



2011-2012 Student Handbook

Bachelor of Science in Nursing Program



11 Sunset Way
Henderson, NV 89014

1776 E. Warm Springs
Las Vegas, NV 89119

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Letter from the Dean, College of Nursing



Dear Nursing Student;

Welcome to the College of Nursing! We are pleased that you have chosen the College of Nursing to fulfill your initial nursing education goals. We know that your nursing education will be filled with challenges, opportunities, and accomplishments. Nursing is a profession with virtually no boundaries. The mission of the College of Nursing is to provide a quality and innovative education to meet the diverse health needs of our society. As a student, you will fulfill this mission through your theoretical and clinical experiences. We prepare you to competently and effectively assume the role of an entry level nurse in a variety of health care environments. Administrators, faculty, and staff will assist you in many ways to help you achieve your goals.

This handbook will provide you with the policies and procedures of the College of Nursing. It will answer many questions you may have about expectations, resources, and opportunities. This handbook is not intended to state contractual terms and does not constitute a contract between the student and the College of Nursing. Its purpose is to assist you in understanding the policies, procedures, and general information specific to your nursing program within the College of Nursing. Students affected by any changes to this handbook or changes in procedures will be notified in writing.

On behalf of the administration, faculty and staff, best wishes on your academic success in the nursing curriculum. Please feel free to contact me or any member of the staff, faculty, or administration to assist you.

Sincerely,

A handwritten signature in cursive script that reads "Mable H. Smith". The ink is dark and the signature is fluid and legible.

Mable H. Smith, BSN, MN, JD, PHD

Nursing Administration

Mable H. Smith, RN, JD, PhD (2004)

Dean and Professor, College of Nursing
B.S.N., Florida State University, 1980
M.S.N., Emory University, 1984
J.D., Florida State University, 1992
Ph.D., Florida State University, 1989

Mary Chalfant, RN, MS (2008)

Director of Clinical Resources, College of Nursing
B.S.N., University of Akron, 1980
M.S., Central Michigan University, 1991

Donna Sue Clarren, RN, MSN, DNP (2008)

Director of Simulation and Skills Laboratory
B.S.N., Miami University, 1981
M.S.N., Indiana University, 1984
D.N.P., Rush University, 1997

Ruth Politi, RN, MSN PhD (2010)

Nursing Coordinator, ABSN Program
ADN, University of Nevada, Las Vegas, 1983
BSN, University of Nevada, Las Vegas, 1995
MSN, University of Nevada, Las Vegas, 2000
Ph.D., TUI University, 2009

Nursing Faculty

Jo Andrews-Alexander, RN, BSN, MSHA (2010)
B.S.N., University of Washington, Seattle, 1991
M.S.H.A., University of St. Francis, 2002

Nancy Bryan-Miller, RN, MSN, APN (2007)
B.S.N., University of Nevada, Las Vegas, 1982
MSN/APN, Syracuse University, 2002

Rebecca R. Cailor, RN, MSN, FNP-C (2005)
B.S.N., Southwest Missouri State University, 1987
M.S.N., California State University, 2000
F.N.P.C., California State University, 2000

Patricia Calarco, RN, MSN (2010)
B.S.N., University of Nevada, Las Vegas, 1982
M.S.N., University of Nevada, Las Vegas, 2003

Judith Carrion, RN-BC, MSHS, EdD (2010)
B.S.N., Ursuline College, 1992
M.S.H.S., Cleveland State University, 2002
Ed.D., Walden University, 2010

Susan Carrow, RN, MSN/Ed, (2011)
B.S.N., University of Phoenix, 2004
M.S.N., University of Phoenix, 2006

Linda Cox, RN, MSN (2006)
B.S.N., Western Carolina University, 1995
M.S.N., East Tennessee State University, 1997

Candace Grubb, RN, MSN (2007)
B.S.N., University of Pittsburgh, 2003
M.S., Forensic Nursing, University of Duquesne, 2006

Jenè Hurlbut, RN, MSN, PhD (2005)
B.S.N., Arizona State University, 1979
M.S.N., University of New Mexico, 1990
M.S., Northern Arizona University, 1997
Ph.D., New Mexico State University, 2010

Judith Hochberger, RN, MSN, PhD (2011)
B.S.N., Niagara University, 1972
M.S.N., State University of New York at Buffalo, 1976
Ph.D., Temple University, 1994

Betty-Ann Powers-Luhn, RN, MSN (2006)
B.S.N., West Chester University, 1976
M.S.N., Old Dominion University, 2000

Susan Watson, RN, MSN, PhD (2011)
B.S.N., Consortium of CA State Universities, 1987
M.S.N., University of Miami, 2008
Ph.D., University of Miami, 2010

Marie Wright, RN, MSN (2007)
B.S.N., California State University, D.H., 1987
M.S.N., University of Phoenix, 2006

Nursing Staff

Lori Davis (2008)

Administrative Assistant to the Assistant Dean & Director of Clinical Resources

Cara Hall (2011)

Admissions Specialist

Denise Lewis (2009)

Administrative Assistant to the College of Nursing

Imelda Revuelto, MEd (2005)

Recruitment, Admissions & Enrollment Coordinator

Student Handbook Notice

The College of Nursing Student Handbook is hereby incorporated as a part of Roseman's student catalog. The catalog is also hereby incorporated as a part of the College of Nursing Student Handbook. The Catalog and Student Handbook are available in the administrative offices of the College of Nursing and/or on the website.

Location, Contact Information

Roseman University of Health Sciences

College of Nursing
11 Sunset Way
Henderson, NV 89014
Phone: (702) 968-1608
Fax: (702) 968-2097
Website: www.roseman.edu

College of Nursing
Hartwell Building
1776 E. Warm Springs
Las Vegas, NV 89119
Phone: 1-877-885-8399
Fax: (702) 425-1048
Website: www.rosemannursing.com

Accreditation

Roseman University of Health Sciences is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E. Suite 100, Redmond, WA 98052, website www.nwccu.org.

The College of Nursing is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; Website www.nlnac.org.

Licensure

Roseman University of Health Sciences is licensed to operate a Doctor of Pharmacy, a Master in Business Administration, postdoctoral training in Advanced Education in Orthodontics and Dentofacial Orthopedics, and a Bachelor of Science in Nursing program in the state of Nevada by the Nevada Commission on Postsecondary Education, 3663 East Sunset Road, Suite 202, Las Vegas NV 89120; telephone: 702-486-7330; fax 702-486-7340; website www.cpe.state.nv.us.

Approvals

The College of Nursing has full approval from the Nevada State Board of Nursing, 2500 West Sahara Ave., Suite #207, Las Vegas NV 89102; telephone: 702-486-5800 or 888-590-6726; fax: 702-486-5803; website www.nursingboard.state.nv.us.

Accommodations

All students will be accommodated under the Americans with Disabilities Act with documented proof of need, if possible. It is the student's responsibility to provide the necessary documentation. Specific documentation requirements may be obtained from the Dean of the College of Nursing.

Non-discrimination Policy

Roseman University of Health Sciences (Roseman) is an equal opportunity educational institution in all of its activities. Roseman University of Health Sciences, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 403 of the Rehabilitation Act of 1973, and sections 102 and 302 of the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, handicap or sexual orientation in any of its policies, procedures, or practices. In compliance with the Age Discrimination in Employment Act of 1967, and Section 402 of the Vietnam Era, Veterans Readjustment Act of 1974, Roseman University of Health Sciences does not discriminate on the basis of age, ethnic origin, marital status, sexual orientation, or because an individual is a disabled veteran or veteran of the Vietnam Era, or because of a medical condition in any of its policies, procedures and practices. Within the limits of the law, Roseman University of Health Sciences does not discriminate on the basis of citizenship. This non-discrimination policy covers admission, access, and service in the University programs and activities, and application for and treatment in University employment.

Facilities, Equipment and Available Space

Roseman University of Health Sciences is located in a 100,000-square-foot building at 11 Sunset Way, Henderson, Nevada 89014.

This facility is highly functional with state of the art classrooms and labs which are equipped with the latest technology, a library, and student services areas to provide an optimum learning environment.

The College of Nursing, Hartwell Building is located in a 5,500 square foot area. It houses a computer laboratory, skills and simulation laboratory, abbreviated library and support personnel.

Account for Student Indemnification

The State of Nevada has a bond program to reimburse defrauded students. NRS 394.553 Account for Student Indemnification

The Commission on Postsecondary Education maintains a tuition indemnification fund that may be used to refund students in the event of a school's closure. Please contact: Nevada Commission on Postsecondary Education; 3663 East Sunset Road, Suite 202, Las Vegas, NV 89120; Telephone: (702) 486-7330; Fax (708) 486-7340 for information concerning the fund.

Admissions Criteria, Policies, and Procedures

To be considered for admission to the College of Nursing, the University must receive the following items:

- A completed application
- Application fee of \$100.00 (non-refundable)
Please make certified check or money order payable to “Roseman University of Health Sciences”
- Official academic transcripts from all post-secondary institutions attended.

Applications are available for download at www.roseman.edu. You may also request an application by email to bsnadmissions@roseman.edu or by writing to the following address:

Roseman University of Health Sciences
College of Nursing Admissions Office
11 Sunset Way
Henderson, NV 89104

Applications may also be submitted through the NursingCAS system. Please visit www.roseman.edu for a link to NursingCAS. If completing a NursingCAS application, please download a Supplemental Application form for additional information regarding submission of an application.

Requirements

The admissions committee will consider each applicant individually in relation to the entire applicant pool. All applicants will be considered using the same criteria. The College of Nursing reserves the right to limit the number of students admitted based upon faculty and clinical resources. The College seeks a diverse student body with demonstrated academic competency. Minimum admission requirements for the nursing program require the applicant to have:

- A cumulative GPA of 2.75 or above
- A minimum of 54 semester credit hours or its equivalent of specified prerequisite coursework
- An interview with the Admissions Committee, if granted.
- Official TEAS™ Results

International Students and Non-U.S. Coursework

The University accepts qualified international students. International students should apply at least one year in advance of proposed entry to allow enough time to complete all United States immigration requirements for study in the United States. The University follows Immigration and Naturalization Service (INS) rules and regulations on the issuance of Form I-20.

Applicants who have completed any of the core prerequisites for their selected degree program from a country other than the U.S. must submit transcript evaluations from one of the following:

World Education Services (WES)
P.O. Box 745, Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311

Josef Silny & Associates (JSA)
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233

Applicants submitting coursework from non-English speaking foreign schools who have not earned a “B” or better in the English Composition prerequisites must achieve a score of at least 550 on the paper based or 213 on the computer based Test of English as a Foreign Language (TOEFL) and must submit these scores with their applications. Original documentation is required. Please use Roseman University of Health Sciences TOEFL code 446.3 when requesting this educational testing service.

Prerequisites

All prerequisite coursework must be completed with a “C” or better grade. Core nursing prerequisite work includes the following:

- Chemistry with lab (4 credits)
- Human Anatomy & Human Physiology with labs or Human Anatomy & Physiology I and II with labs (8 credits)
- Microbiology with Lab (4 credits)
- English Composition (6 credits)
- Humanities (9 credits)
- Introduction or Lifespan Psychology (3 credits)
- Introduction to Sociology (3 credits)
- Statistics (3 credits)
- College Math or higher (3 credits)
- Elective (up to 12 credits)
- United States & Nevada Constitution (3 Credits)*

**May be completed within the first year of the Nursing Program*

Transfer of core nursing prerequisites is at the discretion of the College of Nursing. The College of Nursing may request a course description and/or syllabus to determine the transferability or equivalency of a course.

Requirement for Criminal Background Check

The nursing curriculum contains a didactic and clinical component. All students must complete a criminal background check as required by the clinical agencies. Student criminal background checks are conducted via Precheck. Personnel from Human Resources at the clinical agency review the results of each student’s background check and either accept or deny the student the opportunity to enter their agency for the clinical rotation. A student who is not accepted in an agency for the clinical rotation cannot meet the curriculum requirements. The student must withdraw from the nursing program.

Admission Policies

- Applicants may not disregard any part of their college-level educational history. An applicant who fails to report all institutions attended will forfeit his/her eligibility for admission to the College of Nursing or will be dismissed. All credentials submitted for admission to the College of Nursing become the property of the College and will not be returned or released.
- Completion of all prerequisites must be documented in the form of an official transcript and must be received by the College of Nursing admissions office prior to the start of classes.

Academic Forgiveness Policy

An applicant has the right to request that the admissions office only include grades from the last five years to calculate overall and pre-requisite grade point averages. However, applicants making this request must have completed the core pre-requisites within the last five years.

Transfer Students from Other Nursing Programs

Students seeking to transfer nursing credits from an NLNAC or CCNE accredited BSN program must submit photocopies of all nursing course syllabi and an official transcript documenting the final grade received for which they desire transfer credit approval. A student must have earned a 90% or higher grade in the course to be considered for review. The College of Nursing's admissions committee will review the transfer course content for comparability with Roseman's nursing courses to determine whether the student's previous coursework is adequate to meet specific course requirements for transfer credit.

College of Nursing Policy for Evaluation of Prior Education

Roseman College of Nursing will not award any nursing academic credits for prior education with the exception of transfer students as specified by the program's Policy for Transfer Students from Other Nursing Programs (see above).

Evaluation of Prior Credit for VA Students

If a student is a veteran or other person eligible to receive VA Department of Defense educational benefit payments, the College of Nursing will maintain a written record of previous education and training of the veteran or eligible person. Awarding of credit will be subject to the College of Nursing's Policy for Evaluation of Prior Education as written above.

Financial Aid, Tuition & Fees

Financial Aid and Scholarship

Students may contact the Financial Aid Office to discuss various financial aid options and the application process. Students are required to inform the Office of Financial Aid of all financial assistance (including scholarships) they receive.

Tuition and Fees for Class of 2012(2011-2012 Academic Year):*

- Year 1 Tuition: \$28,100
- Year 1 Student Body Fee: \$325
- Year 1 Technology Fee: \$300
- Year 1 Nursing Fee: \$540
- Year 1 Books/Academic Resources: \$1000
- Computer Fee: \$1,149**
- Graduation Fee: \$200 N2 nursing students
- Year 1 Insurance: TBD
- Year 2 Tuition: \$14,050
- Year 2 Student Body Fee: \$163
- Year 2 Technology Fee: \$75
- Year 2 Books/Academic Resources: \$900
- Year 2 Insurance: TBD***

Tuition and Fees for Class of 2013 (2010-2011 Academic Year):*

- Year 1 Tuition: \$44,337 (18 months)
- Year 1 Technology Fee: \$375
- Year 1 Nursing Fee: \$700
- Year 1 Books/Academic Resources: \$2,000
- Computer Fee: \$1,635 (approx)
- Graduation Fee: \$200 (assessed on second year nursing students)
- Year 1 Insurance: \$1,005/year
- Year 2 Insurance: TBD***

*Tuition and fees are subject to change without notice upon approval by the Board of Trustees. All fees are mandatory for each student and are non-refundable.

**Students will be required to purchase a laptop computer. The Computer Fee covers the costs of a new Dell laptop computer package and includes an extended service warranty, onsite support, just-in-time repair, and discounted software bundles needed for classes.

***Waived if student provides proof of insurance.

The Technology Fee covers the software and materials associated with technology, such as a print card, data card, Microsoft Office software, Norton AntiVirus software, and wireless card. Fees for software, including technology supplies and services, are non-refundable.

The Nursing Fee covers selected lab equipment and selected supplies. These fees are non-refundable to the extent that the equipment and supplies have been issued to the students.

The Book and Academic Resource expenses are an estimate of the cost of nursing books and academic resources used throughout the nursing curriculum.

Future Tuition Rate Increases

Tuition increases may be part of your educational experience at Roseman University of Health Sciences. However, Roseman's tuition is comparable to other private health profession educational institutions.

