Effective July 1, 2014, grading changed from “A” to “Pass” and “F” to “No Pass” for students who started their program of study in the nursing program. This policy also applies to students who withdrew or took a leave of absence and returned to a cohort that started after July 1, 2014. Therefore, grades issued for any block in any cohort that started on or after July 1, 2014 will be recorded using the Pass/No Pass (P/NP) grading system.
By signing my registration and payment agreement I acknowledge that I will comply with all University policies. These policies may be accessed on the University website (http://www.roseman.edu/students/students-students/policies-1) or in the University Catalog, a copy of which is available at (http://www.roseman.edu). In the event that a University policy is in conflict with a specific College/Program policy, the more strict policy will apply.
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Dear Nursing Student:

On behalf of the faculty and staff of the College of Nursing, I wish to welcome you to Roseman University of Health Sciences! We are honored you have chosen Roseman’s innovative program to further your educational and professional goals. You are joining a professional discipline that is filled with a dynamic array of career opportunities bound only by your desires and commitment. 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. The College of Nursing endeavors to provide an educational environment that values, respects, and promotes academic freedom for faculty and students. Our goal is to provide you with the knowledge, skills and attitudes necessary to fulfill the role of a professional nurse in a culturally diverse population and throughout a variety of healthcare environments. As a Roseman student, you will join a community of professionals who are committed to improving the health and wellness of those they serve.

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 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,

Brian C. Oxhorn, RN, MSN, PhD
Nursing Administration – Henderson Campus

Brian C. Oxhorn, RN, MSN, PhD (2012)
Interim Dean
Associate Professor
College of Nursing
B.S.N., University of Nevada Reno, 1992
M.S.N., Drexel University, 2005
Ph.D., University of Nevada Reno, 2002

Delos Jones, RN, MSN (2012)
Director of Clinical Resources and
Assistant Professor of Nursing
M.S.N., George Washington University 2008

Rowena Bermundo, RN, MN (2014)
Interim Director, Skills and Simulation Laboratory
M.N., Angeles University Foundation, 1991
B.S.N., University of Santo Tomas, 2004

Nursing Administration – South Jordan Campus

Brian C. Oxhorn, RN, MSN, PhD (2012)
Interim Dean
Associate Professor
College of Nursing
B.S.N., University of Nevada Reno, 1992
M.S.N., Drexel University, 2005
Ph.D., University of Nevada Reno, 2002

Susan Watson, RN, PhD (2011)
Campus Dean, College of Nursing
B.S.N., Consortium of California State Universities
M.S.N., University of Miami
PhD, University of Miami

Thom Mansen, PhD, MS, RN (2015)
Interim Associate Dean, ABSN
Associate Professor
BSN, University of Michigan 1973
MSN, University of Utah 1977
PhD, University of Texas 1988
Nursing Administration – South Jordan Campus

Jerry Carley, RN, MSN, MA, CNE (2007)
Director, Skills and Simulation Laboratory
   Assistant Professor of Nursing
   B.S.N., University of Wyoming
   M.A. Management, Webster University
   M.S.N., Walden University

Arlene England, RN, MSN/Ed (2014)
Director of Clinical Resources and
   Assistant Professor of Nursing
   BSN Idaho State University 2003
   MSN/Ed, Idaho State University 2009
Nursing Faculty - Henderson Campus

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

Augusta Arato, RN, MSN (2013)
B.S.N., University of Missouri, 1990
M.S.N., University of Missouri, 1994

Federico Calixtro, RN, MSN, PhD (c) (2013)
B.S.N., University of the East Ramon Magsaysay Memorial Medical Center, 1986
M.S.N., University of Phoenix, 2002
Ph.D (in progress), University of Phoenix

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

Rhonda Dahlberg, RN, BSN, MSN (2012)
B.S.N., Bradley University, 1979
M.S.N., Maryville University, 2007

Robert Fox, RN, BSN, MSN/Ed. PhD-(c ) (2015)
B.S.N., Troy State University 1988
M.S.N., University of Phoenix, 2009
Ph.D., (In progress) University of Hawaii at Manoa

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

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 1995
Ph.D., New Mexico State University, 2010

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

Juliana Morone, RN, MSN/Ed (2013)
B.S.N., Eastern Mennonite University, 2006
M.S.N., Walden University, 2013

Sheila Parker, RN, BS, MSN (2011)
B.S., Chicago State University, 1982
M.S.N., University of Phoenix, 2007

Kathy Stieren, RN, BSN, MSN/Ed (2012)
B.S.N., University of Illinois, 1988
M.S.N., Grand Canyon University, 2013

Oligens Sulo, RN, MSN (2014)
B.S.N., Madonna University, 2008
M.S.N., Oakland University, 2012

Barbara Tanner, RN, BSN, MSN (2013)
B.S.N., Grand Canyon University, 2010
M.S.N., Grand Canyon University, 2013
Nursing Faculty – South Jordan Campus

Cathryn Barber, RN, MSN (2012)
Assistant Professor
BSN, University of Phoenix
MSN, University of Phoenix

Kara Clapp, PhD, MSN, APRN-c, RN (2014)
Assistant Professor
BSN Wright State University 1991
MS, Wright State University 1995
PhD, University of Utah 2005
FNP, University of Utah 2006

Terry Collins, MSN, RN, WCC (2014)
Assistant Professor
BSN, Pacific Lutheran University 2000
MSN, Utah Valley University 2013

Kori Hunt, MSN, RN (2015)
Assistant Professor
ASN, Ricks College 1992
MSN, Hawaii Pacific University 2003

Mary Beth Larsen, MSN, RNC-NIC (2015)
Assistant Professor
BSN, Southern Utah University 2007
MSN, Walden University 2013

Jason Major, DNP, APRN, FNP-BC (2015)
Assistant Professor
BSN, Graceland University 2009
MSN, Graceland University 2012
DNP, Chatham University 2014

Suzanne Winslow, RN, MSN/Ed (2015)
Skills Lab Coordinator, Assistant Professor
BSN, Westminster College, 1995
MSN/Ed, Westminster College, 2009
Nursing Staff – Henderson Campus

Denise House (2009)
Administrative Assistant to the Dean

Donna Laffee (2014)
Administrative Assistant to the Associate Dean & Director of Clinical Resources

Charlene Pietz (2012)
Administrative Assistant to the College of Nursing

Admissions Staff - Henderson Campus

Erik Dillon, MAEd (2014)
Recruitment, Admissions & Enrollment Coordinator

Nursing Staff - South Jordan Campus

Andrea Deus (2014)
Administrative Assistant to the Campus Dean
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
Accelerated BSN Program
4 Sunset Way, Building E, 2nd Floor
Henderson, NV  89014
Phone: (702) 968-5964/5956
Fax: (702) 651-2590
Website: www.rosemannursing.com

Roseman University of Health Sciences
College of Nursing
10920 S. Riverfront Parkway
South Jordan, UT 84095
Phone: (801) 878-1064
Fax: (801) 878-1364
Website: www.roseman.edu

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 (Nevada and Utah) is accredited by the Accreditation Commission for Education in Nursing (ACEN), (formerly the National League for Nursing Accrediting Commission-NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; Website www.acenursing.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, 8778 South Maryland Parkway, Suite 115, Las Vegas NV 89123; telephone: 702-486-7330; fax 702-486-7340; website www.cpe.state.nv.us.

Roseman University of Health Sciences, South Jordan campus is exempt from the registration requirements of the Utah Postsecondary Proprietary School Act. Department of Commerce, Division of Consumer Protection, 160 East 300 South, Salt Lake City, UT 84111; telephone: 801-530-6601; Fax 801-530-6001; website www.dcp.utah.gov
Approvals
The College of Nursing Nevada has full approval from the Nevada State Board of Nursing, 4220 South Maryland Parkway, Suite B300, Las Vegas NV 89119; telephone: 702-486-5800 or 888-590-6726; fax: 702-486-5803; website www.nursingboard.state.nv.us.

The Bachelor of Science in Nursing program in South Jordan, Utah has full approval from the Utah Board of Nursing. Utah Board of Nursing, 160 East 300 South, Salt Lake City, UT 84111; telephone: 801-530-6628 or 866-275-3675; fax: 801-530-6511; website www.dopl.utah.gov.

Accommodations
Refer to the Roseman University of Health Sciences Student Catalog.

