



2020-2021 Student Handbook



HENDERSON CAMPUS (MSN-FNP, BSN, ABSN, RN-BSN)

SOUTH JORDAN CAMPUS (BSN, ABSN)

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Letter from the Dean, College of Nursing



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 and graduate 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 a professional nursing role 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,

A handwritten signature in black ink that reads "Brian C Oxborn".

Brian C. Oxborn, PhD, RN
Dean and Associate Professor
College of Nursing

Letter from the South Jordan Campus Dean, College of Nursing



Dear Students,

Welcome to your first day as a nursing student at Roseman University of Health Sciences. We are delighted to be on this voyage with you as you learn the essentials of becoming a nurse. You will acquire the skills of assessing, planning, intervening, and advocating for patients and their families across the healthcare continuum. We are thrilled by your decision to become a nurse and to allow us, here at Roseman, to aid you in this mission. Today, as you meet the faculty members who will guide and direct your education, and as you meet the other students and group members with whom you will spend the next eighteen months, please know that we are happy to facilitate your journey towards becoming a Registered Nurse.

Nursing is an exciting, rewarding, humbling, and fulfilling profession. Nursing has always been a respected and trusted profession, but with recent world events, the honor of becoming a nurse has been elevated to a more profound and desired profession. Whatever you have imagined your career to be is within your grasp. Many of you will go to graduate school and practice as advanced practice nurses in many fields. Your future choices are endless, and many available options probably haven't even been imagined yet.

The Roseman model is the Six-Point Mastery Learning model. You will master the concepts and skills that will allow you to provide safe and competent care in your future role. The program is exceptionally challenging, and it is my hope that you come prepared to study hard, share and clarify concepts with your classmates, and seek additional help when needed.

On behalf of the Roseman University administration, faculty, and staff, we extend total support and best wishes as you begin your journey toward academic success in nursing. Please contact me or any member of our faculty and staff to assist you in your effort to complete a baccalaureate degree in nursing.

Sincerely,

Lisa Harper

Lisa Harper, PhD, RN
Campus Dean and Associate Professor
South Jordan Campus

Letter from the Associate Dean of Academic and Student Affairs, College of Nursing



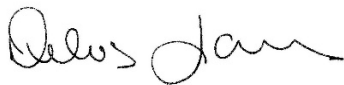
Dear Students,

Welcome to Roseman University of Health Sciences College of Nursing. We are excited to be on this journey with you. I know you will be pleased with your selection of Roseman University to begin or advance your nursing career. The Six-Point Mastery Learning Model you will experience here will ensure you are prepared to deliver safe care to even your very first patient.

The nursing program here at Roseman University is challenging and can be stressful at times. The faculty and I are all here to help you make it through the program successfully. Part of that success depends on the expertise of the faculty, but part rests on you. Reach out to your instructors frequently. Ask questions, get clarification and review with them often. Faculty are on campus Monday through Friday for your benefit and want to help.

Nursing is an exciting and dynamic field. The role and responsibilities of nurses at every level change quickly and new career opportunities are opening up all the time. Your career will be what you make it. We will ensure you get the educational foundation needed to begin your career. You will make your nursing career all it can be and all you want it to be. Your success starts here!

Sincerely,



Delos Jones, DNP, RN
Associate Dean of Academic and Student Affairs
College of Nursing

Letter from the Assistant Dean of Curriculum and Assessment



Dear Nursing Students,

It is a pleasure to welcome you to Roseman University of Health Sciences College of Nursing. What a tremendous accomplishment to have gained acceptance to the Nursing Program. We are sure you will soon feel a sense of pride in becoming a part of the Roseman Family.

You will find your experience at the College of Nursing to be challenging, exciting, and highly rewarding. Nursing is a wonderful profession with infinite opportunities that can bless the lives of patients, families, and those who practice nursing. These limitless opportunities, that nursing can provide, can only be reached if you are dedicated to mastering the art of nursing. Our dedicated faculty is ready to guide you to becoming the best nurse you can be.

You are the future of nursing and as the next generation of nurses, we want to instill the importance of combining the science and art of nursing while quality care for clients. We will prepare you to implement safe patient care in an ever-changing fast passed world of healthcare while upholding the ethical standards of nursing.

I am looking forward to getting to know you while you are preparing to practice as a professional nurse.

Shanda Clark Ph.D., RN

Roseman University of Health Sciences
College of Nursing
Assistant Dean of Curriculum & Assessment

Nursing Administration

Brian C. Oxhorn, PhD, MSN, RN (2012)

Dean, College of Nursing Associate Professor
B.S.N., University of Nevada Reno 1992
M.S.N., Drexel University 2005
Ph.D., University of Nevada Reno 2002

Lisa Harper, PhD, RN, CNE (2018)

Campus Dean, College of Nursing – South Jordan, Assistant Professor
A.D.N., Weber State University 1990
B.S.N., University of Phoenix, 2003
M.S.N., University of Phoenix, 2005
Ph.D., Capella University 2017

Delos Jones, DNP, MSN, RN (2012)

Associate Dean, Academic and Student Affairs – Henderson, Assistant Professor
B.S.N., Idaho State University 1998
M.S.N., George Washington University 2008
D.N.P., George Washington University 2018

Shanda Clark, PhD, MSN/Ed, RN (2015)

Assistant Dean of Curriculum and Assessment, Assistant Professor
B.S.N., University of Phoenix 2009
M.S.N./Ed., University of Phoenix 2011
Ph.D., Cappella University 2018

Erik Dillon, M.A.Ed. (2014)

Director of Admissions & Enrollment
B.A., Indiana University 2006
M.A, University of Phoenix 2009
Ed.D. (in progress), University of New England

