the browser you choose to use. WebCampus has developed a browser support site that will tell you exactly how to prepare your browser settings for your specific

### Pop-Up Blocker Programs:

#### Turn OFF pop-up blockers.

Please disable any pop-up ad blocker programs if they are installed on your system. Pop-up blocker applications work in the background while you browse the internet. When they detect a pop-up window that may be an unwanted advertisement, they automatically close the window. This functionality will prevent WebCampus (Vista and Campus Edition) from performing properly.

Pop-up blockers may be installed as part of a browser toolbar, as part of your browser, as part of your virus protection software or even as a separate program. When you login to your course, and you have a pop-up blocker turned on, the **Browser Checker** will open and indicate that.

## 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** is the local chapter in Las Vegas, composed of three colleges: NSC, UNLV, and USN. 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.

## **Student Nurses Association**

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

The mission of the Student Nurses Association is to:

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

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

# NCLEX

## NCLEX-RN Candidate Information

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

## Promoting Success on NCLEX- ATI

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

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

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

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

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

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

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

Students are required to participate in ATI testing by completing specified content mastery tests. The results of these proctored exams will be included in the determination of the course grade. See each course syllabus for specifics.

## APA STYLE OVERVIEW: 6<sup>th</sup> Edition

The *Publication Manual of the American Psychological Association, 6<sup>th</sup> ed.* (2010) is the APA style manual describing the editorial style that many of the social and behavioral sciences use to present written material in professional journals. Guidelines and page numbers from the manual are summarized below.

### **Spacing, Margins, and Font Size** (pp. 228-229)

Double space the paper throughout all pages. Use one inch margins on all sides. Times New Roman, 12 pt is preferred font. Use the flush-left style and do not right justify.

### **Page Numbers and Running Head** (pp. 229-230)

Pages should be numbered consecutively, beginning with the title page. Place page numbers in the upper right hand corner. A running head is printed at the top left of each page of published articles.

### **Title Page** (p. 229)

Include a title page with your paper. Include title of paper, your name, and institutional affiliation (i.e. Nevada State College).

### **Headings** (p. 62)

For a short paper, 1-3 levels of headings may be adequate. Examples are shown below. The introduction to a manuscript does not carry a heading.

#### **Heading Samples**

**Level One is Centered, Boldface, Uppercase and Lowercase Heading**

**Level Two is Flush Left, Boldface, Uppercase and Lowercase Side Heading**

**Level three is indented, boldface, lowercase paragraph heading ending with a period.**

### **Seriation** (pp. 63-64)

Within a sentence, identify elements in a series by lowercase letters in parentheses. For example:

The participant's three choices were: (a) working with one other person, (b) working with a team, and (c) working alone.

Itemized conclusions or steps in a procedure may be identified by numbers or bullets. Indent each list. See the example below:

1. Individuals who . . . . . (paragraph continues)
2. Nondepressed persons exposed to . . . . . (paragraph continues)

Alternatively, bullets may be used when ordinal position is not important.

- equality, social justice, and equal opportunity;
- sensitivity to individual differences;
- affirmative actions.

### **Citing a Reference within the Paper** (p. 174-179)

Example:

A combination of sensory and procedural information has been found to help patients decrease emotional reactions (Leventhal & Johnson, 2009).

Citing references within the paper – APA rule

- When a work has two authors, cite both names every time the reference occurs in the paper.
- When a work has 3-5 authors, cite all authors the first time the reference occurs. In subsequent citations, include only the last name of the first author followed by et al. (with a period after al) and the year.
- When a work has 6 or more authors, cite only the last name of the first author followed by et al. and the year, for the first and subsequent citations.

### **Citing Titles of Books and Articles in the Paper** (p. 91, 101, 104)

1. Italicize book and journal titles, and capitalize major words (4 letters or more)

Example: In her book, *History of Pathology*, she wrote.....

2. Place journal article titles or EBP guideline titles in parentheses, and capitalize major words

Example: The criticism of the article, “Attitudes Towards Mental Health Workers” was positive.....

### **Quotation Taken Directly from a source** (p. 170)

The author stated, “The effect disappeared within minutes” (Lopez, 2008, p. 312), but she did not say which effect.