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, Henderson Campus 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, Accelerated BSN program is located at 4 Sunset Way, Building E on the 2nd floor. This site houses a computer laboratory, classroom, skills laboratory, faculty and support personnel.

Roseman University of Health Sciences, South Jordan campus is located in an 119,000-square-foot building at 10920 S. River Front Parkway, South Jordan, UT 84095.
**Account for Student Indemnification**

The State of Nevada has a bond program to reimburse defrauded students. NRS 394.553

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; 8778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; Telephone: (702) 486-7330; Fax (708) 486-7340 for information concerning the fund.

**Latex Allergy Policy**

While Roseman University cannot guarantee a latex-free environment, it will:

- Encourage all units to work toward a latex-safe environment.
- Order latex-free products for all laboratories, when possible.
- Use only latex-free and powder-free gloves in all laboratories.
- Educate students and faculty with latex sensitivities to select latex-free gloves during clinical experiences.
- Discourage latex balloons on campus.
- Provide students, faculty, and staff with education on latex allergies through this written policy. A latex allergy will not disqualify a prospective student from admission into any of Roseman’s programs or prohibit a current student from continuing in a program. Please note, however that Roseman University cannot guarantee a latex-free academic or clinical environment in any of its facilities or associated clinical sites.

A latex allergy will not disqualify a prospective student from admission into any of Roseman’s programs or prohibit a current student from continuing in a program. Please note, however that Roseman University cannot guarantee a latex-free academic or clinical environment in any of its facilities or associated clinical sites.

*(For the complete Latex Allergy Policy, please see http://www.roseman.edu/students/students-students/policies-1)*

**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.

**Student Intercampus Transfer Policy**

A student may request to transfer from the South Jordan Campus to the Henderson Campus or from the Henderson Campus to the South Jordan Campus. The student’s request will be considered on a first come, first serve basis, determined by the availability of clinical space. The transfer request may be for academic or personal reasons. The student will be permitted only one permanent or temporary transfer between campuses.
The student must be in good financial standing with the College of Nursing and with the University to be considered eligible for a transfer. Any academic concerns or disciplinary issues and/or grievances must be resolved prior to requesting the transfer.

The student may not transfer in the middle of a didactic or clinical Block. A student who withdraws in the middle of a didactic or clinical Block and then requests a transfer to the alternate campus will be required to retake the entire Block.

The student, who takes Senior Seminar and is unsuccessful in completing the ATI Comprehensive Predictor, after two attempts, may be provided a temporary transfer to the other campus to repeat Senior Seminar the next time it is offered on the Curriculum Calendar. The student granted a temporary transfer to complete Senior Seminar must take the NCLEX-RN under the program code of the College of Nursing where he/she completed all previous Blocks. The student is responsible for any transfer related costs.

**Transfer Process**

The student must submit a written request to the dean/designee and complete the required transfer paperwork at least four weeks prior to the date the Block begins unless an exception is granted by the dean/designee. Verification of the Block start dates will be confirmed by the dean/designee.

**South Jordan to Henderson** The student from the South Jordan Campus will submit the transfer paperwork to the Associate Dean on the Henderson Campus.

**Henderson to South Jordan**
The student from the Henderson Campus will submit the transfer paperwork to the campus dean/designee on the South Jordan Campus.

**Financial Responsibilities**

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 remediate 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 take 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 2015 – 2017

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 2015***

Labor Day (No Classes)  
*(University Closed/No Classes)*  
September 7

Thanksgiving Break  
*(University Closed/No Classes)*  
November 25 – 27

Winter Break  
*(University Closed/No Classes)*  

**Academic Calendar 2016***

Classes Resume  
January 4

Commencement Ceremony – Henderson Campus  
(No Classes)  
June 3

Commencement Ceremony – South Jordan Campus  
(No Classes)  
June 4

Summer Break (No Classes)  
*(University Closed/No Classes)*  
June 27 – July 4

Classes Resume  
July 5

Labor Day (No Classes)  
*(University Closed/No Classes)*  
September 5

Thanksgiving Break  
*(University Closed/No Classes)*  
November 23 – 25

Winter Break  
December 19, 2016 – January 1, 2017

**Academic Calendar 2017***

Classes Resume  
January 2

Commencement Ceremony – Henderson Campus  
June 2

*Dates subject to change*
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<td>Community / Mental Health - Experiential</td>
<td>409.1</td>
<td>April 25 - May 14, 2016</td>
</tr>
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<td>10.0</td>
<td>Adult Health II - Didactic</td>
<td>306</td>
<td>May 16 - June 24, 2016</td>
</tr>
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<td><strong>Memorial Day (No Classes)</strong></td>
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<td><strong>May 30, 2016</strong></td>
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<td><strong>Summer Break (No Classes)</strong></td>
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<td><strong>June 27 - July 4, 2016</strong></td>
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<tr>
<td>8.0</td>
<td>Maternal Newborn - Didactic</td>
<td>402</td>
<td>August 29 - September 23, 2016</td>
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<td></td>
<td><strong>Labor Day (No Classes)</strong></td>
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<td><strong>September 5, 2016</strong></td>
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<tr>
<td>8.1</td>
<td>Maternal Newborn - Experiential</td>
<td>402.1</td>
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<td>9.0</td>
<td>Pediatric Nursing - Didactic</td>
<td>403</td>
<td>October 10 - November 2, 2016</td>
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<td>12.0</td>
<td>Care of the Older Adult</td>
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<td>November 18 - December 7, 2016</td>
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<tr>
<td>13.0</td>
<td>Nursing Leadership</td>
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<td>January 9 - 23, 2017</td>
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<td><strong>Graduation</strong></td>
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<td><strong>June 2, 2017</strong></td>
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* Subject to change
# South Jordan Campus Class of 2017 Curriculum Calendar
*(January 2016 start)*

<table>
<thead>
<tr>
<th>Block #</th>
<th>Block Name</th>
<th>NURS #</th>
<th>Dates*</th>
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<tr>
<td></td>
<td>Orientation</td>
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</tr>
<tr>
<td>1.0</td>
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<td>January 11 - 25, 2016</td>
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<td>2.0</td>
<td>Health Assessment</td>
<td>301</td>
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<tr>
<td>3.0</td>
<td>Fundamentals of Nursing - Didactic</td>
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<tr>
<td>4.0</td>
<td>Nursing Pharmacology</td>
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<td>March 28 - April 11, 2016</td>
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<tr>
<td>5.0</td>
<td>Adult Health Nursing 1 - Didactic</td>
<td>304</td>
<td>April 12 - May 18, 2016</td>
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<td>April 18 - 19, 2016</td>
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<td>5.1</td>
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<td><strong>Remediation (Bocks 1.0 – 5.1)</strong></td>
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<tr>
<td>6.0</td>
<td>Nursing Theories, Practice &amp; Issues</td>
<td>305</td>
<td>July 11 - 25, 2016</td>
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<tr>
<td>7.0</td>
<td>Nursing Research</td>
<td>401</td>
<td>July 26 - August 9, 2016</td>
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<td><strong>Winter Break (No Classes)</strong></td>
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<td>9.0</td>
<td>Pediatrics - Didactic</td>
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*subject to change

as of 08.04.15
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, environment, and caring.

**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**

![Conceptual Framework Diagram]

- **Nursing Process**
- **Nursing Roles**
- **Integrity**
- **Critical Thinking**
- **Communication**

- **Health**
  - Biological
  - Psychological
  - Socio-cultural
  - Spiritual
  - Developmental Stages

- **Person**
  - Individual
  - Family
  - Community
  - Society

- **Environment**

---
College of Nursing Program Outcomes

The nursing curriculum of Roseman University of Health Science’s College of Nursing is built on a foundation of liberal arts and sciences integrated throughout the nursing courses. Course progression is designed to integrate pre-requisite learning with new concepts to further develop critical thinking, clinical judgment and nursing knowledge and skills.

**Patient-Centered Care**
Demonstrates a holistic, individualized approach to nursing care that considers lifestyle, cultural, psychosocial, and personal preferences to empower patients and families to make informed decisions.

**Evidence-Based practice**
Demonstrates a commitment to life-long learning and application of evidence-based research to practice.

**Safety and Quality**
Provides quality and safe patient-centered care based on current practices. Incorporates quality improvement measures into daily nursing practice.