Judy Jones, DNP, MSN, APRN, FNP-BC (2020)

Director of Family Nurse Practitioner Program, Assistant Professor
A.S.N., Springfield Technical Community College 1992
B.S.N., University of Massachusetts 1998
M.S.N., University of Massachusetts 2000
D.N.P., University of Massachusetts 2012

Shamar Lejardi, MSN, RN (2019)

Interim Director of Simulation & Skills Laboratory, Assistant Professor
B.S.N., University of Wyoming 2005
M.S.N., Western Governors University 2018

Suzanne Winslow, DNP, MSN/Ed, RN (2015)

Director of Clinical Resources, Assistant Professor
B.S.N., Westminster College 1995
M.S.N./Ed., Westminster College 2009
D.N.P., American Sentinel University 2017

Nursing Faculty

***Indicates faculty teaching in the graduate courses**

***Marife Aczon-Armstrong, PhD, BSN, MSN, MSCP, CCM, RN-BC (2017)**

Assistant Professor
B.S.N., Hawaii Pacific University 1997
M.S.C.P., Charminade University of Honolulu 2003
M.S.N., University of Hawaii 2007
Ph.D., University of Hawaii 2010

Todd Allen, MSN, RN (2018)

Assistant Professor
A.D.N., Utah Valley University, 2008
B.S.N., Boise State University 2011
M.S.N., University of Utah 2013

Kiley Anders, MSN, RN (2020)

Assistant Professor
A.D.N., College of Southern Nevada 2013
B.S.N., Western Governors University 2017
M.S.N., Western Governors University 2020

Augusta Arato, MSN, RN (2013)

Assistant Professor
B.S.N., University of Missouri 1990
M.S.N., University of Missouri 1994

Cathryn Barber, MSN, RN (2012)

Assistant Professor
B.S.N., University of Phoenix 2007
M.S.N., University of Phoenix 2009

Rowena Bermundo, DNP, MN, RN (2014)

Assistant Professor
B.S.N., University of Santo Tomas 1991
M.N., Angeles University Foundation 2004
D.N.P. – American Sentinel University 2019

Nancy Miller-Bryan, MSN, RN, APN (2007)

Assistant Professor
B.S.N., University of Nevada, Las Vegas 1982
M.S.N./A.P.N., Syracuse University 2002

***Federico Calixtro, DNP, MSN, APRN, FNP-C, CDE (2013)**

Associate Professor
B.S.N., University of the East Ramon Magsaysay Memorial Medical Center 1986
M.S.N., University of Phoenix 2002
Ed.S., Nova Southeastern University 2009
D.N.P., Touro University Nevada 2016
Post-Masters Certificate-FNP, Touro University Nevada 2019

Jerry Carley, MSN, MA, RN, CNE (2007)

Assistant Professor
B.S.N., University of Wyoming 1977
M.A./Management, Webster University 1984
M.S.N., Walden University 2006
D.N.P. (in progress), American Sentinel University

Tamra Carley, DNP, MSN, RN (2017)

Assistant Professor
B.S.N., Southeast Missouri State University 1999
M.S.N., Walden University 2006
D.N.P., Chamberlain University 2019

Susan Carrow, MSN/Ed., RN (2011)

Assistant Professor
B.S.N., University of Phoenix 2004
M.S.N., University of Phoenix 2006

Terry Collins, MSN, RN (2014)

Assistant Professor
B.S.N., Pacific Lutheran University 2000
M.S.N., Utah Valley University 2013

Katie Dobson, MSN/Ed, RN (2017)

Assistant Professor
A.D.N., College of Southern Nevada 1999
B.S.N., Western Governors University 2016
M.S.N., Western Governors University 2017

Stephanie Dunn, DNP, APRN, CPNP-PC (2018)

Assistant Professor
B.S., Brigham Young University 1996
B.S.N., Regis University 1999
M.S.N./Informatics, University of Colorado at Denver Health Sciences Center 1007
D.N.P., University of Utah 2014

Luisa Echeverria, MSN, RN-C (2019)

Assistant Professor
B.S.N., Westminster College 2001
M.S.N., Western Governors University 2019

Ellen Eversole, MBA, MEd, MSN, APRN, FNP-C (2009)

Assistant Professor
B.S.N., University of Nevada Las Vegas 1988
M.B.A., University of Phoenix 1999
M.Ed., University of Nevada Las Vegas 2007
M.S.N., Grand Canyon University 2015
Post-Masters Certificate-FNP, Touro University Nevada 2020

Robert Fox, MSN/Ed., APRN, FNP-C (2015)

Assistant Professor
B.S.N., Troy State University 1988
M.S.N., University of Phoenix 2009
Ph.D., (in progress), University of Hawaii at Manoa
Post-Masters Certificate-FNP, Touro University Nevada 2019

Irene Joy Gob, MSN, RN-C (2017)

Assistant Professor
M.S.N., Western Governors University 2015
B.S.N., Far Eastern University, Philippines 1989

***Beth Green, DNP, MSN/Ed., APRN, FNP-C (2017)**

Assistant Professor
A.D.N., Provo College 2012
B.S.N., Western Governors University 2015
M.S.N., Western Governors University 2016
D.N.P., Rocky Mountain University of Health Professions 2019

Bethany Hayward, MSN-L, RN, CEN (2017)

Assistant Professor
A.D.N., Mesa Community College 2005
B.S.N., Grand Canyon University 2009
M.S.N., Grand Canyon University 2012

Kori Hunt, MSN, RN (2015)

Assistant Professor
R.N., Ricks College 1992
M.S.N., Hawaii Pacific University 2003