### **Reference List** (pp. 198-210)

#### **References**

#### **Book**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

#### **Journal Article Retrieved Online with URL, no DOI Available**

Carter, S. (2009). Bullying of students with Asperger Syndrome. *Issues in Comprehensive Pediatric Nursing*, 32(3), 145-154. Retrieved from <http://www.cinahl.com/cgi-bin/refsvc?jid=200&accno=2010385991> [no period after URL]

#### **Journal Article Retrieved Online, with DOI**

Herbst-Damm, K. L., & Kulik J. A. (2005). Volunteer support, marital status and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. doi: 10.1037/0278-6133.24.2.225

#### **Journal Article: Paper Journal**

Smith, R., & Jones, Y. (2009). Use of assessment tools to identify ventilator-acquired pneumonia. *Dimensions of Critical Care Nursing*, 19, 103-109.

#### **Technical Report**

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2007). *Managing asthma: A guide for schools* (NIH Publication No. 02-2650). Washington DC: Government Printing Office. Retrieved from [http://www.nhibi.nih.gov/health/prof/lung/asthma/asth\\_sch.pdf](http://www.nhibi.nih.gov/health/prof/lung/asthma/asth_sch.pdf) [no period after URL]

#### **Electronic Website, No Author**

New child vaccine gets funding boost. (2001). Retrieved from [http://news.ninemsn.com.au/health/story\\_13178.asp](http://news.ninemsn.com.au/health/story_13178.asp) [no period after URL]

## **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.

## 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.

## School of Nursing Standards for Oral Presentations

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

- Organization and structure:
  - Is the topic adequately researched by the presenter?
  - Does the presentation appear to be well organized and effectively structured?
  - If this is a group presentation, it is integrated rather than appearing as a disjointed series of individual presentations.
- Content Presentation
  - If the presentation is based on a written paper, does the presentation accurately reflect that work?
  - The topic of the presentation adheres to the assignment.
  - Presented content is accurate and comprehensive.
- Style and Presentation
  - Speaker makes key points of presentation obvious to audience.
  - Speakers' nonverbal communication is congruent with presentation.
  - Speakers appear to be confident, relaxed, and knowledgeable about the content of the presentation.
  - The audience is actively engaged in the presentation.
  - All presenters adhere to time limitations.
- Effective Utilization of Visual Aids
  - All visual aids are clear and effective.
  - Visual aids serve to augment the presented material and not compete with it.
- Questions and Comments
  - Presenters attempt to actively engage the audience in the presentation.
  - Sufficient time is set aside at the conclusion of the presentation for questions and comments

## TIPS FOR SUCCESS

- Cut back on work if at all possible.
- Develop a peer, “buddy” system. Form a study group.
- Get to know your advisor and see that person regularly to discuss your concerns and ask for help.
- Learn to manage time and make it work for you.
- Plan three hours study time for every credit hour you take. For example, nine credits = a minimum of 27 hours of study a week.
- Study difficult or boring subjects before tackling content you like.
- Study in short sessions.
- Study at **your** best time of day (most people do best during daylight hours).
- Use your waiting time to study, e.g., between classes or bus travel time.
- Develop a regular study pattern and a specific place to study (i.e. library).
- Make agreements with living mates about your study time and **keep to it**.
- Avoid noisy distractions such as TV, stereo, kids, traffic, and telephone.
- Don’t allow others to misuse your time.
- Say NO to unexpected requests for your attention or time.
- Hang a “Do Not Disturb” sign on your door when studying.
- Study objectives and use the learning activities in the syllabus.
- Come prepared to class and to skills lab by completing the readings before the class or lab.
- Give yourself permission to be human – **no one is perfect!**
- Allow yourself to be:
  - Willing to learn
  - Interested in learning
  - Willing to explore new ideas, attitudes
  - Self directed
  - Inquisitive...ask questions
  - Willing to risk
  - Successful
  - Intuitive
  - Creative
  - Willing to laugh
  - Willing to be uncomfortable
  - Willing to learn new roles
  - Joyful, loving, honest, sharing

## STUDENT-TO-STUDENT TIPS FOR SUCCESS

Chenevert, M. (1991). *Mosby's Tour Guide to Nursing School, A Student's Road Survival Kit*. St. Louis: Mosby.

Students attending a National Student Nurses' Association convention were asked to share one "survival" tip they would like to pass on to beginning students. Their suggestions can be divided into four categories: 1) take care of yourself; 2) take care of each other; 3) take one day at a time; and 4) take care of business.