**Health Information**
Utilizes health information systems and patient care technologies to facilitate evidence-based clinical decision-making; organize knowledge and data; enhance patient safety and quality of care and to ensure regulatory compliance related to informatics and technology.

**Communication**
Demonstrates effective and therapeutic interactions with patients/families/communities and all members of the healthcare team. Incorporates communication practices that minimize risk to the patient during handoff and transfer situations.

**Professionalism**
Demonstrates the professional standards of moral, ethical and legal behavior when working with diverse populations in complex and changing environments. Applies knowledge and skills of organizational and systems leadership to improve patient-care outcomes in diverse populations and health-care environments.
<table>
<thead>
<tr>
<th>Philosophy/Concept</th>
<th>Progression One</th>
<th>Progression Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Combine a knowledge base in nursing and health care with critical thinking to promote health, prevent illness, and provide individualized care.</td>
<td>Apply critical thinking skills and evidence-based practice for effective problem solving and decision-making in order to meet diverse healthcare needs.</td>
</tr>
<tr>
<td><strong>Teaching/ Learning</strong></td>
<td>Use principles of teaching and learning to identify learning needs of individuals and families.</td>
<td>Integrate teaching and learning strategies designed to maximize the health of individuals, families, communities, and society.</td>
</tr>
<tr>
<td><strong>Health Promotion &amp; Maintenance</strong></td>
<td>Identify the biopsychosocial and spiritual functioning of clients within the environment and its impact on the health of individuals and families.</td>
<td>Determine appropriate nursing interventions to maximize the well-being of individuals, families, communities, and societies.</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td>Define the roles of the professional nurse and the nursing process.</td>
<td>Integrate the roles of the nurse in a variety of environments to promote, maintain, and restore health.</td>
</tr>
<tr>
<td><strong>Principled Actions</strong></td>
<td>Use the nursing process to develop therapeutic nursing interventions to meet a person’s healthcare needs in structured environments.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Develop basic skills in verbal and non-verbal communication to effectively interact with patients, families, and members of the healthcare team.</td>
<td>Formulate effective communication, utilizing theories and skills, to promote the optimal wellness of individuals, families, communities, and societies.</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>Demonstrate accountability, responsibility, honesty, and self-regulation consistent with student nursing practice standards.</td>
<td>Integrate professional accountability and personal responsibility for adherence to, and evaluation of, nursing practice standards.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Identify the use of research findings and their impact on client care.</td>
<td>Evaluate research findings for integration into professional practice.</td>
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</table>
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.

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<tr>
<th>Block 1</th>
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<th>Block 3</th>
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<td>NURS 300</td>
<td>NURS 301</td>
<td>NURS 302</td>
</tr>
<tr>
<td>Introduction to the Profession</td>
<td>Health Assessment / Lab</td>
<td>Fundamentals of Nursing</td>
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<td>NURS 304</td>
<td>NURS 305</td>
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<tr>
<td>Nursing Pharmacology</td>
<td>Adult Health Nursing I</td>
<td>Nursing Theories, Practice and Issues</td>
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<th>Block 8</th>
<th>Block 9</th>
<th>Block 10</th>
<th>Block 11</th>
<th>Block 12</th>
<th>Block 13</th>
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<td>NURS 402</td>
<td>NURS 403</td>
<td>NURS 306</td>
<td>NURS 409</td>
<td>NURS 403</td>
<td>NURS 406</td>
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<td>NURS 408</td>
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<td>Community Health/Mental Health Nursing</td>
<td>Community Health/Mental Health Nursing</td>
<td>Adult Health Nursing I</td>
<td>Community Health/Mental Health Nursing Clinical</td>
<td>Adult Health Nursing II</td>
<td>Maternal Newborn Nursing</td>
<td>Pediatric Nursing</td>
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<td>NURS 403.1</td>
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<tr>
<td>Maternal Newborn Nursing Clinical</td>
<td>Pediatric Nursing Clinical</td>
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*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 outcomes of the curriculum. Each nursing Block produces outcome competencies related to Block and terminal outcomes. 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 didactic (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 (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): 3 credits didactic (45 hours) and 1 credit lab (30 hours lab). Prerequisite: Documentation showing completion of all clinical requirements given to the Director of Clinical Resources

**Block 3.1 (NURS 302.1) - Fundamentals of Nursing and Basic Skills**
Students will apply basic skills and nursing principles in clinical settings. 1.8 credits clinical (72 contact hours)

**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 didactic (45 contact hours)

**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 (150 contact hours: 5 credit didactic (75 hours) and 2.5 credits lab (75 hours)
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 clinical (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 didactic (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 didactic (45 contact hours)

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 didactic (120 contact hours) Prerequisite: Block 5.1

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. 3 credits clinical (120 contact hours) Prerequisite: Block 11.0

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); 5 credits didactic (75 hours) and 2 credits lab (60 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 clinical (144 contact hours) Prerequisite: Block 10.0

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); 4 credits didactic (60 contact hours) and 1 credit lab (30 hours). Prerequisite: Block 10.1

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. 1.8 credits clinical (72 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); 4 credit didactic (60 contact hours) and 1 credit lab (30 hours) Prerequisite: Block 10.1**

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. **1.8 credits clinical (72 contact hours) Prerequisite: Block 9.0**

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 didactic (45 contact hours)**

Block 13.0 (NURS 406) – Leadership
This Block focuses on the theories and principles of nursing leadership and management in healthcare environments. **3 credits didactic (45 contact hours). Prerequisite All previous blocks and all prerequisites including the United States and Nevada Constitution courses or Utah Constitution or American Heritage.**

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. **2.7 credits clinical (108 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. **2 credits didactic (30 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. Graduates may take the exam outside of Nevada. However, they should contact the state board of nursing in the state where they will register to take the exam.

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.

The NCLEX Code for College of Nursing, Henderson Campus is: US89500600

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  
4220 South Maryland Parkway, Suite B300  
Las Vegas, NV 89119  
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

The NCLEX Code for College of Nursing, South Jordan Campus is: US38501000

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

Utah Board of Nursing  
160 East 300 South  
Salt Lake City, UT 84111  

Telephone: (801) 530-6628  
Toll Free: (866) 275-3675  
FAX: (801) 530-6511  
Website: www.dopl.utah.gov  
Email: doplweb@utah.gov

For questions regarding eligibility for registered Nursing licensure in other states, students should contact the appropriate State Board of Nursing.
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 effect 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.

*Core performance standards required for nursing, Board of Directors, Southern Council on College Education for Nursing. (SCCEN), 1993*

**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 block, the instructional strategies used to meet the block 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 or via email.

The evaluation of the clinical component and the clinical facility is 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 is 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.

Recording
Multimedia Recording by Student(s)/Resident(s), their Agents, Representatives, and/or Guests

Refer to the Roseman University of Health Sciences Student Catalog.

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**
  - A licensed practitioner or physician may provide documentation of an illness.
  - A student may be excused from a class or clinical based on the faculty member’s observed illness of the student.

- **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 Associate Dean (if didactic/lab) or the clinical faculty (if clinical) to notify him/her of the situation.

- **Attendance at Professional Meetings**
  - Attendance is encouraged at professional meetings. The student must get approval from the Associate Dean 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.

After an absence from class, whether excused or unexcused, the student is expected to return to scheduled classes. The Block faculty will address excused absences on a case-by-case basis. Excused absences will be granted by Block faculty. Any absence from lab, whether excused or unexcused, must be made up during the student’s free time. The student must schedule a date and time with the lab coordinator to make-up missed lab content.

**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. Documentation of the illness may be requested 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. Documentation of the emergency may be requested 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. If the student is not successful, then the student will be given a remediation assessment.

**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 Clinical Coordinator. Students are required to complete all clinical assignments and clinical hours, even if the
absence is excused. 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.

Students who are meeting block outcomes and have an excused clinical absence (see student handbook), may miss 1 day in clinical blocks that are two or three weeks long and up to 2 days in clinical blocks that are four weeks long without being required to remediate/repeat the clinical block in which the absence occurred.

The student will receive an alternate clinical assignment that is comparable to the missed clinical day(s), (i.e. Simulation Lab and/or written assignments or disease concept maps, etc.). The alternate clinical assignment will be consistent with the established clinical outcomes and the student’s learning needs. All alternate clinical assignments must be approved by the clinical instructor and the Director of Clinical Resources. The option for an alternative clinical assignment is only available for two blocks.