***Jene Hurlbut, PhD, MSN, RN, CNE (2005)**

Professor
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

Aja James, MSN, RN, CCRN, CFRN, CEN, CHSE (2016)

Assistant Professor
B.S.N., University of Southern Mississippi 1987
M.S.N., Syracuse University 1998
M.B.A., University of Phoenix 1998

Georgene Kreger, RN, MSN/Ed (2014)

Assistant Professor
B.S.N., Nevada State College 2010
M.S.N., Grand Canyon University 2012

***Jason Major, DNP, APRN, FNP-BC (2015)**

Assistant Professor
A.D.N., Gateway Community College 2004
B.S.N., Graceland University 2009
M.S.N./F.N.P., Graceland University 2012
D.N.P., Chatham University 2014

Natalie Maughan, MSN/Ed, RN (2016)

Assistant Professor
B.S.N., Western Governors University 2014
M.S.N., Western Governors University 2015

Juliana Morone, MSN/Ed, RN (2013)

Assistant Professor
B.S.N., Eastern Mennonite University 2006
M.S.N., Walden University 2013

***Laura O. Okolo DNP, MSN, APRN, FNP-BC
(2011)**

Graduate Practicum Coordinator

Assistant Professor

B.S.N., Roseman University of Health Sciences
2009

M.S.N., University of St. Joseph 2011

D.N.P., Carlow University 2012

Sheila Parker, MSN, RN (2011)

Assistant Professor

B.S., Chicago State University 1982

M.S.N., University of Phoenix 2007

***Barbara Tanner, DNP, MSN/Ed, RN, RN-C
(2013)**

Assistant Professor

B.S.N., Grand Canyon University 2010

M.S.N./Ed., Grand Canyon University 2013

D.N.P., American Sentinel University 2017

Deborah Wonderly, MSN, RN (2010)

Assistant Professor

B.S.W., University of Wisconsin 1981

B.S.N., University of Wisconsin 1983

M.S.W., University of Delaware 2001

M.S.N., University of Phoenix 2013

Jamie York, MSN/Ed, RN (2016)

Assistant Professor

A.A.S., Broadview University 2011

B.S.N., Western Governors University 2014

M.S.N., Western Governors University 2015

Administrative Staff – College of Nursing

Denise House (2009)

Administrative Assistant to the Dean

Cambry Goodfellow (2014)

Administrative Assistant to the South Jordan Campus Dean

Ana Guevara (2018)

Administrative Assistant to the College of Nursing

Wendy Nichols (2020)

Administrative Assistant to the College of Nursing

Kristine Russell (2019)

Administrative Assistant to the College of Nursing

Admissions Staff – College of Nursing

Jennifer Burgess (2019)

Admissions Coordinator – Henderson

Ptoery Crutchfield (2018)

Admissions Specialist – Henderson

Lenita Gilreath (2016)

Admissions Specialist – South Jordan

Charlene Pietz (2012)

Admissions Specialist – Henderson

Anja Ryssaert (2015)

Admissions Specialist – Henderson

Amy Seamons (2018)

Admissions Specialist – South Jordan

Portia Spann (2019)

Graduate Admissions Specialist – Henderson

Moises Ybarra (2019)

Admissions Recruiter

Clinical Staff – College of Nursing

Andrea Deus (2014)

Clinical Coordinator, South Jordan Campus

Donna Laffee (2014)

Clinical Coordinator, Henderson Campus

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Student Handbook Notice

The policies contained in this handbook apply to all students &/or cohorts who matriculate into the College of Nursing between July 1, 2019 and June 30, 2020.

A complete detailed listing of policies specific to the Nursing program is incorporated in this Student Handbook.

Faculty, Staff, and Student Handbooks supplement the information in the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Student Handbooks are reviewed at orientation. A copy of the Student Handbook for the College of Nursing is available for review in the administrative offices and is available for download on the Roseman University website: [College of Nursing Student Handbooks](#)

All references to Campus Dean refer to the South Jordan Campus Dean.

Location, Contact Information

Roseman University of Health Sciences

College of Nursing

MSN, BSN, Accelerated BSN Program

11 Sunset Way

Henderson, NV 89014

Phone: (702) 968-1608

Fax: (702) 968-2097

Website: www.roseman.edu

College of Nursing

MSN, BSN, Accelerated BSN Program

4 Sunset Way, Building E, 2nd Floor

Henderson, NV 89014

Phone: (702) 968-5964/5956

Fax: (702) 651-2590

Website: www.roseman.edu

Roseman University of Health Sciences

College of Nursing

BSN & Accelerated BSN Program

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 baccalaureate degree program in nursing at Roseman University of Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The master's degree program in nursing at Roseman University of Health Sciences will be pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

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, College of Dental Medicine, Bachelor of Science in Nursing and a Master 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. www.cpe.nv.gov

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 <https://dcp.utah.gov/>

Approvals

The College of Nursing has full approval from the State Board of Nursing in Nevada and Utah.

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: <http://nevadanursingboard.org/>.

Utah State 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

Non-discrimination Policy

Refer to the Roseman University of Health Sciences University Policy : [University Non-Discrimination Policy](#)

Accommodation

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Financial Responsibilities

Students must fulfill their financial responsibilities to the University in order to remain enrolled in the program. Please see the policy in the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Account for Student Indemnification

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

The Commission on Postsecondary Education maintains a tuition indemnification fund that may be used to refund students in the event of a school's closure. Please contact Nevada Commission on Postsecondary Education; 8778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; Telephone: (702) 486-7330; Fax (708) 486-7340 for information concerning the fund.