The Board of Trustees and the administration of the University strive each year to keep tuition at a reasonable level. Our commitment to provide quality educational programs along with the inevitable increases in operating costs each year may make it necessary to adjust tuition accordingly. Students will be notified in a timely manner of decisions to increase tuition.

Tuition Refund Policy

The College of Nursing follows the refund policy established by Roseman University of Health Sciences. A description of the University's refund policy is found in the Roseman student catalog.

Payment of Tuition and Fees

Students may contact the Bursar's Office to discuss available options for payment of tuition and fees.

Financial Responsibilities Must Be Fulfilled to Continue Enrollment

Students must fulfill their financial responsibilities to the University to remain enrolled in the program. Students who have not satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to progress through the curriculum. Students who have not met their financial responsibilities to the University will be subject to disenrollment. A clearance from the Bursar's office is required to re-enroll.

Students who are taking a Block must make payment by 4:00 pm the day before an assessment to be eligible to take the assessment. Attempts will be made to prevent an ineligible student from starting an assessment. However, the Dean will not grant credit for an assessment completed by a student who was not eligible to sit for the assessment.

Students who are prohibited from taking an assessment or who have their assessment scores excluded because of failure to make appropriate payment will be required to retake the Block during the designated remediation period unless payment is received prior to the scheduled reassessment. If a student is prohibited from taking an assessment because of or due to failure to meet financial obligations to Roseman, it will be considered an unexcused absence and the student must retake the assessment during the designated remediation period. If a student has completed the assessment, the results will be invalidated.

Students who are in a clinical Block will not be allowed to attend or complete the clinical rotation. If a student is prohibited from attending a clinical rotation due to failure to meet financial obligations to Roseman, it will be considered an unexcused absence. The student must make-up time missed from the clinical rotation during the designated remediation period, if any. Clinical make up time is based on availability and is not guaranteed.

College of Nursing Calendar 2011 – 2012*

All College of Nursing offices are open for business from 8 a.m. to 5 p.m., Monday through Friday, except as listed below:

Academic Calendar 2011

Summer Break (<i>University Closed/No Classes</i>)	June 27 – July 4
Orientation (Class of 2013)	August 4 – 5
Classes Begin (Class of 2013)	August 8
Labor Day (<i>University Closed/No Classes</i>)	September 5
Thanksgiving Break (<i>University Closed/No Classes</i>)	November 23 – 25
Winter Break (<i>University Closed/No Classes</i>)	December 18, 2011 – January 1, 2012

Academic Calendar 2012

Classes Resume	January 4
Graduation, Class of 2012A	March 2
Graduation, Class of 2012B	June 1
Spring Break (<i>No Classes</i>)	April 23 – 24
Memorial Day (<i>University Closed/No Classes</i>)	May 28
Summer Break* (<i>University Closed/No Classes</i>)	June 25 – 29 or July 2 – 6

*Dates subject to change

Class of 2012 Curriculum Calendar (August 2010 Start)*

Block #	Course	Course #	Dates
Orientation			August 5 – 6, 2010
1	Introduction to the Profession	300	August 9 – 23, 2010
2	Health Assessment	301	August 24 – September 15, 2010
Labor Day (No Class)			September 6, 2010
3	Fundamentals of Nursing- Didactic	302	September 16 – October 12, 2010
3.1	Fundamentals of Nursing - Experiential	302.1	October 13 – 16, 2010
4	Adult Health Nursing I - Didactic	304	October 18 – November 29, 2010
Thanksgiving (No Classes)			November 24 – 26, 2010
4.1	Adult Health Nursing I - Experiential	304.1	November 30 – December 18, 2010
Winter Break (No Classes)			December 20, 2010 – January 2, 2011
Winter Remediation			January 3 – 22, 2011
5	Nursing Theories, Practice & Issues	305	January 24 – February 7, 2011
6	Adult Health Nursing II - Didactic	306	February 8 – March 14, 2011
6.1	Adult Health Nursing II - Experiential	306.1	March 15 – April 9, 2011
7	Nursing Research	401	April 11 – 22 & 27, 2011
Spring Break (No Classes)			April 25 – 26, 2011
8	Maternal /Newborn Nursing - Didactic	402	April 28 – May 23, 2011
8.1	Maternal/Newborn Nursing - Experiential	402.1	May 24 – June 18, 2011
Memorial Day (No Class)			May 30, 2011
9	Pediatric Nursing - Didactic	403	June 20 – July 19, 2011
Summer Break (No Classes)			June 27 – July 4, 2011
9.1	Pediatric Nursing – Experiential	403.1	July 20 – August 13, 2011
Summer Remediation			August 15 – September 3, 2011
Labor Day (No Class)			September 5, 2011
10	Mental Health Nursing - Didactic	404	September 6 – 26, 2011
10.1	Mental Health Nursing - Experiential	404.1	September 27 – October 15, 2011
11	Community Health Nursing - Didactic	405	October 17 – November 4, 2011
Thanksgiving Break (No Classes)			November 23 – 25, 2011
11.1	Community Health Nursing - Experiential	405.1	November 7 – December 2, 2011
12	Nursing Leadership	406	December 5 – 16, 2011 & January 2, 2012
Winter Break (No Classes)			December 19, 2011 – January 1, 2012
13	Senior Practicum	407	January 3 – 28, 2012
14	Senior Seminar	408	January 30 – February 3, 2012
Final Remediation			February 2 – 27, 2012
Comprehensive Predictor			February 28, 2012
Pinning Ceremony			March 1, 2012
Graduation Ceremony			June 1, 2012

*Subject to change

Class of 2012 Curriculum Calendar (January 2011 start)*

Block #	Course	Course #	Dates
Orientation			January 6 & 7, 2011
1	Introduction to the Profession	300	January 10 - 24, 2011
2	Health Assessment	301	January 25 - February 15, 2011
3	Fundamentals of Nursing- Didactic	302	February 16 – March 14, 2011
Graduation (No Class)			March 4, 2011
3.1	Fundamentals of Nursing - Experiential	302.1	March 15 -19, 2011
4	Adult Health Nursing I - Didactic	304	March 21 – May 2, 2011
Spring Break (No Classes)			April 25 & 26, 2011
4.1	Adult Health Nursing I - Experiential	304.1	May 3 – 21, 2011
Summer Remediation			May 23 – June 11, 2011
Memorial Day (No Class)			May 30, 2011
5	Nursing Theories, Practice & Issues	305	June 13 – July 5, 2011
Summer Break (No Classes)			June 27 – July 4, 2011
6	Adult Health Nursing II - Didactic	306	July 6 – August 8, 2011
6.1	Adult Health Nursing II - Experiential	306.1	August 9 – September 3, 2011
Labor Day (No Class)			September 5, 2011
7	Nursing Research	401	September 6 – 19, 2011
8	Maternal /Newborn Nursing - Didactic	402	September 20 – October 10, 2011
8.1	Maternal/Newborn Nursing - Experiential	402.1	October 11 – November 5, 2011
9	Pediatric Nursing - Didactic	403	November 7 – December 5, 2011
Thanksgiving Break (No Classes)			November 23 – 25, 2011
9.1	Pediatric Nursing – Experiential	403.1	Dec. 6 – 16, 2011 & January 2 – 7, 2012
Winter Break (No Classes)			December 19 – 30, 2011
Winter Remediation			January 10 – 28, 2012
10	Mental Health Nursing - Didactic	404	January 30 – February 20, 2012
10.1	Mental Health Nursing - Experiential	404.1	February 21 – March 9, 2012
11	Community Health Nursing - Didactic	405	March 12 – April 2, 2012
11.1	Community Health Nursing - Experiential	405.1	April 3 – 20, 2012
12	Nursing Leadership	406	April 23 – May 7, 2012
13	Senior Practicum	407	May 8 – June 1, 2012
Memorial Day (No Class)			May 28, 2012
Graduation (No Class)			June 1, 2012
14	Senior Seminar	408	June 4 – 8, 2012
Final Remediation			June 11 – June 30, 2012
Summer Break			June 25 – 29, 2012 or July 2 – 6, 2012
Comprehensive Predictor			July 9, 2012
Pinning Ceremony			July 1, 2012

*Subject to change

Class of 2013 Curriculum Calendar (August 2011 start)*

Block #	Course	Course #	Dates
Orientation			August 4 – 5, 2011
1	Introduction to the Profession	300	August 8 – 22, 2011
2	Health Assessment	301	August 23 – September 14, 2011
Labor Day (No Class)			September 5, 2011
3	Fundamentals of Nursing- Didactic	302	September 15 – October 11, 2011
3.1	Fundamentals of Nursing - Experiential	302.1	October 12 – 22, 2011
4	Nursing Pharmacology	303	October 24 – November 7, 2011
5	Adult Health Nursing I – Didactic	304	November 8, 2011 – January 3, 2012
Thanksgiving (No Classes)			November 23 – 25, 2011
Winter Break (No Classes)			December 18, 2011 – January 1, 2012
5.1	Adult Health Nursing I - Experiential	304.1	January 4 – 21, 2012
6	Nursing Theories, Practice & Issues	305	January 23 – February 6, 2012
7	Nursing Research	401	February 7 – February 20, 2012
Remediation			February 21 – March 10, 2012
8	Maternal Newborn Nursing - Didactic	402	March 12 – April 2, 2012
8.1	Maternal Newborn Nursing - Experiential	402.1	April 3 – 21, 2012
Spring Break (No Classes)			April 23 – 24, 2012
9	Pediatric Nursing - Didactic	403	April 25 – May 15, 2012
9.1	Pediatric Nursing - Experiential	403.1	May 18 – June 9, 2012
Memorial Day(No Class)			May 28, 2012
10	Adult Health Nursing II - Didactic	306	June 11 – July 23, 2012
Summer Break (No Classes)			June 25 – 29, 2012 or July 2 – 6, 2012
10.1	Adult Health Nursing II - Experiential	306.1	July 24 – August 18, 2012
11	Community Health/Mental Health Nursing - Didactic	409	August 20 – September 17, 2012
Labor Day (No Class)			September 3, 2012
11.1	Community Health/Mental Health Nursing - Experiential	409.1	September 18 – Oct 13, 2012
Remediation			October 15 – November 10, 2012
12	Care of the Older Adult	410	November 12 – 29, 2012
Thanksgiving Holiday (No Classes)			November 21 – 23, 2012
13	Leadership	406	November 30 – December 14, 2012
Winter Break (No Classes)			December 17, 2012 – January 1, 2013
14	Senior Practicum	407	January 2 – 26, 2013
15	Senior Seminar	408	January 28 – February 8, 2013
Remediation			February 11 – March 9, 2013
Comprehensive Predictor			March 11, 2013
Pinning Ceremony			March 12, 2013
Graduation			June 2013

*Subject to change

College of Nursing Mission, Purpose, and Goals

Mission

The mission of the College of Nursing is to provide a quality, innovative undergraduate nursing education designed to meet the diverse healthcare needs of individuals, families, communities, and societies.

Fundamental to this mission is the faculty's commitment to excellence in education, scholarship, and public service. To support Roseman University of Health Sciences' commitment to academic freedom, the College of Nursing endeavors to provide an educational environment that values, respects, and promotes academic freedom for faculty and students.

Purpose

The purpose of the nursing program is to provide a quality multifaceted nursing education that enables its graduates to achieve their optimal intellectual and professional development.

The College of Nursing advocates life-long learning, clinical excellence in various healthcare environments, and provision of competent and caring health services to diverse populations.

In addition, the College of Nursing fosters the core values of excellence, competence, integrity and leadership, which provide the framework for students in their professional practice.

Goals

Guided by the core values, the goals of the College of Nursing are to:

- Present a curriculum that provides students with knowledge, skills, and competency to perform the role of a professional nurse in a culturally diverse population and variety of environments.
- Provide an environment that promotes intellectual stimulation and facilitates positive faculty/student relationships.
- Promote the health of communities through educational partnerships and collaborations, faculty service and scholarship, and preparation of graduates who can effectively and professionally respond to societal demands.
- Uphold the integrity of the nursing profession through principled actions and ethical decision making.
- Ensure accountability of our students and faculty.

College of Nursing Philosophy

The College of Nursing is positioned within an academic environment that respects the individual, fosters diversity, promotes scholarship, cultivates life-long learning, and makes excellence an imperative. The faculty of the College of Nursing accepts the mission of Roseman University of Health Sciences and supports the concept of an educational system that instills in our students a passion for learning through dynamic curricula. Learning is facilitated by progression of concepts and principles from simple to complex.

The College of Nursing supports the University's goal of creating critical thinkers who become life-long learners and who can make informed decisions and valuable contributions to society and the world. The philosophy of the College of Nursing expresses these beliefs in the metaparadigm concepts of nursing, health, person, and environment.

Nursing

The profession of nursing, as an art and science, is unique in that it is practiced independently or interdependently in a variety of healthcare environments. Nursing is a complex and challenging profession. As a collaborative member of the healthcare system, the primary purpose is to meet the healthcare needs of individuals, families, communities, and societies.

The professional nurse uses knowledge derived from the arts, humanities, sciences, and nursing sciences to assist clients in health promotion and maintenance, illness prevention, health restoration, or a peaceful death.

The College of Nursing emphasizes integrity and accountability throughout the curriculum. This is achieved by socializing students to practice within the nursing profession's Code of Ethics and Standards of Practice.

Nurses use critical thinking, the nursing process, nursing research, and independent judgment to effectively communicate with and address the dynamic and changing healthcare needs of their clients across the lifespan. Nurses view the teaching/learning process as a dynamic interaction between individuals, families, communities, and societies to achieve mutually acceptable outcomes. At the time of graduation, nurses are expected to function as entry level generalists who are able to assume a variety of professional and leadership roles in diverse healthcare environments.

Health

Health is a dynamic state of well-being that is impacted by internal and external environmental factors. Given the reciprocal interaction between persons and their environments, the achievement of optimal health is a complex balance of many factors.

Nurses work within the context of an individual's situation to assist him/her to meet an optimal level of well-being. Ideally, health reflects an optimal level of well-being in biological, psychosocial, cultural, and spiritual dimensions. The optimal level of health is achieved through education and health promotion across the lifespan.

Person

Each person is a biopsychosocial being with unique values, beliefs, intellect, cultural, spiritual, and physical makeup. Individuals are complex beings who self-define their optimal health and seek and accept nursing care based on those needs. The client may be an individual, a family, a community or a society that possesses unique and dynamic healthcare needs.