If the student is absent in a third block, the student will receive an incomplete for that clinical block and is not eligible for an alternative clinical assignment. The missed clinical time must be completed during the next remediation period.

**Punctuality in Clinical Blocks**

Being on time for the start of clinical shift conferences and meetings is a sign of professionalism and is therefore mandatory. The report time is determined by the faculty member. The failure to report on time may constitute a clinical absence. A student will be considered tardy when he/she arrives after the time designated as the beginning of the shift by the assigned clinical faculty. If the student is tardy two (2) times, he/she must make up one (1) clinical day. For every subsequent day that the student is tardy, he/she will make up one (1) day. The student will be required to make up the time missed during the scheduled remediation.

**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. Each student must pick up his/her clinical ticket. 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, plus orientation time as specified by the clinical agency (if applicable).

**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 or his/her designee.
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. Students are expected to apply principles/content from previous blocks in subsequent blocks.

Level of Achievement

The University has set the standard of achievement for each Block at 90%. This means that to receive a “Pass”, or “P”, a student must achieve a score of 90% or higher on each assessment, skill, and other required learning activities.

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 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. See Appendix A for 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 established evaluation rubric/criteria must revise/rewrite and resubmit the project/paper at the designated time to meet the 90% standard.

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 team assessment.

**Time Allocation Per Test item**
Students will be allowed 1.5 minutes per test item for the class assessment. Examples are displayed below:

- 60 questions = 90 minutes
- 80 questions = 120 minutes
- 100 questions = 150 minutes

Challenges =
- 30 minutes
- 45 minutes
- 60 minutes

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

- 60 questions: 3 points added to raw score
- 80 questions: 4 points added to raw score
- 100 questions: 5 points added to raw score

**Assessment Review**
At the completion of the team assessment, faculty will review the assessment and provide students with the correct answer (with rationale) for each item.

**Student Feedback**
After the assessment review, students will assemble in their respective teams to select items they want to request faculty to review. The reason(s) for the requests are outlined on the feedback form. Students may use their textbooks, lecture notes, and other assigned instructional materials to provide evidence-based reasons (with references) to support their requests. The use of computers and other electronic devices is not allowed. With the exception of items identified as “structural review,” faculty will not review items that do not contain appropriate reference(s).

**Final Discussion**
Following the review of the item analysis, the student feedback and presenting evidence, faculty will provide students with their final decisions and rationale. At the discretion of the professors, students may continue to explain their interpretation of items and answers on the assessment in a respectful and logical manner. The block team will determine if the item requires further investigation. The team will review the item and provide a final decision within 24 hours after the review is completed. Students will be notified of the decision via e-mail. If the request is declined, a rationale will be provided by the faculty. Once a decision has been made regarding that assessment item, there will be no further discussion on the request.
Final Grade
Once 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.

Student Participation in Assessments
No student will be allowed to take a remediation assessment unless that assessment is required to pass the Block.

Corrections on Assessments
Corrections will be displayed on the overhead as identified. Corrections will not be announced verbally until the end of the assessment. Students will receive an additional two minutes for each correction needed.

Student Review of Old Assessments
No review of old assessments will be allowed for students repeating a Block.

Remediation
Block Remediation
Following each summative assessment, a day is set aside to remediate and reassess those students who have not successfully achieved the established outcomes. Students who do not pass are required to attend a mandatory review session before the reassessment. There will be at least 24 hours between the assessment and the remediation assessment. The remediation assessment will test the same concepts and outcomes, using different questions.

In a block with one (1) assessment, the student who receives a NP must take the remediation assessment.

In a block with 2 assessments, a student who receives a NP on Assessment 1 must remediate Assessment 1. A student who receives a NP on Assessment 2 must remediate Assessment 2. Successful remediation of the Assessment (s) will result in a Pass for the block.

A student who receives a NP on the remediation assessment(s) must take the comprehensive final in the designated remediation period. A student who receives a NP on the comprehensive block assessment must repeat the block the next time it is offered.

There is no team assessment component of the reassessment and any team points earned during the initial assessment will not be awarded for the reassessment.

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”). If the student successfully remediates the Block during the designated remediation period, the “I” grade will be changed to a “P”. 
Scheduled Remediation Periods
The College of Nursing provides remediation periods after the completion of Block 5.1, Block 10.1, and Block 12. During the scheduled remediation periods, a student may only remediate the Blocks immediately 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 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” and the student will be placed on academic probation. The student may retake the Block the next time it is offered on the curriculum calendar, if space is available in the requested class. (See Appendix B for the Withdrawal and Re-Admission Policy). The student’s transcript will reflect a grade of “NP”. If the student re-enrolls and successfully completes the Block the next time it is offered on the curriculum calendar, the “NP” grade will be changed to a “P”. The transcripts will reflect the “NP” and the date, followed by the “P” and date.

A student who does not repeat the Block the next time it is offered on the curriculum calendar must reapply to the nursing program. The decision as to when a student may re-enter the curriculum and the conditions of re-entry 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 Chancellor, Henderson Nevada campus. The Chancellor’s decision is final.

Incomplete Assignments
Unless excused, the student who does not complete and submit all assignments at the scheduled date and time will not successfully pass the block and must complete the assignments during remediation. Students who are excused must complete and submit all assignments and assessments at a time and date designated by the faculty. If the student does not complete the assignments at a time designated by the faculty, he/she must complete the assignments during remediation. The student’s grade will be an incomplete (“I”) until all assignments and assessments have been completed.

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 outcomes, program outcomes, 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 outcomes. 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 C 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 all 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. Student cannot make up clinical days in a block while completing remediation of another clinical block. Therefore, students cannot remediate two clinical blocks during the designated scheduled remediation period for the blocks.

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 during remediation or 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 clinical assignments at the time and date designated by the faculty and complete all clinical hours to successfully complete the Block.

No-Pass in Two Blocks or a Repeated Block
A student who receives a No Pass in two Blocks, didactic and/or clinical or a second No Pass in a repeated Block after remediation will be dismissed from the College of Nursing and will be considered not in good academic standing. The student is not eligible for re-admission and/or admission into any of the Roseman College of Nursing Programs.

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 un-coerced 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 has been administratively withdrawn, or has been dismissed from the College of Nursing.

Transcripts
The transcript reflects the Block subjects taken and the credit in the form of credit hours for the number of hours spent in class. 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. The completed final Block grade will be recorded as a “P” or “No-Pass.”
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.

Administrative Withdrawal
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. (Refer to Appendix B)

Academic Withdrawal
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/Associate Dean prepares the necessary forms for withdrawal and schedules a withdrawal interview.
2. A withdrawal interview is scheduled with the student and the Dean/Associate 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 re-admission (if any) and re-admission paperwork (if applicable), are signed by the student and returned for signature to the Dean/Associate 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, the Dean/Associate Dean, and the Dean of the College of Nursing.)

Voluntary Withdrawal
Application for voluntary withdrawal from the nursing program must be made in writing to the Dean/Associate Dean of the College of Nursing. Except in rare and special circumstances, the application will be accompanied by a personal interview with the Dean/Associate 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/Associate 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/Associate Dean of the College of Nursing to voluntarily withdraw.
2. The Dean/Associate 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/Associate 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/Associate 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 Associate 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, if space is available in didactic and clinical Blocks.

Leave of Absence
A student 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/Associate 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 Associate 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 Associate Dean at least three months prior to the requested date of return. It is the student’s responsibility to keep the Associate 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/Associate Dean of the College of Nursing.

Students on an approved leave of absence will be considered withdrawn for Federal Student Aid and enrollment reporting purposes.
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/Associate Dean, with the supporting documentation.
2. The Associate Dean will prepare the necessary leave of absence forms.
3. The Associate Dean and the student will meet to discuss the request.
4. The Associate 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, the Dean/Associate Dean, and the Dean.

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/Associate 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/Associate Dean/Program Director. The student must notify the unit’s Dean (or designee)/Associate 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.
**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, group assessment, challenges and assessment reviews.

- **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 outcomes
- Actions which place patients, families, oneself, or other humans at risk for physical or emotional harm
- Refusal or failure to follow College of Nursing, clinical site, or 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, alcohol, or mind-altering medications.
- 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.

University Professionalism Board

A student who has or may have violated the College of Nursing’s policy on academic and/or professional misconduct or clinical misconduct will be notified verbally and in writing of the violation and of the sanction.