The State of Utah does not reimburse defrauded students.

Evaluation of Prior Credit for VA Students

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

F1 Visa Students

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Privacy Rights

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Emails

Students must check their Roseman email on a daily basis. Roseman University and the College of Nursing use the student's Roseman email as the primary method of communication. Refer to the Computer and Network Acceptable Use Policy on the Roseman website: [Computer and Network Acceptable Use Policy](#)

Recording

Refer to the Roseman University of Health Sciences Policy: [Multimedia Recording by Students Policy](#)

Latex Allergy Policy

For the complete Latex Allergy Policy, please refer to [Latex Allergy Policy](#)

Facilities

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Student Intercampus Transfer Policy

Students enrolled in the Bachelor of Science in Nursing program 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 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 course. A student who withdraws in the middle of a didactic or clinical course and then requests a transfer to the alternate campus will be required to retake the entire course.

The student is responsible for any transfer related costs.

Transfer Process

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

Students must submit the paperwork to the College of Nursing Dean or Campus Dean.

College of Nursing Academic Calendar

College of Nursing offices are open for business from 8 a.m. to 5 p.m., Monday through Friday, except as outlined in the Roseman University of Health Sciences Student Catalog [2020-2021 Student Catalog](#)

College of Nursing Mission, Purpose, and Goals

Mission

The mission of the College of Nursing is to provide a quality, innovative graduate and 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.

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 client 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 attaining their initial nursing degree are expected to function as entry level generalists who are able to assume a variety of professional and leadership roles in diverse healthcare environments; those attaining their post-licensure BSN are expected to continue their practice from a more advanced perspective or in anticipation of graduate nursing education. Those attaining the graduate nursing degree are expected to assume an advanced practice nursing role with the ability to critically and accurately assess, plan, intervene and evaluate the health and illness experiences of clients.

Health

Health is a dynamic state of well-being 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.

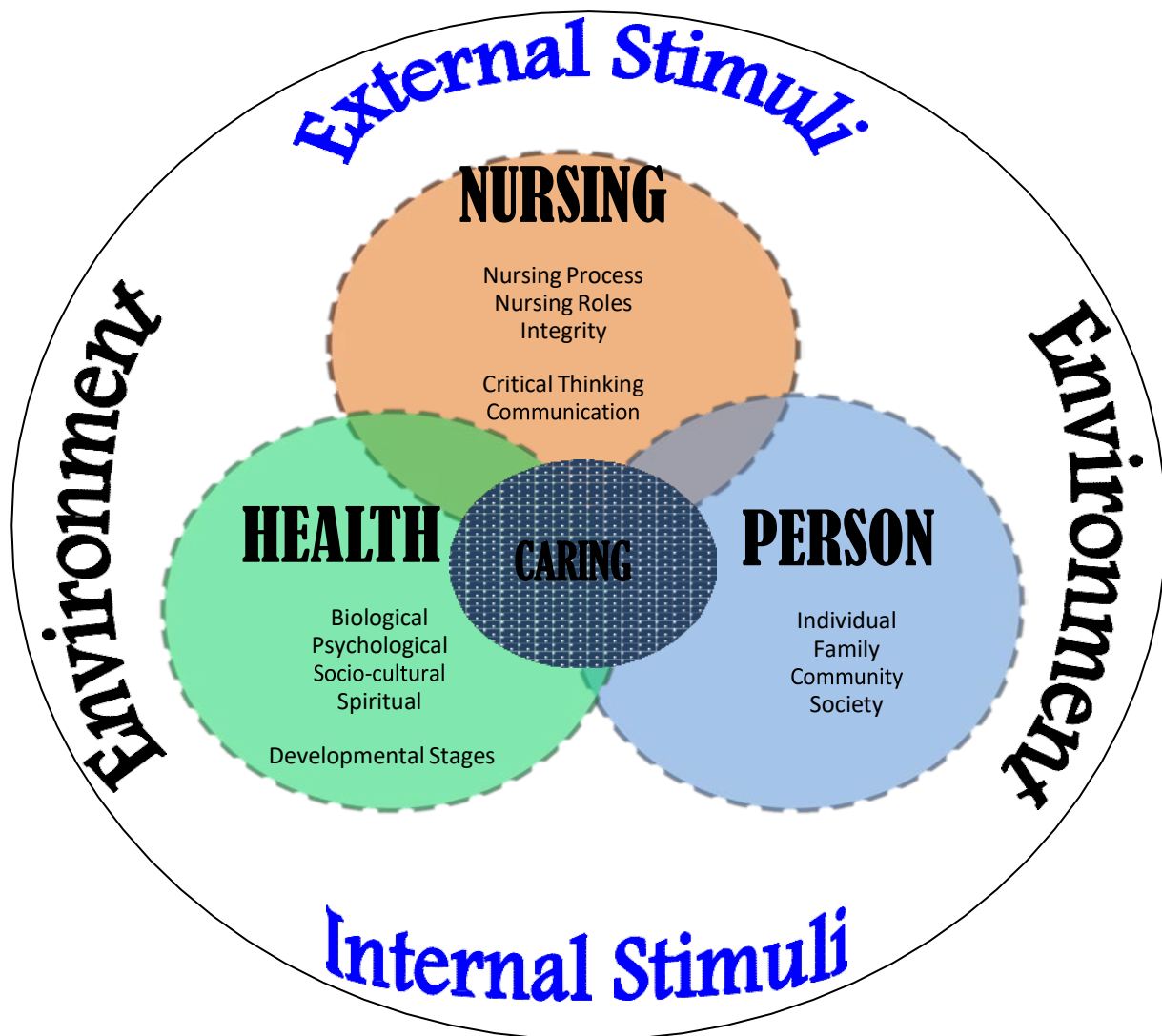
Environment

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



Prelicensure Student Learning Outcomes

The nursing curriculum of Roseman University of Health Sciences' College of Nursing is built upon a foundation of liberal arts and sciences integrated throughout the nursing courses. The College of Nursing utilizes the Six-Point Mastery Learning Model as the philosophical underpinning of the Nursing Programs. The Six-Point Mastery Learning Model consists of a Block Curriculum, Active and Collaborative Learning, Competency-based Education, Formative and Summative Assessment Learning, Early Experiential Learning, and a Classroom Design that facilitates learning.