Environment

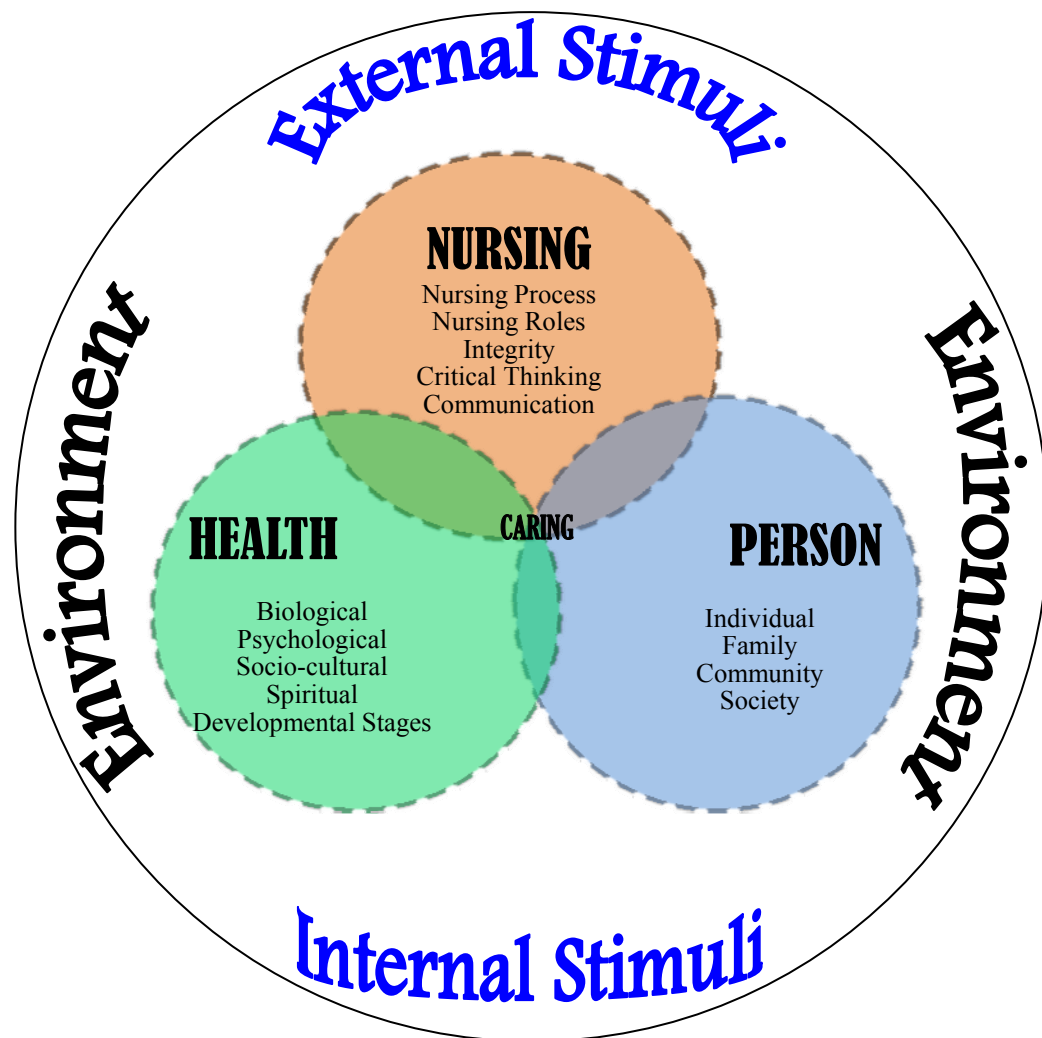
The environment is a complex set of numerous interacting external and internal factors that influence, and are influenced by, health and health care. This encompasses the broadest definitions of biological, social, and physical characteristics, and is a dynamic influence in health status.

The environment has the potential to impact the biopsychosocial well-being of the individual, the family, the community or the society.

Caring

The essence of nursing is caring. Caring transcends, is communicated and incorporated in all aspects of nursing.

College of Nursing Conceptual Framework



College of Nursing Program Objectives

- Synthesize knowledge from the sciences, humanities, and nursing sciences as a foundation for professional nursing practice.
- Utilize social, scientific and nursing theories and principles, and the nursing process to provide quality care to individuals, families, communities, and societies.
- Demonstrate competency in functioning as a collaborative member of the healthcare team by using interventions that progress from simple to complex.
- Demonstrate critical thinking for effective problem solving, decision-making, and independent or interdependent judgment to meet the diverse healthcare needs of individuals, families, communities, and societies.
- Apply communication theories, skills, and techniques (written, oral, and technological) to facilitate effective and therapeutic relationships with clients, the healthcare team, and the general public.
- Demonstrate respect for the diverse cultural, spiritual, ethnic, and religious healthcare practices of others.
- Utilize teaching/learning principles to design effective teaching plans for individuals, families, communities, and societies.
- Participate in the political regulatory processes to be a more effective healthcare advocate.
- Demonstrate effective leadership and management skills in professional nursing practice.
- Demonstrate a commitment to life-long learning for professional growth and development.
- Provide culturally competent and developmentally appropriate care in the practice of nursing.
- Evaluate research findings for application to professional practice.
- Accept personal responsibility and professional accountability for adherence to professional, legal, and ethical standards of practice.
- Function as a generalist able to assume entry-level professional roles in diverse healthcare environments.
- Utilize the concept of caring to practice professional nursing in a competent and respectful manner.

Progression Objectives as Related to Philosophy

Philosophy/Concept	Progression One	Progression Two
<i>Critical Thinking</i>	Combine a knowledge base in nursing and health care with critical thinking to promote health, prevent illness, and provide individualized care.	Apply critical thinking skills and evidence-based practice for effective problem solving and decision-making in order to meet diverse healthcare needs.
<i>Teaching/ Learning</i>	Use principles of teaching and learning to identify learning needs of individuals and families.	Integrate teaching and learning strategies designed to maximize the health of individuals, families, communities, and society.
<i>Health Promotion & Maintenance</i>	Identify the biopsychosocial and spiritual functioning of clients within the environment and its impact on the health of individuals and families.	Determine appropriate nursing interventions to maximize the well-being of individuals, families, communities, and societies.
<i>Nursing</i>	Define the roles of the professional nurse and the nursing process.	Integrate the roles of the nurse in a variety of environments to promote, maintain, and restore health.
<i>Principled Actions</i>	Use the nursing process to develop therapeutic nursing interventions to meet a person's healthcare needs in structured environments.	Design, provide, and evaluate theoretically based, culturally competent, and developmentally appropriate nursing care to promote a person's maximum health potential in structured and unstructured environments.
<i>Communication</i>	Develop basic skills in verbal and non-verbal communication to effectively interact with patients, families, and members of the healthcare team.	Formulate effective communication, utilizing theories and skills, to promote the optimal wellness of individuals, families, communities, and societies.
<i>Integrity</i>	Demonstrate accountability, responsibility, honesty, and self-regulation consistent with student nursing practice standards.	Integrate professional accountability and personal responsibility for adherence to, and evaluation of, nursing practice standards.
<i>Research</i>	Identify the use of research findings and their impact on client care.	Evaluate research findings for integration into professional practice.

Curriculum

The Curriculum is based on the Block system which allows students to completely focus on one content area at a time. The curriculum consists of a total of 15 Blocks.

NURSING PROGRAM COURSE OUTLINE / TEMPLATE*		
Block 1 NURS 300	Block 2 NURS 301	Block 3 NURS 302 <i>Block 3.1 (NURS 302.1)</i>
Introduction to the Profession	Health Assessment / Lab	Fundamentals of Nursing <i>Fundamentals Clinical</i>
Block 4 NURS 303	Block 5 NURS 304 <i>Block 5.1 (NURS 304.1)</i>	Block 6 NURS 305
Nursing Pharmacology	Adult Health Nursing I <i>Adult Health Nursing I Clinical</i>	Nursing Theories, Practice and Issues
Block 7 NURS 401	Block 8 NURS 402 <i>Block 8.1 (NURS 402.1)</i>	Block 9 NURS 403 <i>Block 9.1 (NURS 403.1)</i>
Nursing Research	Maternal Newborn Nursing <i>Maternal Newborn Nursing Clinical</i>	Pediatric Nursing <i>Pediatric Nursing Clinical</i>
Block 10 NURS 306 <i>Block 10.1 (NURS 306.1)</i>	Block 11 NURS 409 <i>Block 11.1 (NURS 409.1)</i>	Block 12 NURS 410
Adult Health Nursing II <i>Adult Health Nursing II Clinical</i>	Community Health/Mental Health Nursing <i>Community Health/Mental Health Nursing Clinical</i>	Care of the Older Adult
Block 13 NURS 406	Block 14 NURS 407	Block 15 NURS 408
Nursing Leadership	Senior Practicum	Senior Seminar

*Subject to change

Curricular Overview

The curriculum is designed to reflect the relationship among and between the metaparadigm concepts of nursing, health, person, and environment. The organizing framework, derived from the Philosophy of the College of Nursing, provides the template for the terminal objectives of the curriculum. Each nursing Block produces outcome competencies related to Block and terminal objectives. Where appropriate, threads in each clinical Block consist of pathophysiology, nutrition, pharmacology, legal-ethical, developmental stages, and culture. The curriculum is designed to facilitate students' professional progression from basic knowledge and skills to advanced critical thinking/clinical reasoning, problem solving, and independent judgment.

Block Descriptions

Block 1.0 (NURS 300) - Introduction to the Profession

This Block is an introduction to professional nursing from historical, social, legal-ethical, political, economic, theoretical, and cultural perspectives. An overview of the professional roles of the nurse in healthcare environments is introduced. *3 credits (45 contact hours)*

Block 2.0 (NURS 301) - Health Assessment

This Block is designed to introduce the student to the basic principles, knowledge, and motor skills required for a comprehensive health assessment of clients within a legal/ethical framework in a laboratory setting. The student will also develop interview and therapeutic communication techniques that may be used in the assessment of clients across the lifespan. *3 credits, laboratory component (90 contact hours)*

Block 3.0 (NURS 302) - Fundamentals of Nursing

This Block provides the fundamentals of nursing principles and practice related to basic health needs of individuals. Students will learn the basic principles, skills, and behaviors essential to safe, effective nursing care of the client. *4 credits, with laboratory component (75 contact hours) Prerequisite Block 2.0*

Block 3.1 (NURS 302.1) - Fundamentals of Nursing and Basic Skills

Students will apply basic skills and nursing principles in clinical settings. *2 credits (80 contact hours) Prerequisite Block 3.0*

Block 4.0 (NURS 303) - Nursing Pharmacology

This Block provides students with an analysis of the physiological actions, therapeutic uses, adverse effects, drug interactions and safe administration of selected drugs. Emphasis is placed on the application of the nursing process as the framework for safe administration of drugs. *3 credits (45 contact hours) Prerequisite Block 3.1*

Block 5.0 (NURS 304) Adult Health Nursing I

This Block builds on the fundamentals of nursing. Emphasis is placed on care and management of adult clients experiencing alterations in health. *7.5 credits with laboratory component (142 contact hours) Prerequisite Block 4.0*

Block 5.1 (NURS 304.1) - Adult Health Nursing I – Clinical

Students will further develop psychomotor skills essential for professional nursing practice. Students will synthesize knowledge using the nursing process to manage care for adult clients. *2.7 credits (108 contact hours) Prerequisite Block 5.0*

Block 6.0 (NURS 305) - Nursing Theories, Practice and Issues

This Block focuses on nursing theories and their relevance to professional practice. Students are introduced to practice models in various health care environments. Future and current issues in nursing practice will be explored. *3 credits (45 contact hours)*

Block 7.0 (NURS 401) - Nursing Research

This Block introduces the student to fundamental concepts in nursing research and focuses on understanding the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidenced-based practice in nursing are emphasized. *3 credits (45 contact hours) Prerequisite Block 6.0*

Block 8.0 (NURS 402) - Maternal Newborn Nursing

This Block focuses on the healthcare needs of childbearing women and their families through all stages of the perinatal period and childbirth. Emphasis is placed on the growth and development of the fetus and needs of the mother, the newborn, the family, and support systems. High risk pregnancies, labor complications and the physiologically challenged neonate are also covered. *5 credits with laboratory component (90 contact hours) Prerequisite Block 5.1*

Block 8.1 (NURS 402.1) - Maternal Newborn Nursing – Clinical

Clinical experience will focus on physical and psychosocial assessment of mother and child. This will include providing care to uncomplicated pregnancies, healthy newborns, and to women with complicated pregnancies. *2.7 credits (108 contact hours) Prerequisite Block 8.0*

Block 9.0 (NURS 403) - Pediatric Nursing

This Block focuses on the healthcare of children from infancy through adolescence. Emphasis is placed on the needs of the child, the family, and their support systems throughout developmental milestones. *5 credits with laboratory component (90 contact hours) Prerequisite Block 5.1*

Block 9.1 (NURS 403.1) - Pediatric Nursing – Clinical

Clinical experience will focus on age appropriate care for infants, children, and adolescents in supervised clinical environments. Emphasis is placed on incorporating the family and support systems in meeting the child's developmental needs. *2.7 credits (108 contact hours) Prerequisite Block 9.0*

Block 10 (NURS 306) - Adult Health Nursing II

This Block includes a more in-depth analysis of adult clients experiencing acute, chronic, and critical alterations in health status. *7 credits, with laboratory component (135 contact hours) Prerequisite Block 5.1*

Block 10.1 (NURS 306.1) - Adult Health Nursing II – Clinical

Students will build upon previous clinical experiences to manage care of adults experiencing acute or critical alterations in health status. *3.6 credits (144 contact hours) Prerequisite Block 10.0*

Block 11.0 (NURS 409) – Community and Mental Health Nursing

This Block focuses on the theories and principles that guide nursing care for clients' across the lifespan experiencing alterations in mental health while addressing the social determinants of health within the community. Emphasis is on psychopathology and therapeutics, community assessment techniques and community interventions. Various healthcare delivery systems will be explored. *8 credits (120 contact hours)*

Block 11.1 (NURS 409.1) – Community and Mental Health Nursing – Clinical

Clinical experience will focus on management of psychiatric clients in supervised clinical environments. In addition, students will serve as case managers for clients and study an in-depth community health issue. *4 credits (160 contact hours) Prerequisite Block 11.0*

Block 12.0 (NURS 410) – Care of the Older Adult

This Block focuses on the health care issues and needs of older adults across the health care continuum in various environments. The process of aging is analyzed utilizing various theoretical perspectives that include physical, emotional, and social aging and their impacts on the older adult and their families. The complex interplay of the political, economic, cultural, legal, and ethical factors that influence health care delivery to older adults is examined. *3 credits (45 contact hours) Prerequisite Block 11.1*

Block 13.0 (NURS 406) – Leadership

This Block focuses on the theories and principles of nursing leadership and management in healthcare environments. *3 credits (45 contact hours). Prerequisite: All previous Blocks*

Block 14.0 (NURS 407) - Senior Practicum

This block focuses on the transition from a student nurse to a professional registered nurse in the coordination and delivery of healthcare. Emphasis is placed upon management and leadership skills. *3.6 credits (144 contact hours) Prerequisite Block 13.0*

Block 15.0 (NURS 408) - Senior Seminar

This Block synthesizes the legal-ethical framework governing professional practice, explores issues and trends of professional nursing and prepares the students to take the NCLEX-RN exam. Students must successfully complete the designated Comprehensive Predictor, as the final Block assessment. *3 credits (45 contact hours) Prerequisite: All Blocks*

Graduation

Graduation from the College of Nursing with a Bachelor of Science in Nursing degree requires successful completion of prerequisite coursework and all Blocks described in the nursing curriculum.

National Council Licensure Examination NCLEX

Students must file a request to take the NCLEX exam prior to graduation. Since the NCLEX is a computerized exam, candidates select the date and time to take their exam after graduation from the College of Nursing. Students may take the exam outside of Nevada. However, they should contact the state board of nursing in the state in which the exam will be taken.

Students who have been convicted of or have had an adjudication of guilt withheld on any criminal matter are encouraged to contact the Board of Nursing in the state in which they desire to become licensed to discuss eligibility for licensure. Eligibility for licensure is determined by the State Board of Nursing.

NCLEX Code for College of Nursing: 89-506

Questions regarding eligibility for registered nursing licensure in Nevada should be directed to:

Nevada State Board of Nursing
5011 Meadowood Mall Way #201
Reno, NV 89502
Telephone: (775) 687-7700
FAX: (775) 687-7707

Or

Nevada State Board of Nursing
2500 West Sahara Avenue, Suite #207
Las Vegas, NV 89102-4392
Telephone: (702) 486-5800
Toll Free: 1-888-590-6726
FAX: (702) 486-5803
Website: www.nursingboard.state.nv.us
Email: lasvegas@nsbn.state.nv.us

Core Performance Standards*

These standards are not used to determine admissions or continued enrollment. They are used to assist the student in determining whether or not accommodations or modifications are needed. If a student believes that he or she cannot meet one or more of the standards, the Dean of the College of Nursing, or his or her designee, will determine if necessary and reasonable accommodations or modifications are needed.