### **TAKE CARE OF YOURSELF**

- "Set time aside each day for yourself or your family".
- "Don't spend all of your time studying".
- "Make sure to take care of yourself. Don't put nursing school ahead of your own health".
- "Make sure you look your best every day. The better you look, the better others will treat you".
- "Take a fun elective".
- "Study hard, but play hard too. Make time for friends. Take walks, work out, dance, swim, play tennis – it will keep you sane".

### **TAKE CARE OF EACH OTHER**

- "Build a support system with your fellow students".
- "Work together as a class. Don't let the competitive spirit get in the way".
- "Get involved early with NSNA. Networking is important".
- "Join a study group. I couldn't have made it without mine".
- "Study with friends. Try studying for 50 minutes and playing or talking for 10 minutes. Repeat. It's not much of a social life, but it's better than nothing".
- "Get involved with other students. They can help you and you can help them".

### **TAKE ONE DAY AT A TIME**

- "Take it one day, one test, one patient at a time and don't get discouraged".
- "Live one day at a time. Once something is done, don't worry about it. Just keep doing your best at each task".
- "Make the best of any situation by adjusting **your** attitude".
- "Please yourself – be happy meeting your own personal/professional/academic goals".
- "Looking at the overall picture can be pretty scary. Just concentrate on one assignment at a time".

### **TAKE CARE OF BUSINESS**

- "**Make nursing school your first priority**".
- "Take classes seriously. Start out studying hard".
- "Maintain good study habits".
- "Keep up with the reading from Day One".
- "Do the reading as you go along. Don't wait!".
- "Take the extra time needed to do extra readings".

- **“Keep up with school work rather than trying to catch up”.**
- “Start a good home library to use for care plans”.
- “Keep your notes current”.
- “Review notes daily”.
- “Organize your time. Conserve your energy”.
- “Use Sunday night to plan your entire week”.
- “Create your own flash cards”.
- **“Be prepared for three times more work than you ever imagined”.**
- “Take a course in stress management”.
- “Learn to be happy with Cs and thrilled with Bs (especially if you were a straight “A” student in high school”.
- “Get a tutor if necessary”.
- “Make sure you’re financially stable enough to work minimal hours while in school”.
- “Realize that it is impossible to work full-time and be a good student. If you want to survive nursing, don’t try to work full-time”.
- “Get to know your instructors”.
- “Do what the teacher tells you to do. Don’t argue; just do it! It will decrease your stress and your teacher’s stress too”.
- “Buy a book on nursing math and bone up ahead of time”.
- **“Don’t just memorize material. Learn how to apply it”.**
- “Learn how to live without sleep”.
- “Don’t forget to breathe”.
- **“KEEP YOUR SENSE OF HUMOR”.**

## American Nurse Association Code for Nurses

American Nurses Association, *Code for Ethics for Nurses*, Washington, DC: ANA, 2001

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.

## National Student Nurses' Association Code of Academic & Clinical Conduct

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

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person. As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients	10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students
2. Maintain client confidentiality	11. Encourage faculty, clinical staff, and peers to mentor nursing students
3. Take appropriate action to ensure the safety of clients, self, and others	12. Refrain from performing any technique or procedure for which the student has not been adequately trained
4. Provide care for the client in a timely, compassionate and professional manner	13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others
5. Communicate client care in a truthful, timely and accurate manner	14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions	15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment
7. Promote excellence in nursing by encouraging lifelong learning and professional development	16. Strive to achieve and maintain an optimal level of personal health
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs	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

## **Nevada State College Policies**

The following policies apply to all students at Nevada State College, and can be found in the NSC Student Handbook. Please review the following policies:

- **Tolerance and Civility Policy**
- **Resource Center for Students with Disabilities (RCSD)**
- **Plagiarism and Cheating**
- **Withdrawal from Course**

## **Nevada State College Citizenship Criteria**

Good Citizenship at NSC means active participation in the college environment in an informed, committed, and constructive manner, with a focus on the common good.

### **Citizenship Criteria:**

- Take responsibility for your actions, including your academic progress
- Adhere to the student expectations stated in your course syllabus
- Develop effective study habits that work for you
- Reflect upon your experiences and learn from them
- Help others and allow others to help you
- Appreciate and respect diversity
- Maintain a positive attitude