All the Six-Point Mastery Learning components reinforce one another and contribute to an unparalleled educational environment. 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 that 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 that incorporate communication practices to 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 based on applied knowledge and skills of organizational and systems leadership to improve patient-care outcomes in diverse populations and health-care environments.

Progression Outcomes as Related to Role-Specific Competencies

Role Specific Competencies	Progression One NURS 300-304.1 (Courses 1-5)	Progression Two NURS 305-415 (Courses 6-15 & RN-BSN)
Clinical Reasoning	Combine a knowledge base in nursing and health care with critical thinking to promote health, prevent illness, and provide individualized care.	Apply critical thinking skills and evidence-based practice for effective problem solving and decision-making in order to meet diverse healthcare needs.
Teaching/ Learning	Use principles of teaching and learning to identify learning needs of individuals and families.	Integrate teaching and learning strategies designed to maximize the health of individuals, families, communities, and society.
Health Promotion & Maintenance	Identify the biopsychosocial and spiritual functioning of clients within the environment and its impact on the health of individuals and families.	Determine appropriate nursing interventions to maximize the well-being of individuals, families, communities, and societies.
Nursing	Define the roles of the professional nurse and the nursing process.	Integrate the roles of the nurse in a variety of environments to promote, maintain, and restore health.
Principled Actions	Use the nursing process to develop therapeutic nursing interventions to meet a person's healthcare needs in structured environments.	Design, provide, and evaluate theoretically based, culturally competent, and developmentally appropriate nursing care to promote a person's maximum health potential in structured and unstructured environments.
Communication	Develop basic skills in verbal and non-verbal communication to effectively interact with patients, families, and members of the healthcare team.	Formulate effective communication, utilizing theories and skills, to promote the optimal wellness of individuals, families, communities, and societies.
Integrity	Demonstrate accountability, responsibility, honesty, and self-regulation consistent with student nursing practice standards.	Integrate professional accountability and personal responsibility for adherence to, and evaluation of, nursing practice standards.
Research	Identify the use of research findings and their impact on client care.	Evaluate research findings for integration into professional practice.

Graduate Student Learning Outcomes

The graduate program builds upon course progression and is designed to integrate previous learning with advanced nursing practice concepts to expand and develop the ability to critically and accurately assess, plan, intervene and evaluate the health and illness experiences of clients (individuals, families, communities and societies)

Patient-Centered Care

- Integrate concepts from the sciences, humanities and nursing theory to provide evidence-based, culturally sensitive health promotion, illness prevention and maintenance of function across the health-illness continuum with patients: the individual, families, groups and communities.
- Advocate for ethical policies that promote access, equity quality and efficient utilization of resources from a global health care delivery perspective.

Evidence-Based Practice

- Lead and direct quality initiatives translating new knowledge and research outcomes into the practice setting to provide high quality health care, initiate change and improve practice outcomes.
- Apply evidence to advance patient outcomes and healthcare delivery across the lifespan.

Safety and Quality

- Analyze factors that create a culture of safety and a “just culture”.
- Identify effective strategies to promote a high-reliability organization.
- Apply research within the practice setting to resolve practice problems working as a change agent to deliver safe, quality, patient-centered care based on best practices incorporating quality improvement measures into advanced nursing practice.

Health Information

- Use health information technologies to deliver, coordinate and enhance patient-centered care and communication. Incorporate data and patient care technologies to organize patient care and ensure regulatory compliance.
- Identify critical and useful electronic data to provide high quality, efficient care through effective decision support.

Communication

- Foster collaboration with multiple communities of interest.
- Demonstrate scholarly writing, speaking, group interactions and electronic competency in communication to collaborate and consult with other health professionals.
- Advocate legislatively at the federal, state and local levels to improve health care delivery to individuals, families, groups and communities.
- Analyze strategies that influence the ability to initiate and sustain effective partnerships at the individual, community and global level with members of nursing and inter-professional teams.

Professionalism

- Function as a licensed independent practitioner demonstrating the highest level of accountability for professional practice integrating the nursing process through assessment, diagnosis and provision of a full spectrum of health care services including health promotion, disease prevention, disease management, palliative and end-of-life care.
- Recognize the client as a full partner in decision-making, honoring cultural and spiritual preferences.

- Collaborating with other health professionals, coordinate care in and across care settings across the lifespan.

Leadership

- Assume a complex and advanced nursing leadership role.
- Manage fiscal, human and physical health care resources to promote patient wellness in diverse settings.
- Apply knowledge of the health care delivery system to address the needs of a culturally diverse population, providers and other stakeholders to improve the delivery of care across the lifespan and across the healthcare continuum.

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. Students requiring accommodations must first contact the Registrar/Student Services Office. In order to provide accommodations in a timely manner, the student should notify the Registrar/Student Services Office as soon as possible, preferably before the start of the academic year so that any necessary documentation may be submitted.