- **Communication**
 - Defined as ability to interact verbally and in written format with peers, clients, and healthcare professionals. This includes explaining treatment procedures, initiating health teaching, performing nursing documentation, and interpreting nursing actions and patient/client responses.
- **Critical Thinking**
 - Ability sufficient to make sound clinical judgments. This is necessary to identify cause and affect relationships in clinical situations and develop nursing care plans.
- **Hearing**
 - Auditory ability sufficient for monitoring and assessing health needs, including the ability to hear monitors, alarms, emergency signals, auscultatory sounds, and cries for help.
- **Interpersonal**
 - Abilities sufficient for interaction with individuals, families, and groups from various emotional, social, cultural, and intellectual backgrounds. This skill is necessary to establish rapport with patients/clients and colleagues.
- **Mobility**
 - Physical ability sufficient for movement in small spaces and client rooms. This also requires the ability to lift and assist clients or move machinery without injury to self or others.
- **Motor Skills**
 - Gross and fine motor abilities sufficient for providing safe and effective nursing care. This includes administering medications, calibrating or using equipment, and performing cardiopulmonary procedures.
- **Tactile**
 - Tactile ability or sense of touch sufficient to perform physical assessment and other therapeutic modalities. Must be able to perform palpation, functions of physical examination, percussion, and therapeutic interventions.
- **Visual**
 - Visual ability sufficient for observation and assessment necessary for nursing care. Must be able to visually observe patient/client needs and responses.

*According to the National League for Nursing BSN Standards and Criteria, 2004 Edition.

Emails

Students must check their Roseman email on a daily basis. Roseman and the College of Nursing use the student's Roseman email as the primary method of communication.

Student Evaluations of Blocks and Block Faculty

At the completion of each Block, students are provided the opportunity to evaluate the content of the course, the instructional strategies used to meet the course outcomes and/or the clinical facility. The evaluations are used as a tool to determine if changes need to be considered or made to improve the Block.

Evaluation of the faculty performance as a facilitator should be growth promoting, constructive, fair and impartial and based on the stated outcomes for the Block. The evaluation of the didactic component of the Block and the faculty performance as a facilitator is usually scheduled on the last day of instruction prior to the final assessment. The exact date and time is communicated to the student in the Block syllabus.

The evaluation of the clinical component and the clinical facility are usually scheduled on the last Friday of the clinical rotation at a time designated by the Director of Clinical Resources and just prior to the administration of the standardized proctored assessment for the respective Block.

Results of the faculty evaluations by students are not released to the faculty until the Block has been completed. Handwritten comments by the students or clinical facility staff are never provided to the faculty members. Any comments written by students or clinical staff are typed by the Administrative Assistant, reviewed by the Dean and provided to the faculty in a type-written format.

Attendance

Attendance is required at all scheduled instructional periods, scheduled assessments, and remediation periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during that period. Absence from scheduled assessments or remediation is excused only under the following conditions:

- **Documented Student Illness**
 - Clinical faculty, licensed practitioner, or physician may provide documentation of an illness.
- **Personal Emergency**
 - Emergency in the student's immediate family, which includes parents, guardian, spouse, child, or sibling. This includes death, hospitalizations, or other emergency situations. The student must contact the Dean or his/her designee to notify him/her of the situation.
- **Attendance at Professional Meetings**
 - Attendance is encouraged at professional meetings. The student must get approval from the Dean or his/her designee at least (2) two weeks in advance of such meetings, and must be in good standing academically. If approval is granted and the student does not remain in good academic standing, approval will be rescinded. The student will be responsible for any expenses incurred.

Attendance in Didactic Blocks

Attendance at lecture, lab and seminars is mandatory. The student will be held responsible for the information and content distributed therein. Due to the large amount of information that will be presented, class time will not be used for student announcements and meetings. All missed lab time must be made up during the student's free time.

After an absence from class, whether excused or unexcused, the student is expected to return to scheduled classes. Any absence from lab, whether excused or unexcused, must be made up during the student's free time. The Block faculty will deal with excused absences on a case-by-case basis. Disciplinary action will be taken with the second unexcused absence. Excused absences will be granted by Block faculty. The student with an unexcused absence (class or portion thereof) may be allowed to participate in the corresponding group assessment, but will not be awarded group assessment points.

Attendance is Required at all Scheduled Assessments

If a student is ill or experiences a personal or family emergency (defined below) that would prevent him/her from taking a scheduled assessment or reassessment, the student *must* request an excused absence. Students should make this request to the Block Coordinator.

The decision to grant an excused absence is at the discretion of the Block faculty. The student who fails to provide requested documentation or fails to inform the Block Coordinator within the timeframes specified may be denied an excused absence. Falsification of documentation is considered a violation of the College's Standards of Professional Conduct and will result in disciplinary action up to and including dismissal.

Student Illness

Should a student be unable to take a scheduled assessment or reassessment due to illness or an emergency, he/she must notify the Block Coordinator via telephone or in writing no later than 1 hour prior (most assessments start at 8:00 AM) to the scheduled assessment or reassessment. The Block Coordinator can be notified via telephone, e-mail, or by fax. The Block Faculty may request that the student provide documentation of the illness in order to determine if granting an excused absence is warranted.

Personal or Family Emergency

In the event of a personal emergency or an emergency in his/her immediate family ("immediate family" is defined as parent, guardian, spouse, child, or sibling) that would preclude him/her from attending a scheduled assessment or remediation, the student should notify the appropriate Block Coordinator as soon as possible following the event, but no later than 1 hour prior to the scheduled assessment/reassessment. "Emergency" situations include, but may not be limited to hospitalization, death of a family member, or other unforeseen, debilitating events. The Block Coordinator can be notified via telephone, e-mail, or by fax. The Block Coordinator and the Block faculty will determine whether or not a request for an excused absence may be granted based on the nature of the emergency. The Block Faculty may request that the student provide documentation of the emergency in order to determine if granting an excused absence is warranted.

If a student is absent and excused, the student will take the initial remediation assessment as the actual assessment and will receive group points if two or more students are present. If the student is not successful then, the student will be given a remediation assessment in which there is no opportunity to receive group points.

Attendance in Clinical Blocks

Attendance at clinical sites for the entire assigned time period is mandatory.

The student is responsible for notifying the clinical instructor in advance if she or he will be absent from clinical. Excused absences will be granted only by the Director of Clinical Resources or Nursing Coordinator. Students are required to complete all clinical assignments and clinical hours, even if the absence is excused

The student must pick up the Clinical Ticket from the Director of Clinical Resources' office prior to the start of each clinical rotation. The Ticket must be given to the clinical professor at the start of the clinical day. Students will not be permitted to attend a clinical rotation without a Clinical Ticket. Any time spent in a clinical rotation without a clinical ticket will not count as attendance.

Tardiness in Clinical Blocks

Being on time for the start of clinical shift conferences and meetings is **mandatory**. Tardiness is at the discretion of the faculty member. A tardy may constitute a clinical absence.

Clinical Ticket

A clinical ticket is required for admittance into all clinical rotations (this includes remediation). The clinical ticket identifies the enrollment status and expiration dates for clinical requirements.

The student must pick up the Clinical Ticket from the Director of Clinical Resources' office prior to the start of each clinical rotation. The Ticket must be given to the clinical faculty at the start of the clinical day.

Students will not be permitted to attend a clinical rotation without a Clinical Ticket. Any time spent in a clinical rotation without a clinical ticket will not count as attendance. The student must make up all days spent in a clinical rotation without a clinical ticket. Any time that is missed during a clinical day requires a full day of make-up.

Clinical Remediation

Remediation for clinical absences is based on the availability of clinical sites and is Not Guaranteed. Any student with an unexcused clinical absence will not be granted remediation, will be given an Incomplete (I) and will have to repeat the Block the next time it is offered. Clinical remediation for any student with documented personal illness and/or family emergency is contingent on the availability of clinical sites. Excused clinical absences will be granted only by the Director of Clinical Resources.

Clinical Attendance Requirements During Remediation

- Students are required to attend remediation to make up excused missed clinical days as stated in the Student Handbook
- Clinical remediation means that the student must have an 8-12-hr patient care assignment. Any orientation requirements will be in addition to the clinical remediation day (s).

- Example – if the student has missed one clinical day and is required to attend orientation, the student will have an orientation day and a clinical remediation day. This means the student will be in the facility for 2-days.
- Students are required to comply with facilities’ orientation requirements, live presentation or self-study.
 - Orientation may include attending a live orientation presentation and familiarizing oneself with the clinical environment
 - The student may not have to attend an orientation if he/she has recently completed a clinical rotation at the facility where he/she is assigned for remediation and it does not violate the facility’s orientation requirements.

Evaluation of Student Progress

The curriculum is not organized in the traditional semesters or quarters. The University uses the “Block System” of curricular design, which provides students with the opportunity to study one content area intensely and master it without distractions from other subjects. Therefore, the student’s progression within the nursing program is dependent on the mastery of the subject matter necessary for application in the subsequent Block.

Level of Achievement

The University has set the standard of achievement for each Block at 90%. That means that in order to receive a “pass”, or “P”, a student must achieve a score of 90% or higher on each assessment.

The College of Nursing is committed to creating an environment whereby students are provided additional learning opportunities to achieve the standard of 90% on all block requirements. Thus, students are provided the opportunity to remediate Assessments, skills, and other educational assignments to achieve the 90% passing grade. Remediation provides students the opportunity to work with the faculty to identify areas that require additional focus and mastery, develop learning strategies, and re-test or rewrite the educational assignment.

Students are given additional opportunities through remediation to achieve the standard of 90% in order to accommodate different styles and rates of learning.

Assessment Process

Each student takes an individual Assessment. Once the individual assessments are completed, and prior to scores being distributed, students take the group assessment.

Group Test

Once the individual assessment is completed, students will convene with their respective groups to take the same assessment. Students will be allowed one hour for the group test. Students in the group must agree on one answer per test item and record their final answer on the Scantron answer sheet. Each group that scores a 90% or greater will have 5 percentage points added to each student’s individual raw score, in that group.

Challenges

Students are allowed 30 minutes to challenge test items and may use their textbook and any other assigned materials to support their challenges of test items. The use of computers and other electronic devices are not allowed during the challenge process. To be considered, challenges must reference assigned readings, handouts or lecture material. All challenges must be on the challenge form provided to students after the group assessment and contain the appropriate reference (s) supporting the challenge.

Individual assessment items may not be appealed. The student may challenge an assessment item(s) only during the challenge process provided after each Group assessment is completed. Once a decision has been made regarding each challenge that assessment item will no longer be open for debate or appeal.

Final Grade

Once the item analysis and the students' individual scores are calculated, students who have not earned the required 90% will be provided an opportunity to remediate the Block during the Block remediation. All students must participate in the group assessment process, whether or not they are eligible for group points. A group is defined as two (2) or more students.

Students who do not achieve a 90% on any assessment are required to meet with the Block Coordinator and/or Block members to develop an Academic Intervention Action Plan. Students will have a designated period to study the content and take another Assessment that tests the same concepts using different questions. In a Block with projects/papers, students who do not achieve a 90% based on the establish evaluation rubric/criteria must revise/rewrite and resubmit the project/paper at the designated time to meet the 90% standard.

Student Participation in Assessments

No student will be allowed to take an assessment or participate in group assessment unless that assessment is required to pass the Block.

Corrections on Assessments

Corrections will be displayed as identified. Corrections will not be announced verbally until the end of the assessment. Each correction will receive an additional two minutes.

Time Allocation Per Test item

The students will be allowed 1.5 minutes per test item for the class assessment. For example, if the faculty administers a:

50 questions=75 minutes

75 questions=112.5 minutes

100 questions=150 minutes

Group Assessment= 1 hour

Challenges=30 minutes

Item analysis

Members of the Block team and the appropriate nursing administrator or his/her designee will review each test item where the students have scored a 60% or less and decide whether the item should be included or omitted in the total of the items. The students' challenges to any test item will also be reviewed at this time.

Calculation of Grades

In order to be consistent with the calculations of scores, the faculty will use the method outlined below:

$$\text{Final Score} = \frac{(\text{Raw Score} \pm \text{Adjustment}) + \text{Group Score}}{\text{Original number of test items}}$$

Steps for Grading Assessments

Calculating Grades using Scantron (preferred method):

1. Determine which questions to discard (throw out).
 - a. Make those changes to the Scantron Key by marking all the answer options as correct. (A, B, C, D)
2. Determine which questions that have more than 1 correct answer.
 - b. Make those changes to the Scantron Key by marking the added answer options to the Scantron.
3. Re-run the Scantron Key and all the student Scantrons again.
4. Add 5 percentage points (if applicable) + the Raw Score together to = Total Raw Score for each student.
5. Divide the Total Raw Score by the Possible Score to = Final Score Percentage for each student.

Calculating Grades Manually:

1. Determine which questions to discard (throw out).
 - a. Make those changes to the Scantron Key by marking all the answer options as correct. (A, B, C, D)
2. Determine which questions that have more than 1 correct answer.
 - a. Make those changes to the Scantron Key by marking the added answer options to the Scantron.
3. Add 1 Mark to the Raw Score for every thrown out question where the student had the wrong answer. (Do not change the “Possible Score” denominator)
4. Add 1 Mark to the Raw Score for every question where the student now has a correct answer because multiple answers are correct. (Do not change the “Possible Score” denominator)
5. Add 5 percentage points (if applicable) + the Raw Score together to = Total Raw Score.
6. Divide the Total Raw Score by the Possible Score to = Final Score Percentage.

Student Review of Old Assessments

No review of old assessments will be allowed for students repeating a Block.

Remediation

Block Remediation

Remediation for each didactic Block usually occurs on the Monday following the final assessment administered on the previous Friday. During remediation, a group test will be allowed if two or more students need to remediate any assessment. The remediation assessment will test the same concepts and objectives, using different questions.

Scheduled Remediation Periods

The College of Nursing provides remediation periods after the completion of Block 7.0, Block 11.1, and Block 15. During the scheduled remediation periods, a student may only remediate the Blocks preceding the remediation period. Students can only remediate one didactic and one clinical Block during the scheduled remediation period.

Remediation is considered part of the regular educational process and, as such, the University does not charge additional fees or tuition for remediation.

Unsatisfactory Progress During Scheduled Remediation

If a student does not successfully achieve the desired competencies during the scheduled remediation period, he/she will be required to attend the Block the next time it is offered. The student's status in that case will be "not in good academic standing", and an F will appear on the transcript.

1. The student may be assessed tuition for that Block or portion of a Block based on its proportion of the entire curriculum. The decision as to when a student may re-enter the curriculum will be made on a case-by-case basis by the Dean of the College of Nursing. The student may appeal an adverse decision by the Dean to the Vice President for Academic Affairs.
2. The student may repeat the Block the next time it is offered. See Appendix F1 – F2 for the Withdrawal and Re-Admission Policy.

Program Progression – Didactic

Foundation Blocks

Based on the nature of nursing education, students must acquire basic knowledge, skills and competencies for successful matriculation to other Blocks. The Blocks designated as Foundation Blocks contain a series of Blocks that are progressive in nature; therefore, students must complete the lower level Block to progress to the next Block. Students must pass Block 2.0 (Health Assessment) to progress to Block 3.0 (Fundamentals of Nursing), Block 3.0 to progress to Block 3.1 (Fundamentals Clinical), Block 3.1 to progress to Block 4.0 (Nursing Pharmacology). A student, who does not achieve a 90% after the Block remediation in the Foundation Blocks will receive a No-Pass (NP) for the Block and must withdraw from the program for academic reasons. The student's status at the time of this withdrawal is "not in good academic standing". The student must repeat the Block the next time it is offered on the curriculum calendar, if space is available in the requested class. The student is required to retake the entire Block and complete all required Block assignments/assessments. The student's transcript will reflect a grade of "F". If the student re-enrolls and successfully completes the Block the next time it is offered on the curriculum calendar, the "F" grade will be changed to a "p".

Students who receive a No-Pass in a Block and have to repeat the Block will be placed on Academic Probation. The notation of Academic Probation will be reflected on the transcript even upon successful repeat of the Block.