Following this notification, the College of Nursing administration and the student will follow the policies and procedures of the “University Student Professionalism Board” as outlined at http://www.roseman.edu/students/students-students/policies-1.

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 reached, 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 involved will meet with a Student Advisor to discuss the matter(s) and reach a resolution.

Third Phase: Class Advisor

If a resolution is not reached with the 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 may continue to phase four:

Fourth Phase: Associate Dean

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

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

If, after all the phases have been exhausted, a resolution has not been reached, the parties involved must consult with the Dean of the College of Nursing to 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

Student Concerns, Issues, Questions

Attempt resolution with parties involved

Block Issue

YES

Block Coordinator & Faculty

NO

Student Advisor

Faculty Class Advisor

Associate Dean College of Nursing

Dean College of Nursing
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.

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 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.

A student should complete the Grievance process prior to withdrawal. Once a student withdraws from the College of Nursing, he/she is no longer a student and, thus cannot file a grievance.

Informal Grievances
Any student in the College of Nursing who believes that he or she has a grievable issue (as defined above) 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 Dean/Associate Dean for the College of Nursing for assistance in resolving the matter informally. The student must complete the informal grievance process within 3 business days.

Formal Grievance Procedures
The formal grievance procedure is available to resolve issues that have not been satisfactorily resolved through the informal grievance 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.

Grievances that meet the requirements of a “grievable action/decision” the failure to follow or a misapplication or misinterpretation of University policy, regulation, or rule; or a violation of state or federal law, will be forwarded to the appropriate committee, if requested as outlined below. For issues that are not considered grievable, a student should follow the student resolution process for Non-Grievable issues.

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. The grievance procedure is described below.

1. To initiate the formal grievance procedure, the student must submit his or her grievance in writing to the Dean/Associate 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. The formal grievance process must be initiated no later than two (2) business days after completing the informal grievance process. A student who does not file a grievance within five (5) business days from the time he/she was notified of the violation or potential violation will be subject to the decided sanction (within 3 days for informal grievance; then within 2 days to file formal grievance.)

4. The Dean/Associate 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 Dean/Associate 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 Dean/Associate Dean, the committee shall send a written report with recommendations to the Dean/Associate Dean. The report shall include notice to the student of his or her right to appeal the committee’s recommendation to the Dean of the College of Nursing. The Dean/Associate Dean will provide a copy of the report to the student and to the Dean. The Dean/Associate Dean 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 Associate Dean. The student may appeal the dismissal decision to the Dean of the College of Nursing.

If the final grievance decision is against the student, the College of Nursing’s policies and procedures that govern the issue will be enforced.

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.

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.

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 challenged assessment item, there will be no further discussion of that challenge.

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 grade.
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 Dean/Associate Dean who will consult with the Block team members. If the Associate Dean or designee determines that the student has a basis for a grade appeal and the issue is not resolved, an Ad hoc committee will be appointed to hear the appeal and provide a written a recommendation to the Dean/Associate Dean.
4. The Dean will make the final decision.

Final Appeal

A student has two (2) business days to appeal the decision of the Dean to the Chancellor, Henderson Nevada campus. The Dean will provide the Chancellor’s office with all written materials reviewed by the Dean. A copy of these materials will also be given to the student. The Chancellor’s decision is final.

Last Date of Attendance

The student’s last date of attendance is the date the final decision is made by the Dean, or if appealed by the Chancellor, Henderson Nevada campus. The student will be notified via email and certified mail.
Responsibilities of the Class Officers

Class President
- The president is the chief executive officer of the class and takes the lead in determining non-academic outcomes.
- The president works with all class officers to ensure that the class' interest is being observed in matters of finance, publicity, and fundraising programs.
- The president acts as a liaison with the college of nursing administration and the class advisors on behalf of the class.
- The president presides over all meetings of the class and is responsible for implementing all decisions of the class.
- The president may appoint an interim class member to fill an officer vacancy that arises between class officer elections. The careful selection of class officers is vital to an energetic, active class.
- The president selects the time and place of all regular and special meetings.
- The president oversees duties and activities of all other class officers.
- The president is proactive in matters related to fund-raising development, implementation and evaluation.
- The president is responsible for implementing agendas for each class officer meeting.
- The president selects the graduation committee chairperson, and the fundraising committee chairperson. The chairs, with advice from the president, recruit the committee. The president sits on both committees. Coordinating the work of these two committees is a major responsibility of the class president.
- The president may serve in the absence of the vice-president, secretary and treasurer and fulfills duties of each office as required.

Vice President
- The vice president shall perform the duties of the president in the president’s absence.
- The vice president shall assist the president to act as a liaison between the class and class advisors.
- The vice-president may be appointed by the president to assume oversight of a committee such as graduation or fundraising.
- The vice president represents the class in the planning of orientation and welcome week-related activities and events.
- The vice-president may serve in the absence of the vice-president, secretary and treasurer and fulfills duties of each office as required.
- The vice president shall fulfill other duties as directed by the president.

Secretary
- The secretary shall prepare, and distribute the meeting agendas.
- The secretary shall record and publish meeting minutes and maintain all records (including attendance) that apply.
- The secretary shall prepare and respond to all class correspondence.
- The secretary may serve in the absence of the President, Vice-president and Treasurer and fulfills duties of each office as required.
- The secretary will fulfill other duties as directed by the president, vice-president and class advisors.
Treasurer
- The treasurer is responsible for the financial resources of the class.
- The treasurer shall prepare and maintain the class budget and accounting records.
- 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 treasurer will set-up an account with the Roseman Bursar’s Office.
- The treasurer 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.

Graduation Committee
- Assists with planning, organizing and implementing the graduation event activities
- The chairperson of the committee shall report graduation event 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 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.
College of Nursing Committees

Advisory Resource Committee (ARC)
The purpose of the ARC is to:

- Provide counsel to the Associate 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/Associate 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 outcomes
- 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 outcomes
- 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 Roseman Honor Society of Nursing. 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 Roseman Honor Society of Nursing is a community service organization that promotes leadership and innovation in professional nursing. It is an honor which may be conferred upon students who demonstrate excellence in their nursing program.
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 scheduled labs is mandatory.
- No food, gum chewing or drinks will be allowed, except for water containers with lids.
- No cell phones or cameras, except official cameras on videotaping days.
- 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
- Scheduled Labs and Open Lab
  - Dress for skills lab is white lab coat with ID badge.
  - Wrist watch
  - 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)
  - Dress is Roseman’s clinical uniform with ID badge.
  - Wrist watch, stethoscope, black ink pen.
  - 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 other excessive jewelry.
  - Students must cover all visible tattoos.
- 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.
- White lab coat or Roseman’s clinical uniform and ID badge must be worn at all times in the skills lab.
- Trash should be thrown in the designated receptacles.
- Red bags are for medical waste only.
- The needles and syringes must be disposed in the red sharps containers.
- All beds should be made appropriately after use with clean linen.
Open Lab

- After practice, all equipment and supplies must be put back as it was found.
- No equipment or supplies may be removed from the lab without permission from the lab coordinator.
- Students must sign in and out of the lab for student safety and 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.