Requirement	Standard	Examples
Critical thinking	Critical thinking ability for effective clinical reasoning and clinical judgement consistent with level of educational preparation	<ul style="list-style-type: none"> • Identification of cause/effect relationships in clinical situations • Use of the scientific method in the development of patient care plans • Evaluation of the effectiveness of nursing interventions
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups	<ul style="list-style-type: none"> • Establishment of rapport with patients/clients and colleagues • Capacity to engage in successful conflict resolution • Peer accountability
Communication	Communication adeptness sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> • Explanation of treatment procedures, initiation of health teaching. • Documentation and interpretation of nursing actions and patient/client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	<ul style="list-style-type: none"> • Movement about patient's room, workspaces and treatment areas • Administration of rescue procedures-cardiopulmonary resuscitation
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> • Calibration and use of equipment • Therapeutic positioning of patients
Hearing	Auditory ability sufficient for monitoring and assessing health needs	<ul style="list-style-type: none"> • Ability to hear monitoring device alarm and other emergency signals

		<ul style="list-style-type: none"> • Ability to discern auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary for patient care	<ul style="list-style-type: none"> • Ability to observe patient's condition and responses to treatments
Tactile Sense	Tactile ability sufficient for physical assessment	<ul style="list-style-type: none"> • Ability to palpitate in physical examinations and various therapeutic interventions

Southern Regional Education Board, 2016

Social Media Policy

The College of Nursing will follow the American Nurses Association (ANA) principles for Social Networking policy. Failure to follow the policy will be considered unprofessional conduct and may be referred to the University Student Professionalism Board for review.

“Social networks and the Internet provide unprecedented opportunities for rapid information exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits and consequences of participating in social networking of all types. Online content and behavior have the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.”

ANA’s Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos* gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

(including ‘selfies’ that may inadvertently include facility staff, patients, family members or visitors to a facility)

Students are also expected to adhere to the University’s [Social Media Policy](#) is available on Roseman University of Health Science’s website.

References:

- American Nurses Association*. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.
- National Council of State Boards of Nursing*. (2011, August). White Paper: A nurse’s guide to the use of social media. Chicago, IL: Author.

Curriculum

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 Curriculum is based on a course or block structure which allows students to completely focus on one content area at a time. Nursing courses are outlined in the student catalog.

BSN & ABSN Curriculum

The BSN & ABSN curriculum consists of 15 courses and 76.9 credits delivered over 18 months (BSN) or 16-17 months (ABSN). The entire length of the curriculum is determined by the number of breaks incorporated into the program as determined by the start date of the courses. The course titles and associated credit hours are presented in the student catalog.*

Subject to change. Please refer to Roseman University Student Catalog for updated and/or revised curriculum.

BSN & ABSN Course Descriptions

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

RN-BSN Curriculum

The RN to BSN online curriculum consists of 8 courses and 28 credits delivered over 35-weeks including residency and remediation periods. The entire length of the curriculum is determined by the number of breaks incorporated into the program as determined by the start date of the cohort. The course titles and associated credit hours are presented in the student catalog. *

Subject to change. Please refer to Roseman University Student Catalog for updated and/or revised curriculum.

RN-BSN Course Descriptions

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

MSN/FNP Curriculum

The MSN/FNP online curriculum consists of 12 courses and 48 credits delivered over approximately 23 months including remediation periods. The entire length of the curriculum is determined by the number of breaks incorporated into the program as determined by the start date of the cohort. The course titles and associated credit hours are presented in the student catalog. *

Subject to change. Please refer to Roseman University Student Catalog for updated and/or revised curriculum.

MSN/FNP Course Descriptions

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Graduation

Graduation from the College of Nursing with a Bachelor of Science in Nursing degree requires successful completion of prerequisite coursework and all courses described in the nursing curriculum. Graduation from the College of Nursing with a Master of Science in Nursing, Family Nurse Practitioner degree requires successful completion of all courses described in the MSN-FNP curriculum, including 525 experiential hours.

Comprehensive Predictor (BSN & ABSN only)

The ATI Comprehensive Predictor® is completed as the final assessment for Senior Seminar (NURS 408). Students must retake the ATI Comprehensive Predictor® until they successfully pass the ATI Comprehensive Predictor® examination with a score equivalent to a 90 percent probability of passing the NCLEX-RN on the first attempt.

Remediation of the Comprehensive Predictor

Retaking the examination may occur no less than one month (four weeks) after the initial attempt and four weeks apart thereafter. The student will receive an “Incomplete” for NURS 408 (course 15.0) until successful completion of the ATI Comprehensive Predictor®. Between the first and any subsequent attempt at the assessment, students will work with their student advisor to develop a weekly plan for success. Students will follow the ATI Remediation plan and will be required to submit weekly proof of meeting with the advisor and completion of assigned remediation activities.

Students will continue on the 4-week assessment schedule described above UNLESS they achieve the Green Light status with Virtual ATI, in which case they may take the ATI Comprehensive Predictor® as soon as possible following the “Green Light Achieved” Status email received by the university.

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 or Utah. However, they should contact the state board of nursing in the state where they plan to receive initial licensure.

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

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

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.

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: (888)-590-6726
FAX: (702) 486-5803
Website: <http://nevadanursingboard.org/>
Email: lasvegas@nsbn.state.nv.us

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

Departments of Professions and Licensing
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.