Non-Foundation Blocks

Non-foundation Blocks do not require foundational knowledge from the previous Blocks. A student who receives a No-Pass (NP) after the Block remediation assessment must attend the scheduled remediation and complete all requirements for the Block (s). The student's transcript will contain a grade of Incomplete ("I"). The student will be considered, "not in good academic standing." If the student successfully remediates the Block, the "I" grade will be changed to a "P". If the student does not pass the remediation the "I" grade will be changed to a No-Pass (NP). The student's status will be "not in good academic standing". The student may retake the Block the next time it is offered on the curriculum calendar, if space is available in the requested class. The student's transcript will reflect a grade of "F". If the student re-enrolls and successfully completes the Block the next time it is offered on the curriculum calendar, the "F" grade will be changed to a "P". Students who receive a No-Pass in a Block and have to repeat the Block will be placed on Academic Probation. The notation of Academic Probation will be reflected on the transcript and remain even after successful repeat of the Block.

Prerequisite Blocks

In Blocks with a corresponding clinical component, students must successfully complete the didactic component of the Block to be eligible to progress to the clinical component. Students must have successfully completed all Blocks to progress to Block 14.0 (Senior Practicum) and Block 15.0 (Senior Seminar).

Incomplete Assignments

Unless excused, the student who does not complete and submit all assignments at the scheduled date and time will not be eligible to take the final Block assessment and must repeat the didactic Block the next time it is offered on the curriculum calendar, if space is available in the requested class. Students who are excused must complete and submit all assignments at the time and date designated by the faculty to be eligible to take the final Block assessment.

No-Pass in Two Blocks or a Repeated Block

A student who receives a No Pass in two Blocks or a second No Pass in a repeated Block after remediation will be dismissed from the nursing program and will be considered not in good academic standing.

Program Progression – Clinical

Clinical formative and summative evaluations shall be performed in each clinical rotation. All evaluations will receive a "pass" or "no pass" grade. Evaluations will be assessed by level and terminal objectives, program objectives, and core performance standards. Students are required to remediate if his/her clinical performance is unsatisfactory. A "no-pass" clinical grade in a foundation Block will prevent progression to the next Block. The student's status will be "not in good academic standing". The notation of "Academic Probation" will be noted on the transcript and will remain even after successful repeat of the Block. Any violation of university, college, or clinical agency policy may compromise the student's ability to achieve clinical objectives. Students should carefully review all policies and procedures related to clinical experiences.

If a student is demonstrating unsatisfactory clinical performance, a Clinical Intervention Action Plan will be completed by the clinical faculty and reviewed with the student. The faculty member will notify the Director of Clinical Resources and submit the Clinical Intervention Action Plan (See Appendix E1 – E2 for Clinical Intervention Action Plan form).

During remediation, the student will have the opportunity to achieve the desired competencies. The student will be assessed again on competencies throughout the remediation period. Duration, scheduling, and other requirements for remediation will be determined by the nursing faculty in conjunction with the Director of Clinical Resources. Remediation is considered a part of the regular educational process and, as such, the University does not charge additional fees or tuition for remediation. During the designated remediation periods, students are allowed to remediate a maximum of one clinical and one non-clinical Block (See Appendix A for Student Course Remediation form).

Incomplete Assignments

Unless excused, the student who does not complete and submit a clinical assignment at the scheduled date and time will be given a Clinical Intervention Action Plan. A student who has received a Clinical Intervention Action Plan for failure to complete and/or submit a satisfactory or completed clinical assignment and has a repeated occurrence will not be eligible to complete the Block and will receive a grade of “I”. The student must repeat the clinical rotation the next time it is offered on the curriculum calendar, if space is available in the requested class. The student will be considered, “not in good academic standing.” Students who are excused must complete and submit all clinical assignments at the time and date designated by the faculty and complete all clinical hours in order to complete the Block.

Privacy Rights

Release of Grades

Release of grades will comply with the Family Educational Rights and Privacy Act (FERPA). This Act prohibits public posting of grades using social security number or student identification numbers without the uncoerced written consent of the student. Student grades will not be posted, or released to other students.

On admission, each student will be assigned a student number. This number will be used as the identification number on each assessment, paper and/or project. Mailing grades is permitted if the student has signed a release and provided a self-addressed stamped envelope.

Academic Standing

A student is considered not in good academic standing if he/she needs to remediate a Block or a portion of a Block, has been administratively withdrawn, or has been dismissed from the College of Nursing.

Transcripts

The transcript reflects the Block subjects taken, the credit in the form of credit hours for the number of hours spent in class, and the grade point average (GPA). Students receive one credit hour for every 15 hours spent in a didactic classroom setting, one credit for every 30 hours spent in laboratory, and one credit hour for every 40 hours spent in a clinical setting.

If a student has not achieved the required 90% on any assessment or paper/project in a Block and withdraws prior to successfully remediating the Block requirements, the student will be considered “not in good academic standing” and the notation, Academic Probation will appear on the student’s transcript. If a student is required to remediate a Block during the scheduled remediation period, an Incomplete (“I”) will appear on the student’s transcript until the Block is successfully remediated. The student will be considered, “not in good academic standing.” If the Block is not successfully remediated or the student withdraws from the College of Nursing, the “I” grade will revert to a grade of “F” at the completion of the designated remediation period or upon withdrawal.

If a student receives a “NP” in a Block, a “F” will appear on the students transcript until the Block is successfully passed. Students who receive a No-Pass in a Block and have to repeat the Block will be placed on Academic Probation. The notation of Academic Probation will be reflected on the transcript even upon successful repeat of the Block.

Withdrawals from the College of Nursing Program

University Withdrawal

Attendance is a privilege granted in consideration of specified levels of performance and established standards of professional conduct and personal behavior. To safeguard appropriate standards of conduct, the College of Nursing reserves the right to require student withdrawal for violations of policies and procedures. The student will be afforded the appropriate due process rights.

Voluntary Withdrawal

Application for voluntary withdrawal from the nursing program must be made in writing to the Dean of the College of Nursing. Except in rare and special circumstances, the application will be accompanied by a personal interview with the Dean. Every effort should be made by the student to ensure that no misunderstandings or errors occur in the withdrawal process. Following written notification by the student and the personal interview with the Dean, the necessary forms to process the official withdrawal will be given to the student.

Students who leave the nursing program without completing the established procedures within five (5) days will be administratively withdrawn from the University. Students who are administratively withdrawn in this manner must complete the re-admission process. (Withdrawal is not complete until the required forms are signed by the student and the Dean of the College of Nursing.)

The Procedure for Voluntary Withdrawal

The procedure for voluntary withdrawal is as follows:

1. The student makes a written request to the Dean of the College of Nursing to voluntarily withdraw.
2. The Dean or his/her designee prepares the necessary forms for withdrawal and schedules a withdrawal interview.
3. A withdrawal interview is scheduled with the student and the Dean, at which time the terms of withdrawal are agreed upon and put in writing. A student who withdraws and has not completed Block remediation requirements will be considered, “not in good academic standing.”

4. The completed withdrawal forms, including the terms of withdrawal (if any), are signed by the student and returned for signature to the Dean.
5. Once all forms are signed and dated, the withdrawal process is complete.

Conditions for Re-Admission for Students Who Voluntarily Withdraw

Students who voluntarily withdraw and wish to re-enroll in the nursing program must meet request approval from the Dean. Students are not guaranteed readmission, unless the possibility of re-admission is a part of the final written decision and/or agreement with the Dean. Students who reapply and are granted re-admission following withdrawal in good academic standing may re-enter at the appropriate time the next time the Block is offered on the curriculum calendar.

Leave of Absence

A student in good academic standing, i.e., not on Academic Probation, may request a leave of absence due to occurrence of medical problem(s), serious personal problems, or pregnancy.

Students requesting a leave of absence must apply in writing to the Dean of the College of Nursing. In the event of a medical problem, the request must be accompanied by a letter from a physician describing the nature of the condition for which the leave is requested and the estimated length of time needed for recovery. The Dean shall determine if and when the student may return to school.

A student, who is granted a leave of absence must submit a letter of intent to return to classes to the Dean at least three months prior to the requested date of return. It is the student's responsibility to keep the Dean informed of any change of address while on a leave of absence.

Leaves of absence may be granted for a maximum of 180 days. The terms and conditions of the leave will be determined by the Dean of the College of Nursing.

Procedure for Leave of Absences

The procedure for obtaining a leave of absence is as follows:

1. The student makes a written request for a leave of absence to the Dean.
2. The Dean will prepare the necessary leave of absence forms.
3. The Dean and the student will meet to discuss the request.
4. The Dean will determine whether or not to grant the request and the terms of the leave of absence, if granted.
5. Any terms will be put in writing and signed by the student and the Dean.

Administrative Withdrawals

Students who leave the nursing program without completing the established procedures within five (5) days will be administratively withdrawn from the University. Students who are administratively withdrawn in this manner must complete the re-admission process. Re-admission is not guaranteed.

Academic Withdrawals

A student is considered an academic withdrawal if he/she does not achieve the required 90% on Block Assessments and/or Projects/Papers and withdraws or is required to withdraw from the College of Nursing.

The Procedure for Academic Withdrawal

The procedure for academic withdrawal is as follows:

1. The Dean or his/her designee prepares the necessary forms for withdrawal and schedules a withdrawal interview.
2. A withdrawal interview is scheduled with the student and the Dean, at which time the terms of withdrawal (if any) are agreed upon and put in writing. The student will be considered, “not in good academic standing.”
3. The completed withdrawal forms, including the terms of withdrawal (if any), are signed by the student and returned for signature to the Dean of the College of Nursing.
4. Once all forms are signed and dated, the withdrawal process is complete. (Withdrawal is not complete until the required forms are signed by the student and the Dean of the College of Nursing.)

Re-attending Blocks in the College of Nursing

A student who has not successfully completed a Block and will re-take the Block the next time it is offered on the curriculum calendar may re-attend the previously successfully passed Blocks to refresh his/her knowledge with prior written approval from the Dean. The student must notify the College of Nursing that he/she wishes to re-attend no later than the first day of the Block. The student who attends the didactic component of a Block will not be required to pay tuition or fees and may not take assessments. The student will not receive additional credit or a grade and will not be subject to attendance requirements. A notation will not be noted on the transcript.

The student who elects to re-attend the skills laboratory component of a Block will be required to pay a fee of \$50.00. The fee will be collected at registration. Clinical rotations cannot be re-attended.

F1 Visa Students

To refresh his/her knowledge in a Block and increase the success in subsequent blocks, a F1 visa student who is required to withdraw and has been approved for re-admittance must re-attend that passed Block with prior written approval from the Dean/Program Director. The student must notify the unit Dean/Program Director and the Primary Designated School Official (PDSO)/Registrar that he/she wishes to re-attend no later than the first day of the Block. The student who attends the didactic component of a Block will not be required to pay tuition or fees and may not take assessments. The student will not receive additional credit or a grade and must attend all passed blocks. A notation will not be noted on the transcript.

Students who re-attend and elect to participate again in the Nursing skills laboratory component of a Block, if applicable will be required to pay a lab fee of \$50.00. The lab fee will be collected at registration. Clinical rotations cannot be re-attended. All non-nursing students please refer to your program for lab fees.

Academic and/or Professional Misconduct

The College of Nursing expects students to be academically honest. To maintain academic integrity and professionalism in the College of Nursing, academic and/or professional misconduct will not be tolerated. All students are expected to behave in a professional manner in all matters relating to their program of study.

The College of Nursing has established what constitutes academic and/or professional misconduct policies.

Academic misconduct includes, but is not limited to the following:

- **Cheating** – Cheating is defined as providing or receiving information and/or assistance during assessments. Examples of cheating include, but are not limited to:
 - Possession of unauthorized copies of assessments (tests) or access to assessments prior to or during the assessment
 - Looking at another person’s answers during an assessment or allowing another person to look at your answers. This applies to hard copy and online assessments.
 - Collaborating with another person during individual assessments or assignments where the work is to be performed by the individual student. Bringing materials or information to an assessment that is not permitted. It does not matter whether you planned to use it or not.
 - Taking an assessment for someone else or having another person take one for you.
 - Doing an independent assignment for someone else or having someone do your independent assignment for you.
 - Exchanging notes or information between students during an assessment.
 - Obtaining unauthorized information about an assessment.
 - Printing and/or removing an assessment from the examination room without permission.
 - Changing an answer that has not been authorized on an assessment that has been returned to you for review. This policy applies whether the assessment has been graded or not.
 - Presenting collaborative work (2 or more) as your own independent work.
 - Utilizing cellular telephones, cameras, laptops, recordings devices, palm pilots, or electronic devices during an assessment.
- **Plagiarism** – Taking someone’s work and presenting it as your own without acknowledgement or giving credit to the originator of the work. It includes having someone else write a paper or assignment, putting your name on it and submitting it as your own.
- **Fraud** – Intentional misrepresentation or omission of material facts.
- **Misrepresentation** – Providing misleading information.
- **Unethical Behavior** – Violation of any ethical standards in your profession and/or academic program. An example of an unethical behavior is knowingly disclosing or participating in the disclosure of client information to unauthorized individuals.
- **Improper Behavior** – Disruptive behavior in the classroom or other facilities.
- **Unprofessional conduct** - Incompetent, non-collegial, unethical, or illegal conduct which may deceive, defraud or injure clients, fellow students, faculty members, or the public; or deviate from standards of professional conduct; criminal convictions for crimes against persons or property; on university grounds under the influence of non-prescribed controlled substances or alcohol, etc.
- **False Information** – Providing or reporting untrue or inaccurate information.

Clinical Misconduct

Any of the following behaviors are sufficient grounds for faculty to determine that the student is unsafe clinically and may not continue in his/her clinical rotations. This decision is based on serious offenses and requires accurate documentation. Behaviors that provide sufficient grounds for faculty to evaluate a student as unsafe include, but are not limited to:

- Failure to meet clinical objectives
- Actions which place patients, families, oneself, or other humans at risk for physical or emotional harm
- Refusal or failure to follow College of Nursing or clinical on-site agency protocols
- Violation of Health Insurance Portability and Accountability Act (HIPAA) regulations
- Illegal use of drugs or the consumption of alcohol during clinical rotations, or under the influence of drugs or alcohol.
- Providing or reporting untrue or inaccurate information

The student will face immediate disciplinary action that includes probation, suspension and /or dismissal, and the loss of the right to withdraw for any of the following behaviors:

- A deliberate attempt to cover up any error or negligent performance during a clinical rotation.
- Falsification of documentation
- Unsafe, unethical, and/or illegal practices or behavior
- Violations of academic and professional conduct
- Violation of the clinical facility's policies and procedures
- Violation of Health Insurance Portability and Accountability Act (HIPAA) requirements

A student who is evaluated as unsafe clinically may not continue in clinical rotations. Due process will be provided.

Sanctions

A student who has or may have violated the College of Nursing's policy on academic and/or professional misconduct will be notified verbally and in writing of the violation and of the sanction. The student can then start the grievance process (outlined below). The student may continue to attend classes during the grievance process.

If, after a hearing, the appeals committee finds that the student has violated the academic and/or professional misconduct policy, the committee will make a sanction recommendation to the Dean. Sanctions may range from probation to dismissal. A permanent record of the violation will be recorded in the student's academic file. "Academic Misconduct" will be noted on the student's transcripts.

If the committee finds no violation(s), no entries will be made in the student's academic file or on the transcript.

A student who does not file a grievance within three (3) business days from the time he/she was notified of the violation or potential violation will be subject to the decided sanction.

A permanent record of the violation will be recorded in the student's academic file. "Academic Misconduct" will be noted on the student's transcripts.

In case of violations of the Computer and Network "Acceptable Usage Policy" sanctions range from being barred from the campus electronic network to suspension from the University.

Student Resolution Process (Non-Grievable Issues)

The College of Nursing seeks to resolve issues and concerns in a fair and just manner for all parties. The student should follow the resolution process for informal issues. The student (s) who has a question, concern, or an issue may initiate the process by the following phases outlined below:

First Phase: All Involved Parties

1. The student (s) should meet with individual (s) with whom the concern originated.
2. After meeting with the individual (s) to discuss the matter, if a resolution cannot be met, the student must continue with the Student Chain of Command which proceeds to phase two and/or three.