*For Nursing Simulation Laboratory Policy, see Appendix D

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 less than 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/Lab coordinator will emphasize in class the importance of the laboratory clinical skills assessment.
3. The Block/Lab coordinator will explain the consequences of receiving a No Pass grade.
4. The Block/Lab 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. This includes re-taping and remediation if needed.
9. Each student’s skill assessment will be copied onto a flash drive for that student. A lab coordinator will hand the flash drive to the individual student on the video.
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.
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 receives a No Pass grade and 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 No Pass grade, the student will receive a No Pass and must remediate the 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 assessment 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 E 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 outcomes. 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 (Appendix F) and Physical Examination (Appendix G)** – 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 Test (Nevada)** – An initial Quantiferon Gold TB blood test is required and annually thereafter. If the result of the initial Quantiferon Gold TB test is positive, a one-view chest x-ray is required. If the student’s chest x-ray has findings consistent with TB and/or the student has symptoms consistent with TB, the College of Nursing policy must be followed (Appendix H)
  It is acceptable if a student has had a Quantiferon-Gold TB blood test within 6 months prior to entry into the nursing program. Annually student must have a repeat Quantiferon-Gold TB blood test. For students who are positive reactors, they must complete the TB Screening Tool and it must be signed by their healthcare provider (Appendix I)
- **Tuberculin Test (TST) (Utah)** – For those who have never had a positive TST or positive blood antibody test for tuberculosis: An initial two-step TST (first TST placed and read within 48-72 hours; second TST placed a minimum of one week later and read within 48-72 hours) and annual TB screening thereafter. Note: if one TST was placed within the previous calendar year, a follow-up TST prior to entrance to the nursing program (within 6 months of admission) counts as the second TST. Documentation must be submitted for both TSTs. If a TST is contraindicated or if the student chooses not to have a TST, a blood test for tuberculosis antibodies, called a “Blood Assay for Mycobacterium Tuberculosis” (BAMT) may be done in place of the two-step TST.
  Students with a baseline positive or newly positive test result for *M. tuberculosis* infection or documentation of treatment for latent tuberculosis infection (LTBI) or tuberculosis (TB) disease: Should receive one chest radiograph to exclude TB disease performed within 6 months prior to entry into the nursing program, with results submitted to the Director of Clinical Resources. Repeat radiographs are not needed unless signs or symptoms of TB disease develop or unless recommended by a clinician. **Students with positive baseline results must be screened within 6 months prior to entry and annually for symptoms of TB disease.** The Tuberculosis Screening Tool must be completed and signed by a licensed healthcare provider (physician, nurse practitioner, or physician assistant).
- **Immunizations** – A copy of completed immunization record of documentation that contains the following:
- **Hepatitis B Vaccine** – completed series of three (3) injections (2\textsuperscript{nd} injection 1-2 months after 1\textsuperscript{st} injection, 3\textsuperscript{rd} injection 4-6 months after 1\textsuperscript{st} injection) or a positive titer showing immunity; unless a waiver is signed
- **Hepatitis A Vaccine** – 2 injections – 2\textsuperscript{nd} injection 6 months after 1\textsuperscript{st} injection or a positive titer showing immunity; unless a waiver is signed
  - South Jordan – Hepatitis A vaccine is required
- **MMR** – (Measles, Mumps, and Rubella) 2\textsuperscript{nd} 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, 2\textsuperscript{nd} injections 4-8 weeks after the 1\textsuperscript{st} 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](http://www.precheck.com). Fees associated with the background check are paid for by the student.
- **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 all clinical rotations cannot meet the curriculum requirements for graduation. Therefore, the student must withdraw from the nursing program.
- **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** (given to students at orientation)
- **Signed Confidentiality Statement** (given to students at orientation)
- **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
    - Goals

*Students must submit updated annual medical history, physical examination, TB screen, flu immunization and bi-annual CPR on or before the due date specified by the Director of Clinical Resources. If clinical requirements are not submitted on or before the due date, the student will not be permitted to attend clinical rotations.*
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 Attendance
A student must notify the faculty member BEFORE the start of shift if he/she will be late or absent. The student will have an Incomplete for this Block until he/she makes up the shift(s) during a remediation period, if available. The clinical faculty will notify the Director of Clinical Resources when a student is late to or absent from the 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. Students are responsible for any initial treatment and any subsequent treatment. See Appendix J for Blood Borne Pathogens Incident Report form.

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

**Medical Insurance/Medical Care**
All students are required to maintain medical insurance for the duration of the nursing program. Each student is responsible for their medical care and/or treatment in case of illness or injury while on rotation, if necessary, including transportation. In the event that a student no longer has medical insurance, he/she is ineligible to continue their experiential training.

Some sites will provide post-exposure evaluation, source patient testing, and initial prophylactic treatment as a result of exposure to blood or bodily fluids during a rotation, according to the most recent Center for Disease Control guidelines. The site will not provide HIV or Hepatitis B follow up. The exposed individual will be responsible for the follow up with his/her own physician or other medical personnel. The student shall be responsible for payment of any care/testing received as well as any additional or subsequent care.

**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 piercings except for one pair of stud earrings. No tongue rings or studs, nasal or facial piercing jewelry may be worn. Students must cover all visible tattoos. Students must have naturally occurring hair color (No blue, pink, purple, etc…colors). One single watch with a second hand and one plain wedding band are acceptable.

Other than that specified above, no 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/Associate 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. Orientation to a clinical setting is a component of a full clinical day during regularly scheduled clinical blocks. If the clinical orientation does not comprise the entire shift, students will be required to remain on duty at the clinical facility for the remainder of the shift.

**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, if applicable
• 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 outcomes
- 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 unit, 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 may 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)*
Supervision of Skills in the Clinical Area
Nursing skills that are correctly performed by the student and signed off in the Skills Lab may be performed in the clinical setting and signed off by the nursing faculty. Once signed off by the nursing faculty in the clinical setting, the student may perform the skill and be signed off by a RN staff nurse, if consistent with the policy of the clinical agency. Nursing faculty may decline to have the student perform nursing skills with the facility RN.

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 facility RN (if agency policy permits)
- 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
- 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 ink or submitted electronically.
• 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 – Academic Intervention Action Plan

Roseman University of Health Sciences College of Nursing
Academic Intervention Plan

Student Name: _____________________ Block #: _____ Block Title: _____________________

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<thead>
<tr>
<th>Occurrence # and Date</th>
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<tr>
<td>Date:</td>
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<tr>
<td>Concern #:</td>
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<tr>
<td>Faculty:</td>
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This form is to be completed by the Block Coordinator or designee on each student who meets any of the concern criteria listed below. Circle all areas that apply.

Statement of Concern:
1. No Pass assessment
2. Failed assessment remediation or block remediation
3. Excessive days absent or tardy
   a) Excused
   b) Unexcused
4. Academic and/or Professional Misconduct: Cheating, plagiarism, fraud, misrepresentation, unethical behavior, improper behavior, unprofessional conduct, and false information.
5. Failure to submit required assignments completely and on time
6. Lack of group participation
7. Other

Outcome Statement:
1. Pass assessment remediation
2. a. Pass block remediation
   b. Consult with appropriate persons regarding the process to:
      1. Retake the block when next offered
      2. Exit the Roseman University of Health Sciences CON program
3. Be on time for class or contact block coordinator or lecturing faculty to request excused absence or tardiness. Be aware of consequences if corrective action not taken.
4. Refrain from unacceptable behavior and be aware of consequences if behavior does not change
5. Submit all required assignments completely, satisfactorily, and on time. Be aware of consequences as described in the syllabus if this is not done
6. Actively participate in all group assignments. Be aware of consequences if group participation does not improve
7. Other
**Action Plan:**

**Concern #1:**
1. Review failed assessment for areas of weakness
2. Review all assignments, lectures, and handouts
3. Clarify concepts with appropriate faculty
4. Assess study habits for ways to improve
5. Review test taking strategies
6. Complete ATI Nurse Logic tutorials
7. Review ATI practice assessments
8. Other

**Concern #2:**
1. As stated in outcome statement, above.

**Concern #3:**
1. Discuss with appropriate faculty reasons for frequent absences and/or tardiness, whether excused or unexcused, to try to resolve problem.
2. As stated in the block syllabus, be aware that any absence from nursing lab must be made up during the student’s free time.

**Concern #4:**
1. Meet with appropriate faculty and campus dean or associate dean to determine causes for unacceptable behavior and possible solutions to problems.
2. Be aware that improper behavior may result in dismissal from the nursing program (see the current Student Handbook on Academic and/or Professional Misconduct).

**Concern #5:**
1. Meet with appropriate faculty to determine causes for failure to submit required assignments.
2. Be aware that satisfactory completion of all individual and group assignments and submission on the due date is a course requirement as stated in the block syllabus. Failure to meet this requirement will result in a No Pass grade for the block.

**Concern #6:**
1. Meet with all group members with or without group faculty advisor to determine course of action.
2. Be aware that a student who does not participate in group assignments/assessments will not be awarded group assessment points.

**Concern #7 Other**
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<th>Student Outcomes</th>
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<table>
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<tr>
<th>Student Comments:</th>
<th>Faculty Comments:</th>
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**Date Academic Intervention Action Plan Initiated**
I have received a copy of the Academic Intervention Action Plan.