National Family Nurse Practitioner Certification Examination

MSN-FNP graduates must hold a master's, postgraduate, or doctoral degree from a family nurse practitioner program accredited by the CCNE or ACEN in order to be eligible for one of the national examinations to be certified as a Family Nurse Practitioner, which is required in order to be licensed to practice as an FNP in most states. While the MSN-FNP program is designed to lead to licensure, authorization, endorsement, or other state credential necessary to practice as a nurse practitioner, it is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice as requirements vary widely. Roseman University of Health Sciences makes no representations or guarantee that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

Two organizations currently offer national certification exams annually to family nurse practitioner students graduating from an accredited master's degree program. Roseman University of Health Sciences make no specific recommendations regarding the examinations offered by national certifying organizations. The organizations are:

- (1) The American Academy of Nurse Practitioners (AANP)
- (2) The American Nurses Credentialing Center (ANCC)

The American Association of Nurse Practitioners (AANP) offers national certifications in a number of specialties, including family nurse practitioner. This is a competency-based computer test offered year-round. Potential candidates may obtain information about the exam via the internet at [American Academy of Nurse Practitioners Certification Board](http://AmericanAcademyofNursePractitionersCertificationBoard) . An application needs to be completed and mailed to:

The American Association of Nurse Practitioners Certification Program
Capitol Station,
P.O. Box 12926
Austin, TX 78711-2926

All questions may be directed to (512) 637-0500, toll free (855)822-6727, Fax (512) 637-0540 or by writing to the above address, or by email to: Certification@aanpcert.org

The American Nurses Credentialing Center (ANCC) offers national certification exams in over 37 specialty and advanced practice areas each year. Students from the Roseman University MSN-FNP program may take the national certification examinations in their specialty area from this organization. The exam is administered on computer. To request a catalog and registration form send request to:

American Nurse Credentialing Center
8515 Georgia Avenue, Suite 400
Silver Spring, MD 20910-3492

Request for applications can also be made by internet in PDF format. The website address is: [American Nurses Credentialing Center](http://AmericanNursesCredentialingCenter.org)

Attendance at Instructional Periods, Assessments and Remediation

Because the active learning and team activities are a critical component of the Roseman educational model supporting each student's achievement of competence and mastery, it is expected that all students attend all instructional sections, assessments, and remediation / reassessment periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the missed periods. In the case of online RN-BSN and MSN students, attendance is based upon participation in discussions and / or group activities as described and required in the syllabus for each individual course. If a student is ill or experiences a personal or family emergency that would prevent him/her from taking a scheduled assessment or reassessment, the student must request an excused absence. Students shall make this request to the Campus Dean/Associate Dean. The decision to grant an excused absence is at the sole discretion of the Campus Dean/Associate Dean. Should a student not provide requested documentation, or should a student fail to inform the Campus Dean/Associate Dean within the timeframes specified below, an excused absence may be denied and the student will receive a No Pass "NP" for that assessment. 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 termination. Requests for excused absences may only be granted for the five (5) following reasons.

Student Illness

Should a student be unable to take a scheduled assessment or reassessment due to illness, the student must notify the Campus Dean/Associate Dean no later than the scheduled assessment start time on the day of the assessment or reassessment. Notification can be made by telephone, e-mail, or fax. In order for an excused absence to be considered, a letter from an appropriate licensed practitioner within their scope of practice who evaluated the student must be received no later than one business day following the missed assessment/reassessment. The provider cannot be an immediate family member of the student in question and must have been involved in the provision of care for the illness. Faxed and electronic copies of the letter may be accepted, provided that the original copy is received within one week. The Campus Dean/Associate Dean reserves the right to require the student to provide additional information and/or documentation beyond that listed above if deemed pertinent in determining whether or not an absence should be approved.

Personal or Family Emergency

Should a student experience an emergency personally or 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 reassessment, the student should notify the Campus Dean/Associate Dean as soon as possible following the event, but no later than the scheduled assessment start time on the day of the assessment/reassessment. "Emergency" situations include, but may not be limited to hospitalization, death, or other unforeseen, debilitating events. Notification can be made by telephone, e-mail, or fax. Whether or not a request for an excused absence due to personal or family emergency is granted is solely the purview of the Campus Dean/Associate Dean. The Campus Dean/Associate Dean may request that the student provide documentation of the emergency in order to determine if granting an excused absence is warranted.

Bereavement

A student may request an excused absence from an assessment or reassessment to attend scheduled funeral services for a close friend or family member. The funeral service must be scheduled within two calendar days of the date of the assessment/reassessment to receive an

excused absence. The student must notify the Campus Dean/Associate Dean at least one business day prior to the requested absence. Documentation in the form of a death certificate, funeral program and/or an obituary will be required for an excused absence to be approved and must be submitted prior to any scheduled make-up assessments as required by the attendance policies outlined in the clinical guidelines section of the Student Handbook.

Religious Observance

It is the policy of Roseman University of Health Sciences and the College of Nursing to be sensitive to the religious obligations of its students. Should a student be unable to take a scheduled assessment or reassessment due to a religious obligation, the student must request an excused absence from the Campus Dean/Associate Dean as soon as possible, but not later than the end of orientation week for the school year. The Campus Dean/Associate Dean reserves the right to require the student to provide additional information and/or documentation from a clergyman confirming the religious prohibition asserted by the student if deemed pertinent in determining whether or not an excused absence should be granted.

Attendance at Professional Meetings

The College encourages students to attend nursing professional meetings. In order to receive an excused absence for an assessment/reassessment scheduled during a nursing professional meeting, each student attending the meeting must individually submit a request, in writing to the Campus Dean/Associate Dean at least two weeks prior to the assessment/reassessment. The request must be accompanied by a copy of the student's accepted registration for the meeting.