Second Phase:

- Block Issue: All parties involved will meet with the Block Coordinator and Faculty Member(s)
- Non-Block Issue: All parties involve will meet with one Student Advisor to discuss the matter (s) and reach a resolution.

Third Phase: Class Advisor

If resolution not met with Student Advisor or Block Coordinator/faculty member(s) (second phase) then all parties will meet with the Class Advisor to reach a resolution.

If the student has gone through **all three** phases and a resolution has not been achieved, he/she must continue to phase four:

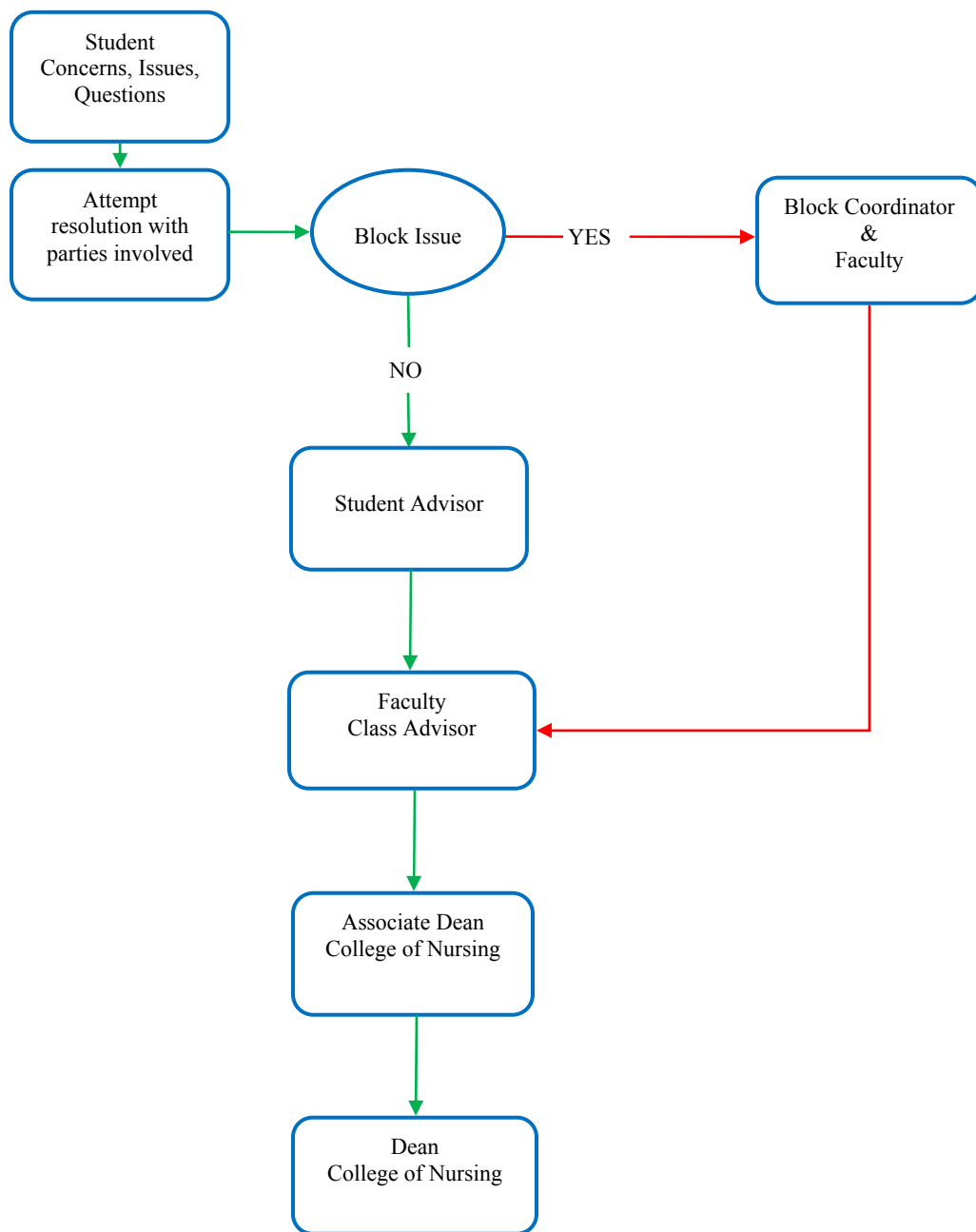
Fourth Phase: Associate Dean (Designee in absence)

The student and parties involved must consult with Associate Dean for guidance in finding resolution.

Fifth Phase: Dean of the College of Nursing (Designee in absence)

If after all the phases have been exhausted and a resolution has not been reached, the parties involved must consult with the Dean of the College of Nursing to help guide them in reaching a resolution that is within the guidelines of the College of Nursing and Roseman University of Health Sciences' policies and procedures.

Student Resolution Process Flow Chart



Grievance Procedures

The College of Nursing is committed to mutual respect among all of its members. This commitment includes students, faculty, staff and administration. We seek to resolve issues and concerns in a fair and informal manner. However, should a formal grievance be filed by a student; he/she shall be given the right to due process.

Grievances will be reviewed and decisions made based on the evidence presented. In no event shall persons who review a grievance substitute their subjective judgment about the issue or academic quality for that of the professor or other party(ies) involved.

Informal Grievances

Any student in the College of Nursing who believes that he or she has a grievable issue (as defined below) is encouraged to resolve the matter informally. The student must first talk with the person or groups at whom the grievance is directed in an attempt to informally resolve the issue. If this initial attempt is unsuccessful, the student may contact the Assistant Dean for the College of Nursing for assistance in resolving the matter informally.

Formal Grievance Procedures

The grievance procedure is available to resolve issues that have not been satisfactorily resolved through the informal resolution process. The person filing the grievance must be the recipient of the alleged incident leading to the grievance. A grievance cannot be filed on behalf of another person.

An action or a decision can be grieved if it involves the failure to follow or a misapplication or misinterpretation of University policy, regulation, or rule; or a violation of state or federal law. Grievances that meet these requirements will be forwarded to the appropriate committee, if requested as outlined below. For issues that are not considered grievable, a student should follow the resolution process outlined above.

The grievance procedure is described below. The student may continue to attend classes during the grievance process. Throughout the grievance process, the student may be accompanied by a support person who may advise the student, but cannot speak for or provide information on behalf of the student.

1. To initiate the formal grievance procedure, the student must submit his or her grievance in writing to the Assistant Dean of the College of Nursing.
2. The written grievance must include:
 - a. A statement indicating how the Informal Grievance process has been followed.
 - b. A statement that the student wishes a review of the situation by a grievance committee;
 - c. The identification of the person or group at whom the grievance is directed;
 - d. The specifics of the incident leading to the filing of a grievance;
 - e. Evidence to support the student's grievance; and
 - f. The outcome or resolution desired by the student.

3. A informal grievance must be initiated no later than 3 business days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. Initiation of the informal procedure as described above within the 3-day period will allow the student 5 days (inclusive of the 3 days) to prepare for the formal grievance procedure if a formal grievance is granted.
4. The Assistant Dean of the College of Nursing will determine if the issue meets the criteria for a grievance. Within 5 business days of receiving and validating the formal grievance, the Assistant Dean shall appoint an ad hoc committee to review the formal grievance. The ad hoc committee will consist of one nursing student and two nursing faculty members. If a nursing student is not available, a student representative may be selected from another discipline. The committee may request a written response from the person or group at whom the formal grievance is directed, may ask for additional information from any or all parties involved, may request that the parties involved appear before the committee, and/or may take other steps in an attempt to resolve the issue.
5. Within 5 business days after receiving the formal grievance from the Assistant Dean, the committee shall send a written report with recommendations to the Assistant Dean. The report shall include notice to the student of his or her right to appeal the committee's recommendation to the Dean or designee of the College of Nursing. The Assistant Dean or designee will provide a copy of the report to the student and to the Dean. The Assistant Dean or designee will also provide the student with written information of his/her right to appeal.
6. A student wishing to appeal the committee's recommendation to the Dean of the College of Nursing must submit a written appeal to the Dean within 3 business days of the date of the committee's report. The request must state the specific basis for appeal and identify the specific aspects of the committee's recommendation that he or she believes are the subject of the basis for appeal.

Only facts presented to the committee may be introduced to and considered by the Dean. The Dean shall notify the student and the committee in writing within 5 business days of receiving the written appeal, stating the action on the appeal and the grounds for the action taken.

A grievance that is not filed in a timely manner, or is from a person without grievance rights may be dismissed by the Assistant Dean. If the decision is unfavorable to the student, he or she may appeal the decision to the Dean of the College of Nursing.

Grade Appeal

The College of Nursing is committed to providing an environment that promotes learning and professional growth. Therefore, the College of Nursing will use grading practices that are fair and equitably applied. It is the responsibility of the Block team to clearly define the grading policy in the Block syllabus according to established College of Nursing grading standards.

The formal grade appeal process should only be initiated when the student perceives the grade received does not reflect the criteria established/outlined by the professor. The grade appeal procedure is designed to give the student the opportunity to correct a perceived injustice. It should be used only when the student contends that the final Block grade assigned by the professor is arbitrary, capricious or otherwise in error. "Arbitrary or capricious" implies that a student grade has been assigned on the basis of something other than his/her academic performance in the Block.

Individual assessment items may not be appealed. The student may challenge an assessment item(s) only during the challenge process provided after each Group assessment is completed. Once a decision has been made regarding each challenge that assessment item will no longer be open for debate or appeal.

A student who wishes to initiate a grade appeal must follow the steps outlined below. The student may proceed to the next step only if the issue is not resolved.

1. Discuss the issue with the Block Coordinator, within 2 days of the assigned graded.
2. Discuss the issue with the Block team within 3 days of the assigned grade. If the Block team is not available, the student may proceed to step 3 below.
3. Submit a formal written grade appeal to the Assistant Dean who will consult with the Block team members. If the issue is not resolved, an Ad hoc committee will be appointed to hear the appeal and make a recommendation to the Dean.
4. Meet with the Dean to discuss the final outcome.

Grounds for a Grade appeal may include any or a combination of the following:

- A calculation error in the grade.
- Assignment of a grade based on factors other than student achievement.
- Inconsistently applied standards for evaluation of student academic performance.

Responsibilities of the Class Officers

Class President:

- The treasurer shall prepare and present a financial report setting forth the amount, management, and disposition of the class funds at each class meeting. The treasurer's report will update and communicate balances and progression toward goals.
- The treasurer shall disburse class funds to pay necessary and authorized charges in accordance with College of Nursing policy.
- The treasurer will work in close collaboration with the Fundraising chair and committee.
- The class account that the treasurer maintains will be used to pay for class expenses associated with class events, e.g., publicity, invitations, catering, etc.
- The treasurer may serve in the absence of the president, vice-president and secretary and fulfills duties of each office as required.
- The secretary shall fulfill other duties as directed by the president.

Standing Class Committees

Fundraising Committee

- Creates, organizes and implements fundraising activities with the assistance of class officers to meet financial goals of the class.
- The chairperson of the committee shall report fundraising committee activities to the class and class officers at class meetings.

Class Meetings

- Class meetings should be at least bi-monthly or more frequently as needed. The schedule of meetings will be determined by the officers of the class.
- College of Nursing Faculty Council Committees
- Shall have a class member from each campus who may be elected or appointed by the President. All elected or appointed student committee members must be admitted and in good academic standing to serve on Faculty council committees. Student representatives will hold voting privileges on assigned committees.

Advisory Resource and Curriculum Committee

The purpose of the ARC committee is to:

- Provide counsel to the Dean in matters related to policy implementation or change, external and internal relations, and College of Nursing activities not specifically delegated to other committees by existing bylaws.
- Assist in the development of long range plans for the College of Nursing.
- Review bylaws at least every two years (or as needed) and make recommendations.
- Make recommendations regarding books, handbooks, clinical tools, journals, and audiovisuals, equipment, supplies, and other resources.

Curriculum Committee

The purpose of the curriculum committee is to:

- Provide for ongoing planning, development and evaluation of the educational program(s) and curriculum.
- Make recommendations to the Faculty Counsel regarding curriculum and/or course changes.
- Provide counsel to the Dean in matters related to recommended curriculum changes.

Student Affairs

The purpose of the Student Affairs committee is to:

- Address student issues and concerns.
- Determine student eligibility and suitability for continuance in the nursing program.
- Recommend changes in admission, progression and graduation policies as needed.
- Maintain a schedule for selection of students for scholarships and awards.
- Develop and communicate procedures for selection of recipients of scholarships.
- Implement procedures to select recipients for scholarships administered by the College of Nursing, University or other organizations.
- Recommend eligible scholarship recipients to the Dean.

Simulation Committee

The purpose of the simulation committee is to:

- Provide for ongoing planning, development and evaluation of simulation activities.
- Develop and recommend protocols and guidelines for simulation activities.
- Recommend simulation equipment and resources for purchase.
- Review the bylaws at least every two years and make recommendations.

Class Advisors

The class advisor(s) is a faculty member (employed full time) who is responsible for providing the students with the guidance and support necessary to maximize the opportunity of the class to successfully progress from admission to graduation. The class advisor may use multiple strategies including, but are not limited to, sharing ideas, facilitating insight, inspiring, providing different perspectives, and counseling the class. A class advisor(s) may only advise one class at a time. Faculty may volunteer for this position or be assigned by the Dean, College of Nursing. The class advisor(s) shall perform the following functions:

- Explain roles of the class officers and conduct elections
- Provide the class a professional role model and mentor
- Act as student liaison
- Build a good rapport with students
- Assist with growth and development of professional behaviors
- Provide continuity/consistency within the class and communicate class goals and objectives
- Counsel students experiencing difficulties with their education
- Facilitate resolution informal issues, concerns or questions that cannot be resolved by the student advisor. If the issue requires further intervention, the class advisor will refer the student to the Associate Dean.
- Provide positive support, reinforcement and encourage student achievement
- Discuss potential or significant issues and present them to the Associate Dean/Dean.
- Support, assist, and monitor fundraising activities and management of finances
- Actively participate in the planning, goal development, implementation and evaluation of progress toward the stated class goals and objectives
- Ensure transition of class responsibilities and successful fundraising activities to the incoming class
- Support, assist, and monitor the students with organization and production of the class banquet.

Professional Organizations and Ceremonies

Professional Organizations

As part of the nursing profession, students are encouraged to become a part of a professional nursing organization. This may provide resources, connections, networking, and scholarly achievement opportunities that may be beneficial to the student nurse.

The nursing student organizations at Roseman include the Student Nurses Association (SNA) and the Sigma Theta Tau International Honor Society of Nursing (planned). The SNA is recognized as an important pre-professional organization that gives students an opportunity to be involved in a social, political, and regulatory network prior to graduation. The Sigma Theta Tau International Honor Society of Nursing is internationally recognized as the standard for superior scholarships, research, and unification with professional nurses from other countries. It is an honor which may be conferred upon students who demonstrate excellence in their nursing program. Students must have completed at least one half of the required nursing components to be nominated to Sigma Theta Tau.

Pinning Ceremony

The pinning ceremony is a time-honored tradition dating from before the 1800's. Traditionally, the pinning ceremony marks the passage from student to professional nurse. It is a special event that students share with family and friends. Students will be dressed in the specified attire, and pinned by the Dean of the College of Nursing.

Skills Laboratory Policies

Expected Behavior

- Students will be assigned specific laboratory Groups.
- Attendance in lab and working with lab Group is mandatory.
- No food, gum chewing, or drinks will be allowed, except for water containers with tops.
- Come prepared to practice the assigned skill(s).
- Speak in low soft voices.
- As a Group member, help your Group clean up. Leave the lab area cleaner than you found it.
- Respect for fellow students and efficiency of time is expected at all times.