**Student Signature** ___________________________ **Date** _____________

**Faculty Signature** ___________________________ **Date** _____________

Block coordinator will retain this form until the student graduates.
Appendix B – 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 Associate 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
         • Library
         • 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 Associate Dean.
   c. The Associate Dean will discuss the details of the withdrawal and the specified conditions in which the student may re-enter.
   d. The student 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.
READMISSION PROCESS
1. Readmission Application
   a. Approximately 60-90 days prior to student’s expected return, the student must contact the College of Nursing Admissions Office to request a readmission application form.
   b. The Recruitment, Admissions and Enrollment Coordinator (RAEC) will send the student the necessary readmission application and admission forms.
   c. Upon receipt of a completed readmission form, the RAEC will contact the Bursar’s office to ensure that the student is able to return to class based on the student’s financial status.
   d. Upon clearance from the Bursar, the student’s readmission form(s) are forwarded to the Dean for review and approval.
   e. Upon approval from the Dean, the RAEC will distribute the readmission application form to the student, Registrar, Bursar, and Financial Aid units.
2. Readmission Notification
   a. Approximately 2-weeks prior to the start of the Block in which the student is expected to return, the RAEC will send a confirmation email to the student as a reminder of his/her start date and any other information that the student may need.
   b. On the first day of the student’s return, the Administrative Assistant to the Dean will send an email to the Registrar’s office to confirm that the student has returned.

RE-ATTENDING PROCESS
1. Re-attending Form
   a. If a student wishes to re-attend a Block(s) that he/she has previously passed, he/she must inform the Associate Dean and/or RAEC and complete the Re-attend Form.
   b. The completed form is forwarded to the Dean for review and approval.
   c. Upon approval from the Dean, the form is forwarded to the Registrar and Bursar for signing.
   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 C – Clinical Intervention Action Plan

Roseman University of Health Sciences
College of Nursing

Clinical Intervention Action Plan

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<th>Student Name:</th>
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<tr>
<td>Faculty Name:</td>
<td>Block:</td>
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**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 outcomes
- [ ] Other

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

______________________________________________________________________________________________

______________________________________________________________________________________________

**Detailed Description of Interventions by Faculty**

______________________________________________________________________________________________

______________________________________________________________________________________________

**Detailed Description of Corrective Action Plan for Student**

______________________________________________________________________________________________

______________________________________________________________________________________________
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 __________________________

<table>
<thead>
<tr>
<th>Clinical Intervention Action Plan Outcome:</th>
<th>Student Comments:</th>
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   Student Signature: __________________________
   Date: _____________

   Faculty Signature: __________________________
   Date: _____________

01/2011
Appendix D – Nursing Simulation Laboratory Policy and Confidentiality Agreement

ROSEMAN UNIVERSITY – COLLEGE OF NURSING

Nursing Simulation Laboratory Policy and Confidentiality Agreement

Human Patient Simulators (HPS) are computer-assisted manikins capable of displaying a wide range of physiological and pathophysiological conditions that can change in response to the learner’s interventions. Simulation sessions consist of structured patient scenarios lasting approximately 15-30 minutes, allowing the student to practice direct interactions and clinical interventions. Scenarios are videotaped and observed by other students. At the completion of each scenario, the students and faculty engage in a debriefing session to allow all participants to reflect upon the events in the scenario. Digital recordings of simulation sessions will be removed from the computer server at the completion of the debriefing period.

The simulation laboratory is created to be a safe place for students and faculty to explore the complex components of realistic patient care. As such, students will:

- Engage and participate in simulation scenarios with professionalism and respect
- Treat the manikins with the same respect as live patient
- Refrain from use of demeaning, mocking, negative verbal, written or body language about any scenario participant’s actions, thoughts or behaviors before, during or after the scenario
- Observe strict confidentiality regarding the scenario, participant actions, and debriefing discussions
- Uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) regarding confidentiality
- Use the Sim-Man, Sim-Mom and Sim-Baby manikins only with faculty supervision
- Turn off all electronics including cell phones, PDA’s, cameras, camera phones, and video recorders during simulations unless approved by faculty
- Sign a confidentiality agreement prior to participating in the simulation experience

NO food or drink is allowed in the actual simulation room at any time, this includes water in closed containers. NO ink pens, felt-tipped markers, iodine, betadine, or lubricant jelly is to be used on the manikins. Proper hand hygiene is to be performed by the student using the manikins. Non-colored, latex-free gloves shall be worn by students during any contact with the manikins. Naturally-occurring skin oils and colored gloves can cause permanent discoloration of the manikin skins.
Confidentiality Agreement

As a user of the Roseman University of Health Sciences Nursing Simulation Laboratory, I understand the significance of confidentiality with regards to all aspects concerning simulation experiences. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to the simulation faculty. I am aware and understand sharing scenario experiences with fellow students outside of the simulation laboratory will be considered academic misconduct and may result in disciplinary action.

I agree to adhere to the following guidelines:

- All patient information whether electronic, written, overheard or observed is confidential and any inappropriate viewing, discussion or disclosure of this information is a violation of Roseman University of Health Sciences Nursing Simulation Laboratory policy.
- Maintain strict confidentiality regarding my performance as well as the performance of others, whether witnessed in real time or on media. This includes events, actions and statements seen or heard during the scenario and as part of the debriefing discussions.
- Viewing, using, disclosing or copying information related to simulation scenarios will only be allowed as it relates to the performance of educational duties.
- All simulation scenarios, regardless of the outcome, will be treated in a professional manner. Simulation manikins are to be treated with the same respect as if they were live patients.
- Refrain from use of demeaning, mocking, negative verbal, written or body language about any scenario participant’s action or behaviors before, during or after the scenario.
- Support and guide participants in a positive, professional manner and fully participate during the debriefing session.

Student Signature: __________________________ Date: ________________

Printed Name: ______________________________

Faculty Signature: __________________________ Date: ________________

Printed Name: ______________________________
Reminder: Confidentiality is essential to the learning process while practicing skills and during simulation. By signing in, you agree not to discuss any events during practice, simulation or debriefing with anyone other than the students and faculty who have participated during the laboratory.

<table>
<thead>
<tr>
<th>Faculty Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Title of Scenario
Appendix E – Laboratory Skills Assessment Form

Turn in

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
</table>

Re-tape

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
</table>

Roseman University of Health Sciences
College of Nursing
Block 3.0 Skill Assessment
Sterile Dressing Change

Name: ___________________________  Group #: _______  Pass
Date: ___________________________
Camera Person: ____________________  No Pass

Total Time: 20 Minutes

<table>
<thead>
<tr>
<th>Procedure Steps</th>
<th>Pts</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Preparation</strong></td>
<td>**</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>1. Review patient’s medical record (chart) for health care provider’s order &amp; patient allergies</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Review Procedure Manual</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gather supplies (Ensure dressing kit &amp; supplies are dry, intact &amp; state expiration date)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Hand hygiene</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Introduce self (full name, student nurse, Roseman University)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Identify patient (2 identifiers)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Assess patient’s comfort level (pain level 0 – 10)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Ask patient if any allergies (latex, betadine)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Explain procedure to patient (what you will be doing &amp; what the patient might experience)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Provide for privacy</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Position patient</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remove Old Dressing</strong></td>
<td>**</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>1. Place biohazard red bag away from sterile field</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Don clean gloves</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Remove old dressing (remove tape toward the incision/wound)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Observe dressing for amount &amp; characteristics of drainage, note color &amp; odor</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Place old dressing in biohazard red bag</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Remove gloves</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Hand hygiene</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Preparing Sterile Field and Adding Sterile Supplies to a Sterile Field

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Pts</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Place dressing kit on a clean, dry surface</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Open dressing kit so paper flap peels off evenly</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Place sterile gloves to the side (to be put on later)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pick up sterile drape by the corner and allow it to fall open without touching any surfaces</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Place drape on a clean, dry surface, touching only the pinched over corners of the drape (do not fan/shake the drape)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Place sterile applicators on the sterile field</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Don sterile gloves</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Remove bottle of sterile normal saline &amp; place on sterile field</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Place 2 dry 4X4s on sterile field (leave the remaining 4X4s in sterile plastic tub)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Read the solution label and expiration date</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Remove the cap &amp; place it with the inside facing up on a flat surface</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Pour appropriate amount of normal saline over remaining 4X4s &amp; gauze roll in the dressing tray</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Add other sterile supplies from the dressing tray to the sterile field as needed (do not reach over the sterile field)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cleaning the Incision / Applying a Saline-Moistened Dressing

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Pts</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clean incision/wound with normal saline moving from least to most contaminated area (use a new 4X4 for each wipe)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dry area if needed (same technique as step 1)</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Inspect and describe the wound, measure for length, width &amp; depth</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Squeeze excess saline from gauze roll, unroll approximately 6 to 8 inches &amp; cut</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Gently pack moistened gauze into the wound (may need to use forceps or applicator to cover all wound surfaces, keep moist gauze off of skin)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Apply a layer of dry, sterile gauze</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apply an ABD (5x9) dressing over the gauze</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Remove gloves</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Secure dressing with tape</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ensure patient comfort and safety</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Remove all remaining supplies</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Hand hygiene</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Documentation

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Pts</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comfort of patient</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Drainage on old dressing (type, color, amount, odor)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Solution used to clean the wound</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Measurement and description of the wound</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Describe packing and solution used to moisten packing  1
6. Type of dressing covering the wound  1
7. How the patient tolerated the procedure (“tolerated procedure well” is not acceptable)  2
8. Signature  1

| General Observations | ** | ** | ** |

SAFETY
1. Return bed to lowest height  1
2. Verify that brakes are locked  1
3. Make sure that appropriate rails are  1
4. Ensure call bell is available  1
5. Proper body mechanics  1

INFECTION CONTROL
1. Hand hygiene at appropriate times  1
2. Maintain clean/dirty areas  1

GENERAL COMMUNICATION
1. Thank the client for his/her cooperation  1
2. Verbalize findings  1
3. Appropriate instructions  1

If video time is greater than 25 minutes, use the following calculation:

\[
\frac{\text{Student Video Time}}{25} \times 2 = \text{points deducted from total score}
\]

Student points: 
Total possible points:  92
Percent Correct: 

I have reviewed and evaluated my videotape.

Student Name (print) ________________________ Signature ________________________ Date_____

Evaluator Name (print) ________________________ Signature ________________________ Date_____

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

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Henderson, NV  89014
FAX: (702) 651-2590
Phone: (702) 968-5964/5956

College of Nursing
10920 S. River Front Parkway
South Jordan, UT 84095
FAX: (801) 878-1100
Phone: (801) 878-1363
Appendix F – Medical History Form

ROSEMAN UNIVERSITY OF HEALTH SCIENCES

MEDICAL HISTORY
For the purpose of eligibility for clinical rotations, complete this page legibly and in its entirety. Examining Physician must complete the Physician’s Examination page.

Name: __________________________________________ Age: ______ Date of Birth: ________________

Address: _____________________________________ City, State Zip: ________________________________

Phone: (_______) ___________________________ Cell Phone: (_______) ___________________________

Personal Physician: ___________________________ Phone: (_______) ___________________________

Address: ____________________________________ City, State Zip: ________________________________

Medical History – Check Yes or No below if you suffer from any of the following conditions. (If yes, please provide an explanation)

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diabetes</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Heart Trouble</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Psychiatric Illness</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Back Pain</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Cancer</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>AIDS or ARC</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Epilepsy or Seizures</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>High Blood Pressure</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Eye Problems</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Arthritis</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Malaria</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Any other medical condition not mentioned above: _______________________________________________________

If yes to any of the above conditions, please explain: ___________________________________________________

______________________________________________________________________________________________

Allergies: ____________________________________________________________

Are you currently taking any medications? Yes _____ No _____ If yes, please list: ____________________________

______________________________________________________________________________________________

Any Drug, Narcotic or Alcohol problems: Yes _____ No _____ If yes, please explain: __________________________

______________________________________________________________________________________________

I declare that the information on this form is true, correct and complete to the best of my knowledge. Information contained in this form may be discussed with clinical instructors and preceptors, if warranted.

Patient Signature: __________________________________________ Date: _______________________

Please return signed form to:
Roseman University of Health Sciences
College of Nursing Director of Clinical Resources
11 Sunset Way
Henderson, NV 89014
Appendix G – Physical Examination Form

ROSEMAN UNIVERSITY OF HEALTH SCIENCES
COLLEGE OF NURSING

PHYSICAL EXAMINATION

Must be completed and signed by a licensed health care provider i.e. physician, nurse practitioner, or physician assistant, and performed within the past year.

Students Name: _____________________________ Date of Birth: _____________________________

Sex: M F Age: _____ Height: _______ Weight: _______

Blood Pressure: _______ Pulse: _______ Vision: (R) _____/_____ (L) _____/_____

<table>
<thead>
<tr>
<th>Normal</th>
<th>Abnormal</th>
<th>Details of Abnormality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdomen &amp; Viscera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back &amp; Spine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endocrine System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GU System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head, Neck, Face, &amp; Scalp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Extremities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lungs, Chest, &amp; Breasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lymph Nodes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouth &amp; Throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose &amp; Sinuses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils &amp; Ocular Motion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teeth &amp; Gingiva</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Extremities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments: ____________________________________________________________

I certify that I have on this date examined this patient and that, on the basis of the examination requested by this patient and the patient’s medical history as furnished to me, I have found no reason which would make it medically inadvisable for this patient to participate in supervised clinical rotations in various settings.

Examiner’s Name and Address (stamp or print) _____________________________ Examiner’s Signature _____________________________ Date ___________________________

If the Physician’s Assistant or Nurse Practitioner performed the exam, please include name and address of collaborating physician or group below.

Please return signed form to: Roseman University of Health Sciences College of Nursing Director of Clinical Resources 11 Sunset Way Henderson, NV 89014

NOTE: Medical History must be completed prior to the Physical Examination
Appendix H – Reporting TB Symptoms/Findings

Reporting Symptoms and/or Findings Consistent with TB
To Southern Nevada Health District TB Clinic

Student Name: ___________________________ Student Phone #: ______________________

Students who have a positive Quantiferon-Gold TB blood test or a positive TB Skin Test must complete the TB Screening Tool that documents the presence or absence of TB symptoms. The student must also obtain a 1-view chest x-ray **within 48 hrs.** All above documentation must be immediately submitted to the Director of Clinical Resource at Roseman University College of Nursing.

If the student has a positive TB test and has symptoms consistent with TB or a Chest x-ray report with findings consistent with TB, the student must be seen by a healthcare provider **within 24 hrs.**

The student will not be permitted to continue in classes or in a clinical rotation until a medical clearance from the student’s healthcare provider is submitted to the Director of Clinical Resource or designee.

Because TB is a reportable infectious disease, the Director of Clinical Resources will notify the TB Clinic at the Southern Nevada Health District of all students with a positive TB test and symptoms consistent with TB or a Chest x-ray report with findings consistent with TB.

The address for the Southern Nevada Health District is:
625 Shadow Lane (drive to the back parking lot; see large sign for TB clinic)
Las Vegas, NV 89106

TB clinic hours are Monday, Wednesday, Thursday and Friday 7:30a–10:30a and 1:00p–4:30p.
Phone # (702) 759-1370. Fax # (702) 633-0975. Manager Richard Cichy – 702-759-0892

If you have any questions, please feel free to contact me at (702) 968-1634.

Delos Jones, RN, MSN
Director of Clinical Resources
Roseman University
College of Nursing

Effective: August 1, 2014
Appendix I – Tuberculosis Screening

Annual Tuberculosis Screening Tool
(for positive reactors only)

Name: ____________________________________________________

Gender ____   Race ______       Birthday ______

Section A (to be completed by the person with a history of a positive tuberculin screening test.

Please answer the following questions:

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

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 (to be completed by a physician, nurse practitioner, or physician assistant)

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
Appendix J – 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

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10920 S. River Front Parkway
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4 Sunset Way, Building E, 2nd Floor
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FAX: (702) 651-2590
Phone: (702) 968-5964/5956

College of Nursing
1875 S. Maryland Pkwy
Las Vegas, NV 89107
FAX: (702) 968-8646
Phone: (702) 968-1672

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

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College of Nursing
11 Sunset Way
Henderson, NV 89014
FAX: (702) 968-2097
Phone: (702) 968-1672
Appendix K – Incident (Occurrence) Report

Student Name: ____________________________________________________________

Instructors Name: __________________________________________________________

Date & Time Reported: ______________________________________________________

Location of Incident: __________________________________________________________

Witness(s) Name(s) & Contact number: __________________________________________

Detailed Description of incident, including contributing factors, response, actions taken in response to incident, and follow-up:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Student Signature                                                Date                         Faculty Signature                                                    Date

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