Professional Appearance

- Practice Lab
 - Dress for skills lab is white lab coat with ID badge.
 - Wrist watch with second hand.
 - Appropriate shoes with closed toes and heels.
 - Long hair must be pulled back and put up above the collar.
 - No excessive jewelry.
- Skill Assessment Day (videotaping)
 - During skills assessments, students should be in the Roseman clinical uniform with ID badge.
 - Wrist watch with second hand.
 - Appropriate shoes with closed toes and heels.
 - Long hair must be pulled back and put up above the collar.
 - No tongue rings or studs, nasal or facial piercing jewelry. One pair of stud earrings is allowed.
 - No one will be permitted to videotape if not in compliance with professional appearance.

Safety & Infection Control

- All students must wash hands per protocol prior to entering and leaving the lab.
- Lab coat or Roseman's clinical uniform and ID badge must be worn at all times in the lab setting.
- Do not throw trash in the linen bags.
- Red bags are for medical waste only.
- Needles are not to be recapped after patient use. The needles and syringes must be disposed in the red sharps containers.
- All beds should be made appropriately after use with clean linen.

Practice Time

- Practice time should be used to practice specific assignments.
- After practice, all equipment must be put back as it was found.
- No equipment may be removed from the lab without permission from the lab coordinator.
- Students must sign in and out of the laboratory setting in order to account for practice time.

Manikin and Simulator Care

- Do not remove or interchange manikin parts.
- Use only the appropriate solutions for procedures and for cleaning the manikins.
- No defacing of school property or manikins.
- Use of Sim-Man manikin is only allowed with faculty supervision.
- Do not remove manikins from the beds unless directed by lab coordinator.
- Treat the manikins as if they were real persons.

Policy & Procedures for Videotaping Laboratory Skills Assessments

Purpose

- To ensure each nursing student is informed regarding the level of competency required of each taped laboratory clinical skill assessment.
- To ensure each taped skill assessment is graded impartially and consistently for skill competency by the nursing faculty.
- To ensure that each nursing student is given adequate resources and opportunity to remediate a No Pass taped skill assessment.

Policy

Students must achieve a 90% or above in any Block that has specific clinical skills that require demonstrated competency in the laboratory setting. The student who receives a score of <90% will be provided an opportunity to remediate the laboratory clinical skill. The student must receive a 90% on the remediation skills assessment in order to successfully complete the Block.

Procedure

1. The Block syllabus will state the required laboratory clinical skill(s), the dates for instruction, availability of audiovisual aids, and the scheduled dates for initial taping and for remediation taping, if needed.
2. The Block coordinator will emphasize in class the importance of the laboratory clinical skills assessment.
3. The Block coordinator will explain the consequences of receiving a No Pass grade.
4. The Block coordinator will provide the student with the skill assessment checklist, which includes the criteria and point score for each step in the skill.
5. The student will have an opportunity to practice the skill during the nursing skills lab open hours. A lab coordinator will always be available during the open lab hours for instruction.
6. A nursing student peer or a designated person will videotape the skill assessment.
7. If a “patient” is required for the assessment, another nursing student will serve as the “patient”.

8. Students will work in Groups of 2 or 3 as needed. The Group will remain intact and support each individual member until all videotaping is complete.
9. Each student's skill assessment will be on a videotape for that student.
10. Each student is required to review the videotape and complete a self-evaluation of the videotape.
11. If the student is satisfied with the required skill assessment on the videotape, the student will sign, date, and time the self evaluation for turning in and submit the self-evaluation to the lab coordinator.
12. If the student is not satisfied with the videotaped assessment, the student will sign, date, and time the self evaluation for retaping and schedules with the lab coordinator a date and time to retape the skill assessment. The student must complete a practice session in the nursing skills lab before retaping.
13. The faculty member evaluating the student's taped skill assessment will use the clinical skill assessment checklist, which includes the criteria and point score for each step of the skill.
14. If the initial grade for the taped skill assessment is a No Pass, another nursing faculty member must independently review and grade the taped assessment. If the two faculty members agree on a No Pass grade, the student must remediate the skill assessment. If the two faculty members are not in agreement with the No Pass grade then a third faculty member will evaluate the taped skill assessment. If two of the three faculty members assign a Pass grade, the student will receive a Pass on the taped skill assessment.
15. If only one faculty member determines the student should receive a No Pass and the other two faculty members determine the student should receive a Pass, the student will receive a Pass for the skill.
16. The student who receives a No Pass on his/her skill will be provided an opportunity to remediate.
17. If remediation is required, the student must practice in the nursing skills lab and demonstrate the clinical skill to a lab coordinator or designee prior to remediation taping.
18. Grading of remediation skill assessment will follow the guidelines outlined in steps 13-15 above.
19. If the student does not achieve a Pass grade on remediation taping, the student will not be allowed to advance in the program and will have to remediate the Block during the next remediation period.

See Appendix G1 – G2 for Example of the Laboratory Skills Assessment Form

Clinical Policies & Procedures

Introduction

The faculty and administration of the College of Nursing welcome you to the clinical experiential component of the curriculum. This handbook will guide you through the necessary requirements needed for your clinical experiences. The clinical component of the nursing curriculum is where you provide hands-on patient care that is both exciting and rewarding. The faculty will be available to assist you in achieving your learning objectives. We wish you success in attaining competency in your clinical skills.

Clinical Requirements

Students must meet the following clinical requirements to protect self, assigned clients, and to adhere to agency policies. Additional requirements may be required by clinical sites or agencies. Failure to provide the required information will result in an inability to attend clinical rotations. Documentation showing completion of all clinical requirements given to the Director of Clinical Resources is a prerequisite to Block 3.0. The following is required:

Students must submit documentation of updated annual clinical requirements at the specified date and time, to attend clinical rotations.

- **A copy of current CPR card** – CPR – Provider Basic Life Support, Healthcare Provider (BLS-HCP); An American Heart Association BLS class will be provided by Roseman.
- **Medical History and Physical Examination** – The physical exam must be signed by a licensed health care provider, i.e. physician, nurse practitioner, or physician assistant, and performed within 6 months prior to entry into the nursing program and annually thereafter. If a change in health status occurs after admission into the nursing program, students must notify the Dean of the College of Nursing. A change in health status is defined as, but not limited to, surgery, hospitalization, pregnancy, or contagious or severe illness.
- **Tuberculin/Mantoux Skin Test** – an initial two-step TB/Mantoux tuberculin skin test (1st skin test- read within 48-72 hrs. 2nd skin test one week after the first skin test- read within 48-72 hrs) must be performed within 6 months prior to entry into the nursing program and a PPD (one injection) annually thereafter. For persons who are positive reactors or who have been inoculated, an initial chest X-ray report is required and must be within 6 months prior to entry into the nursing program. Annually thereafter, the Tuberculosis Screening Tool must be completed and signed by a licensed healthcare provider (physician, nurse practitioner, or physician assistant). See Tuberculosis Screening Tool - Appendix H in the Student Handbook
- **Immunizations** – A copy of completed immunization record of documentation that contains the following:
 - Hepatitis B Vaccine – completed series of three (3) injections (2nd injection 1-2 mo after 1st injection, 3rd injection 4-6 mo after 1st injection) or a positive titer showing immunity; unless a waiver is signed
 - Hepatitis A Vaccine – 2 injections – 2nd injection 6 months after 1st injection or a positive titer showing immunity; unless a waiver is signed
 - MMR – (Measles, Mumps, and Rubella) 2nd injection (booster) is required – need evidence of either documented receipt of the MMR vaccine. If you have had the disease, a positive antibody titer showing immunity is required.
 - Tdap (Tetanus/Diphtheria/Pertussis) – Tetanus immunization must be documented within the last 10 years.
 - Varicella (Chickenpox) – Must have a documented immunization record (2-injections, 2nd injections 4-8 weeks after the 1st injection). If you have had the disease, a positive antibody titer showing immunity is required.
- **Seasonal Flu Vaccine**
- **Completed Health Insurance Statement** along with copy of Health Insurance Card (front & back). This is required even if you obtain the Roseman student insurance
- **Background Check** – A background check must be obtained through Precheck at www.precheck.com. Fees associated with the background check are paid for by the student.

- **Drug Screen** – A nine panel drug screen will be completed prior to the first clinical rotation. Information and the drug screening form will be provided by the Director of Clinical Resources at a later date. Fees associated with the drug screen are paid for by the student.
- **Signed Clinical Requirements Statement**
- **Signed Confidentiality Statement**
- **Certifications and Training** – Will be provided to students while enrolled in the College of Nursing.
 - CPR – Provider Basic Life Support (BLCS)
 - Compliance Education that include but is not limited to:
 - ✓ Fire, Radiation Safety
 - ✓ Latex Allergies
 - ✓ Health Insurance Portability and Accountability Act (HIPAA)
 - ✓ Infection Control/Bloodborne Pathogens

Clinical Rotations

Expected Behavior

All client information is considered confidential. Verbal, non-verbal, or written communications must follow the HIPAA regulations (See Health Insurance Portability and Accountability Act of 1996). Identifiable information includes: names, geographic areas smaller than a state, dates, telephone numbers, addresses, hospital account numbers, or photographic images.

The following steps must be taken by students to protect the privacy of their clients, including, but not limited to:

- Any information obtained from the client's chart or other sources must contain only the client's initials.
- Close curtains and speak softly (as appropriate) in client rooms when discussing treatments and/or performing procedures.
- Close room doors for client privacy during nursing care, when appropriate.
- Do not discuss clients in public places such as elevators, waiting rooms, and cafeteria.
- Safeguard medical records by not leaving the records unattended in areas where the public may have access.
- Log off before leaving the computer.
- Photocopying or faxing of client records is prohibited.
- No student is allowed to deliver client care without the instructor in the same clinical setting, with the exception of preceptorship experiences.
- If a student is not prepared for clinical rotation, a remediation assignment will be required.
- The student is responsible for transportation to and from ALL required clinical sites. Faculty may not transport students to or from a clinical site.

Clinical Conferences

Clinical conferences are an integral part of the clinical rotations. The purpose of clinical conferences is to share preparatory information and address any care issues. Students should come prepared for care delivery on that specific day and to discuss their specific clients.

Blood Borne Pathogens and Exposures

Incidents of exposure to pathogens may include needle stick or laceration, blood or body fluid splashes, abrasions, hangnails, or acquired dermatitis (i.e. latex allergies), human bite that breaks the skin, or other exposures.

In case of exposure, follow the facility guidelines for exposure and treatment. Next, call your instructor immediately! If you are unable to contact your instructor, please report to the Infection Control Department or Employee Health Office. If the source client is known, the agency in which the exposure occurred may request that the client or family consent for testing, according to hospital policy. Each incident will be treated on a case-by-case basis and if indicated, treatment initiated. See Appendix B for Blood Borne Pathogens Incident Report form.

It is important to report all injuries, whether they are deemed blood borne, or not. See Appendix C for Incident (Occurrence) Report form for documentation of all other non-blood borne incidents.

Professional Appearance

Professional attire and behavior is mandatory. Students are expected to represent the College and the nursing profession with good hygiene and well-groomed appearance. Males should be clean shaven or have neatly trimmed beards or mustaches. Long hair must be pulled back or put up above the collar during clinical rotations.

Students may not wear excessive perfume and cologne. Nails should be cut and unpolished during clinical experiences. Acrylic or fake nails may not be worn during clinical rotations as they may be an endangerment to patient care.

Students may not have visible piercing except for one pair of stud earrings. No tongue rings or studs, nasal or facial piercing jewelry may be worn. Students must follow agency policy regarding visible/covering of tattoos. One single watch with a second hand and one plain wedding band are acceptable.

Other than that specified above, no other additional jewelry may be worn during clinical rotation. Cell phones may only be used to communicate with clinical faculty unless prohibited by agency policy. Cell phones must be placed on vibrate.

Students going into a clinical facility for any reason, including getting client assignments and other non client care situations must be in professional attire with appropriate picture ID and other ID as required by agency policy and lab coat.

In any clinical facility, cut-offs, jeans, flip-flops, open toed shoes, or bare and revealing clothing will not be allowed.

Violations of Dress Code

Any violations of the above dress code will be subject to disciplinary action. The first offense will be a verbal warning and correction of the dress code violation. The second offense will include correction of the dress code violation and a referral to the Dean of the College of Nursing or his/her designated agent.

Clinical Uniforms

Students are expected to wear the approved College of Nursing uniform when reporting to clinical rotations. Any student who appears at a clinical site without a clean and appropriate uniform will be sent home immediately and will not receive credit for those clinical hours.

The College of Nursing uniform consists of a “white unisex scrub top with Burgundy trim on the sleeve, Burgundy unisex pants, a white laboratory coat, and white shoes that have closed toes and heels.

Clinical Orientation

For each nursing Block, students may be expected to rotate to several nursing agencies or nursing units. Specific hospital requirements will be discussed during orientation. The clinical instructor will make arrangements for orientation days and for a facility tour. Parking, conference rooms, and meals will be discussed as they pertain to each facility’s protocols.

Clinical Assignments

Some nursing Blocks may require that students report to the assigned patient agency to obtain a patient assignment on the day before clinical rotation. Appropriate professional dress must be worn with a clean school lab coat when reporting to get the patient assignment. Information obtained from the clinical chart must not have the client’s name or personal data. All information must adhere to HIPAA regulations.

This information will be used for the client’s care plan. Students may not copy a medical record. Please be considerate with staff and their shift changes and/or physician rounds. Any chart with an order must not be removed from the nurses’ station.

If your assigned client is no longer on the clinical unit or at the facility, the student or professor will select a client of similar acuity, when possible.

Clinical Preparation

Clinical preparation is done to prepare students for total client care within the scope of their current skill level. Typically this consists of morning care, treatments, meals, physical assessment, documentation, and medication administration. The student will be expected to perform the skills appropriate to the corresponding didactic and laboratory content.

Each clinical day, the student must:

- Prepare for total client care
- Bring a penlight and stethoscope
- Review assigned medical records
- Have drug cards or drug reference book
- Know the client’s medications, diet, and allergies
- Bring a nursing care plan for each assigned client
- Bring clinical skills checklists
- Bring calculator, clipboard, and black ink pen
- Bring clinical evaluation tool for daily self-evaluation

Students should place items with patient information in a notebook to protect client information and for an organized and easy reference.

Medical Review Guide

The student may use this guide to prepare for clinical rotation for each assigned client:

- **History and Physical**
Identify physical and emotional status upon admission to hospital and past health history
- **Physician's Progress Notes**
Identify changes in status and in medical treatment based on the physician's judgment.
- **Nursing Progress Notes**
Identify nursing roles and nursing treatments required for the client. Check for significant changes in status and nursing treatments.
- **Nursing Care Plan/Clinical Pathway**
Review the nursing care plan prepared by the nurses caring for the client. Concentrate on "current" nursing diagnoses. ***DO NOT COPY THE NURSING CARE PLAN FROM THE CHART.***
- **Laboratory Reports**
Note "abnormal" findings on laboratory reports and correlate that information with the pathophysiology of the patient's diagnosis. Understand lab values and their implications for patient care.
- **Graphic Sheets**
On graphic sheets, note abnormalities and trends in the data. The most common data on graphic sheets are vital signs, blood glucose, and blood coagulation.
- **Medications**
Look up each medication that the patient is receiving. Know the action, side effects, and rationale for each medication ordered and given. Relate the medication and its purpose to the client's disease processes and/or treatment plan.

Pre-Conference

Pre-conference meetings are required for each clinical Block. Pre-conferences are directed towards the sharing of information. Pre-conferences will be scheduled in specific areas of each facility. Pre-conferences may not be held in open or public spaces due to the confidentiality of the patient's information. Nursing care plans for assigned patients must be prepared before pre-conference.

Post-Conference

Clinical post-conference may be required as part of a clinical Block. Post-conference is held during the clinical shift assignment. Post conference is used to share information, to teach, or to discuss actual problems which occurred during the clinical day.

Professionalism

As a nursing student, it is important to remember that you are representing the university, as well as the nursing profession.

Any of the following behaviors are sufficient grounds for faculty to determine that the student is unsafe and may not continue in the clinical rotations. This decision is based on serious offenses and requires accurate documentation.

- Failure to meet clinical objectives

- Actions which place patients, families, oneself, or other humans at risk for physical jeopardy
- Refusal or failure to follow College of Nursing or clinical on-site agency protocols
- Verbally or otherwise publicly revealing confidential patient information in violation of HIPAA regulations
- Illegal use of drugs or alcohol during clinical rotations or on school grounds
- Providing untrue or inaccurate information
- Absences or tardiness (see policy on absenteeism)
- Failure to safely execute critical elements of procedures or protocols in practice

Daily Clinical Routine

The student will report to his/her instructor during pre-conference fully prepared to perform patient care. Upon arrival to the floor, the student will meet with the RN assigned to his/her client and obtain a shift report. After receiving the report, the student will check the assigned charts for any other lab values, new orders, or pertinent information needed to care for that particular client on that day. The RN is ultimately responsible for the client's care. Therefore, the student will report any care given or omitted prior to leaving the unit for breaks and at the end of the shift to the RN or his/her designee.

A typical day in a clinical rotation will include:

- assessment and vital signs as ordered with appropriate charting
- morning or afternoon care, including linen changes as needed
- daily weights as needed
- monitoring intake and output
- monitoring dietary intake/passing trays
- blood glucose monitoring as ordered
- specimen collection
- medication administration and documentation
- charting and documentation
- opportunities for new procedures
- admissions, discharges, and transfers
- accompanying client to tests or procedures
- a 30 minute meal break (arranged with your nurse)
- monitoring client safety, including following hospital "codes"
- monitoring client activity as ordered
- monitoring new physician's orders

(Student nurses may not take verbal or written orders)

Medication Administration

The clinical instructor will arrange for the student to administer medications to assigned client(s) as indicated by the current Block skills list. The focus of the medication experience will become more complex as the student progresses in the curriculum.

A medication proficiency assessment will be administered at varying times throughout the curriculum during laboratory sessions. To prepare for medication administration, the student must:

- Compare physician's order to the medication administration record (MAR)
- Note medication and food allergies
- Check patient's armband for correct ID (NO medication may be administered without patient ID)
- Administer medications according to the 5 rights
- Review previous 24 hour medications and prns given.
- Know actions of medications, side effects, and normal dosages
- Determine the relationship of each medication to the client's disease processes
- Be alert for new medication orders and discontinued medications
- Check compatibility of medications, and medications with food
- Chart medications only after giving them
- Check policies (as applicable) on how to procure a medication that is not in the client's medication box
- Administer medications under the supervision of faculty or the preceptor
- Administer medications within the time frame, designated by facility policy
- Administer medications with consideration of appropriate infection control techniques

Medication Administration Limits

- Students MAY NOT administer blood products, IV push medication boluses, or IV narcotics
- Students may not administer drugs during a "Code"
- Students may not sign out Narcotics
- Administer medications to a patient without a patient ID
- Access a porta-cath or PICC line
- Students may not administer medications in the child life room
- Students may not perform testing on a Swan-Ganz catheter

Clinical Journal Guidelines

Clinical Journaling is to be completed by the student for the assigned Block. The clinical journal is used for the student to develop clinical insight into his/her behaviors, emotions and professional growth. The faculty member will periodically collect the journals for review.

- Journals are to be written legibly in pen.
- A small spiral bound notebook is necessary.
- Please date and time each entry.
- Use one page for each entry.

Clinical Preparation/Reflection Question:

- What is the purpose of care for my client?
- What am I doing and why am I doing this?
- Did my interventions work?

- Did I accomplish my goals for the day?
- How did my client and or family feel about my care delivery?
- What could I have done differently?

Use the journal to explore the above questions. After clinical is completed, explore other aspects of nursing you encountered. Document this in your journal.

- What other interventions did you observe?
- How did the care delivery correlate to your current or past theory?
- Did I do a procedure today that I had not previously prepared for?
- Did I find the staff helpful and considerate to my needs?
- Did I, my peers, and the staff respect client confidentiality?
- Did I follow standard precautions?
- Did I follow the principles of the procedures completed as taught?
- Was my care delivery on time and organized?

Appendix A – Student Course Remediation Form

<u>Student Name:</u>	<u>Date:</u>
<u>Faculty Name:</u>	<u>Block</u>

Faculty Statement

Student Statement

Plan of Action:

Student Signature _____

Faculty Signature _____

Date:

Date:

Faculty Remediation Follow-up	Student Comments
--------------------------------------	-------------------------

College of Nursing
11 Sunset Way
Henderson, NV 89014
FAX: (702) 968-2097
Phone: (702) 968-1672

College of Nursing
Hartwell Building
1776 E. Warm Springs
Las Vegas, NV 89119
FAX: (702) 425-1048
Phone: 1-877-885-8399

Appendix B – Blood Borne Pathogens Incident Report

Student Name: _____

Date Reported: _____

Instructors Name: _____

Time Reported: _____

Agency and Unit of Exposure: _____

Location of Agency: _____

Source of Exposure (*Medical Record Number of Client*): _____

Describe Activity Leading to Exposure:

- Giving injections or handling IV lines
- Discarding needles
- Cleaning blood spills or patient
- Handling of waste products
- Performing invasive procedures
- Other (explain)

Type of Exposure:

- Non-attached skin
- Open Wounds
- Needle Exposure
- Eye Exposure
- Mucosal Exposure
- Blood Splashes
- Droplets or Bodily Secretions
- Lacerations
- Human Bites
- Other (explain)

Detailed Description of Incident, including contributing factors or equipment malfunction:

Student Signature

Date

Faculty Signature

Date

College of Nursing
11 Sunset Way
Henderson, NV 89014
FAX: (702) 968-2097
Phone: (702) 968-1672

College of Nursing
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Appendix D1 – Academic Intervention Action Plan

Print Student Name:	Date:
Print Faculty Name:	Block:

Statement of Concern: _____

Outcome Statement: _____

Action Plan: _____

Appendix D2 – Academic Intervention Action Plan

Date Academic Intervention Action Plan Initiated _____

I have received a copy of the Academic Intervention Action Plan.

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

<u>Academic Intervention Action Plan Outcome:</u>	<u>Student Comments:</u>
<p>Student Signature: _____ Date: _____</p>	<p>Faculty Signature: _____ Date: _____</p>

03/2009

Appendix E1 – Clinical Intervention Action Plan

**University of Southern Nevada
College of Nursing
Clinical Intervention Action Plan**

Student Name:	Date:
Faculty Name:	Block:

Statement of Concern may include but are not limited to: (select all that apply)

- Unsafe clinical Practice
- Refusal or failure to follow medical orders
- Actions which place patients, families, oneself, or other humans at risk for physical jeopardy
- Refusal or failure to follow clinical site agency policy/protocols
- Unprofessional behavior
- Disrespectful behavior toward faculty and/or agency staff
- Failure to report changes in client’s condition to instructor or medical personnel
- Providing untrue or inaccurate information
- Unsatisfactory and/or incomplete assignments
- Failure to meet clinical objectives
- Other

As Evidenced by (Detailed Description of Student’s Behavior)

Detailed Description of Interventions by Faculty

Detailed Description of Corrective Action Plan for Student

Appendix E2 – Clinical Intervention Action Plan

Clinical Intervention Action Plan Initiated - Date _____

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

Student received copy of Mid Term Evaluation _____

Student received copy of Clinical Intervention Action Plan _____

<u>Clinical Intervention Action Plan Outcome:</u>	<u>Student Comments:</u>
<p>Student Signature: _____ Date: _____</p>	<p>Faculty Signature: _____ Date: _____</p>

Appendix F1 – Withdrawal & Return Policy & Processes

WITHDRAWAL AND RETURN POLICY

When a student receives a no-pass in a foundation Block (2, 3, 3.1, and 4.0), he/she is offered an admission into the next class if space is available. The student is not required to pay an application fee or submit a seating deposit; however, the student must meet all financial requirements of the university.

WITHDRAWAL PROCESS

1. Email Notification
 - a. Upon knowledge of a student withdrawal, within 24 hours, the Assistant Dean shall send an email informing the appropriate units of the student's withdrawal.
 - i. The email will include the following information:
 - Student Name
 - Class of _____
 - Date of Withdrawal
 - Block # from which the student is withdrawing
 - ii. The email will be sent to the following units:
 - College of Nursing Dean
 - College of Nursing Director of Clinical Resources
 - Recruitment, Admissions & Enrollment Coordinator
 - Bursar
 - Financial Aid
 - Roseman helpdesk
 - LLRC
 - Registrar
2. College of Nursing Withdrawal Form
 - a. When a student withdraws from the program, he/she must complete a College of Nursing Withdrawal form, which includes:
 - The last day of attendance/official date of withdrawal, the Block in which he/she was withdrawn.
 - The Block and date in which he/she may re-enter.
 - Any specified conditions.
 - b. Once this form is completed, it is signed by the student and submitted to the Assistant Dean.
 - c. The Assistant Dean will discuss the details of the withdrawal and the specified conditions in which the student may re-enter.
 - d. The Assistant Dean will obtain signatures from the financial aid, registrar, library, technology services and bursar units.
 - e. Once all signatures are obtained, the form is submitted to the Dean for signatures.
 - f. Copies will be emailed to all signing units.
 - g. The original withdrawal form is turned into the Recruitment, Admissions and Enrollment Coordinator (RAEC) and filed in the student's admissions file.
 - h. Upon receipt of the original withdrawal form, the RAEC will indicate the withdrawal on the student database (nursing_db).
 - i. The Registrar's office will withdraw the student from PowerCAMPUS and send an email to all applicable units that the student has been officially withdrawn from the system.

Appendix F2 – Withdrawal & Return Policy & Processes

READMISSION PROCESS

1. Readmission Application
 - a. Approximately 1-2 months prior to student's expected return, the student must contact the College of Nursing to request a readmission application form.
 - b. The RAEC will send the student the necessary readmission application and admission forms.
 - c. Upon receipt of a completed readmission form, the Dean will review and sign the application for approval.
 - d. Upon approval from the Dean, the RAEC staff will distribute the readmission application form to the Registrar, Bursar, and Financial Aid units and submit the Authorization and Acknowledgements for Readmission Form to the Bursar.
2. Authorization and Acknowledgements for Readmission Form
 - a. If the Bursar's office indicates that the student **can return to class** on the Authorization and Acknowledgements for Readmission Form:
 - i. The form will be returned to the RAEC.
 - ii. The RAEC will obtain the Registrar and Financial Aid unit signatures.
 - iii. The Registrar will register the student and inform the RAEC and applicable units that the student has been registered into the PowerCAMPUS system.
 - iv. The RAEC will provide a copy to the Bursar, Registrar and Financial Aid representatives.
 - b. If the Bursar's office indicates that the student **cannot return to class** on the Authorization and Acknowledgements for Readmission Form:
 - i. The Bursar's office will inform the Registrar, Financial Aid and RAEC.
 - ii. The Registrar will not register the student until an email is sent from the Bursar's office indicating that the student can return to classes.
 - c. If the **student's status changes and the student can return to class** on the date indicated on the Readmission Application:
 - i. The Bursar's office will send an email to the RAEC, Registrar and Financial Aid to inform them of the update.
 - ii. Upon receipt of that email, the Registrar will register the student and inform the RAEC and applicable units that the student has been registered into the PowerCAMPUS system.

AUDIT PROCESS

1. Audit Form
 - a. If a student wishes to audit a Block(s), he/she must inform the Assistant Dean and complete an Audit Form.
 - b. Upon completion, the Dean's signature is required to process the audit request.
 - c. Upon approval from the Dean, the student must have the Registrar and Bursar sign the Audit form.
 - d. If applicable, the Bursar will collect any associated fees.
 - e. The Bursar will notify the student, Registrar and the RAEC if the student has been or has not been authorized to audit a Block(s).

Appendix G1 – Laboratory Skills Assessment Form

Roseman University of Health Sciences
College of Nursing
Laboratory Clinical Skill Assessment Form
Fundamentals Block 3
Sterile Dressing Change Assessment

Name: _____
 Date: _____

Start time: _____
 Finish time: _____

Pass
 No Pass

Procedure Steps	Pts	Yes	No	Comments
<i>Initial Preparation</i>				
1. Review patient's medical record (chart) for physician's order & allergies	1			
2. Review Procedure Manual	1			
3. Gather supplies (Ensure dressing kit is dry, intact & note expiration date)	1			
4. Introduce self	1			
5. Identify patient	2			
6. Assess patient's comfort level	2			
7. Provide for privacy	1			
8. Hand hygiene	1			
9. Position patient	1			
<i>Removing Old Dressing</i>				
1. Place dressing kit on a clean, dry surface (waist level)	1			
2. Open dressing kit so paper flap peels off evenly	2			
3. Remove biohazard red bag and place away from sterile field	1			
4. Don clean gloves	1			
5. Remove old dressings (Removing tape toward the incision/wound)	2			
6. Note the presence, amount, type, color and odor of any drainage	2			
7. Dispose of dressings in biohazard red bag	1			
8. Inspect and describe the incision/wound for size, appearance and drainage. Inspect and describe sutures, steri-strips or staples	2			
9. Hand hygiene	1			
<i>Preparing Sterile Field and Adding Sterile Supplies to a Sterile Field</i>				
1. Don sterile gloves (Ensure glove package is dry, intact & note expiration date)	3			
2. Pick up sterile drape by the corner and allow it to fall open without touching unsterile surfaces	3			
3. Place drape on a clean, dry surface, touching only the edge of the drape (Do not fan the drape)	3			
4. Add sterile supplies to the sterile field. (Do not let arms pass over the sterile field)	3			

Appendix G2 – Laboratory Skills Assessment Form

<i>Cleaning the Incision / Wound</i>				
1. Clean the incision / wound	0			
2. Clean from top to bottom, center to the outside(Use a new swab for each wipe)	2			
3. Dry area if needed (May use sterile forceps, same technique as step 2)	0			
4. Apply a layer of dry, sterile gauze (May use sterile forceps or sterile gloved hand)	2			

Procedure Steps	Pts	Yes	No	Comments
5. Apply a Surgi-pad / ABD dressing over the gauze	2			
6. Remove and discard gloves	1			
7. Apply tape	1			
8. Ensure patient comfort and safety	2			
9. Remove all remaining supplies	1			
10. Hand hygiene	1			

EXAMPLE

General Observations:

Correct body mechanics (adequate bed height for nurse, patient positioned close to nurse)	1 point
Separation of sterile/clean areas and dirty areas	1 point
Documentation	5 points
Possible Total	<u>55 points</u>
Student Points	_____

Additional Comments:

Student Name
(print) _____ Signature _____ Date _____

Evaluator Name
(print) _____ Signature _____ Date _____

Appendix H - Tuberculosis Screening

Name: _____

Gender _____

Race _____

Birthday _____

Section A

Please answer the following questions

Do you have:	Description	Yes	No
1. Unexplained productive cough	Cough greater than 3 weeks in duration		
2. Unexplained fever	Persistent temperature elevations greater than one month		
3. Night sweats	Persistent sweating that leaves sheets and bed clothes wet		
4. Shortness of breath /Chest pain	Presently having shortness of breath or chest pain		
5. Unexplained weight loss/appetite loss	Loss of appetite with unexplained weight loss		
6. Unexplained fatigue	Very tired for no reason		

The above health statements are accurate to the best of my knowledge. I will see my doctor/healthcare provider and or the health department if my health status changes.

Signature

Date

Witness

Section B

This is to certify that the above named person had a tuberculin skin test on _____ which was read as _____ mm or had a chest x-ray on _____ which showed no sign of active inflammatory disease. This person has no symptoms suggestive of active tuberculosis disease. A chest x-ray for tuberculosis is not indicated.

Licensed Medical Professional (physician, nurse practitioner, physician assistant)

Date

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