Excused Missed Assessments

Requests for excused absences are only granted for initial assessments and/or initial reassessments. Makeup assessments and reassessments must be completed by the deadlines outlined below, or students will receive a grade of No Pass "NP" and be required to attend the next remediation period scheduled for that course. Excused absences are not permitted for makeup assessments or makeup reassessments. Students with prolonged illnesses or other personal issues that result in multiple absences may be denied excused absences and will be asked to consult with a College administrator regarding taking a leave of absence (see Leave of Absence).

If an absence from a scheduled assessment is excused, the student will be assessed during the scheduled reassessment. Since the student could not participate in the team assessment, the student will not be entitled to receive team points for the reassessment. Students who had an excused absence for the assessment and do not pass the reassessment will have the opportunity for a makeup assessment. The makeup assessment must be completed within two business days of the reassessment. Otherwise, the student will receive a No Pass "NP" and will be required to attend during the next remediation period for that course. If an absence from a scheduled reassessment is excused, the student will have the opportunity for a makeup reassessment. The makeup reassessment must be completed within two business days of the scheduled reassessment. Otherwise, the student will receive a No Pass "NP" and will be required to attend during the next remediation period for that course. If a student has an excused absence for both the assessment and the reassessment, the student will have the opportunity for a makeup assessment and reassessment. The makeup assessment and, if necessary, the makeup reassessment, must be completed within five business days of the initial assessment. If the student has not passed the makeup assessment or reassessment within five business days of the initial assessment, the student will receive a No Pass "NP" and will be required to attend during the next remediation period for that course.

Faculty who write assessment items need not be present during any makeup assessment or re-assessment. No pre- or post-assessment review will be provided for makeup assessments or reassessments. The date and time of the makeup assessment or reassessment may or may not be scheduled during regular school hours.

Unexcused Missed Assessments

If an absence from a scheduled assessment is unexcused, the student will receive a No Pass “NP” on that assessment. The student will be required to attend the scheduled reassessment for that course.

If an absence from a scheduled reassessment is unexcused, the student will receive a No Pass “NP” on that assessment. The student will be required to attend the next scheduled comprehensive remediation assessment for that course.

If an absence from a scheduled comprehensive remediation assessment is unexcused, the student will receive a No Pass “NP” on that in the course and will be required to repeat the course with a subsequent cohort pending space availability.

Following the first unexcused absence from a regular course assessment or reassessment, the student will be placed on academic probation and receive an Academic Intervention Plan to include written notification that additional unexcused absences will result in academic suspension from the College of Nursing.

Following the second unexcused absence from a regular course assessment or reassessment, the student will be placed on academic suspension and receive an Academic Intervention Plan to include written notification that additional unexcused absences will result in academic termination from the College of Nursing.

Following the third unexcused absence from a regular course assessment or reassessment, the student will be terminated from the College of Nursing and not eligible for automatic readmission to a subsequent cohort. The student may re-apply to the College of Nursing through the College’s Admissions Application process as outlined in the [2020-2021 Student Catalog](#).

Class Start Time, Assessment Start Time and Class Hours Policy

The stated class hours for the didactic portion of the curriculum are from 8:00 am to 3:00 pm. Punctuality is an expected attribute of professional students. Should a student arrive late, the student should wait in a breakout room or in the hallway until the next scheduled break to avoid disrupting members of the class and faculty members.

Similarly, assessments are scheduled to begin as posted in the syllabus. Start times for the team assessment and assessment review will be clearly communicated to the students in accordance with the Assessment Policy. Times for remediation review and reassessments will be communicated to students in accordance with the Assessment Policy. The scheduled dates for assessments and reassessments are set prior to the publication of the syllabus. These dates are communicated to students in writing upon receiving each course syllabi and, as such, represent a contract with the students. Any deviations from this policy must be approved in advance by the Campus Dean/Associate Dean.

Attendance in Lab

Attendance is required at all scheduled Skills and Simulation laboratory sessions. An excused absence (as described above) from the Skills and Simulation lab must be re-scheduled with the Skills and Simulation Faculty and be completed prior to the next assessment.

Unexcused absences from scheduled Skills and Simulation laboratory sessions will not be re-scheduled with the student. An unexcused absence from Skills and Simulation instructional periods for any reason does not relieve the student from responsibility for the material covered during the missed period.

Following the first unexcused absence from a scheduled Skills and Simulation laboratory sessions, the student will be placed on academic probation and receive an Academic Intervention Plan to include written notification that additional unexcused absences will result in academic suspension from the College of Nursing.

Following the second unexcused absence from a scheduled Skills and Simulation laboratory sessions, the student will be placed on academic suspension and receive an Academic Intervention Plan to include written notification that additional unexcused absences will result in academic termination from the College of Nursing.

Following the third unexcused absence from a scheduled Skills and Simulation laboratory sessions, the student will be terminated from the College of Nursing and not eligible for automatic readmission to a subsequent cohort. The student may re-apply to the College of Nursing through the College's Admissions Application process as outlined in the [2020-2021 Student Catalog](#).

Attendance in Clinical Courses

Students are required to abide by the attendance policies outlined in the clinical section of the Student Handbook or in the MSN Practicum Handbook.

Program Progression

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#).

Pre-licensure Program Assessment Process

The assessment is taken once individually and then again with your team. As a team, you will have the opportunity to review the correct answers and rationales to the questions. Then, as a team, you will be afforded the opportunity to provide evidence explaining why a particular answer is incorrect or an answer deemed incorrect on the assessment key should be considered correct. Students will be excused for a lunch break while the professors review the assessments. The students and faculty will reconvene to discuss the assessment. The entire assessment process varies in time and could take the entire day. Students are expected to attend the final discussion and review process.

Assessments will be taken through Exemplify on the students' electronic device (hereafter referred to as device) issued by Roseman University. Students are expected to maintain the device. Any non-school issued devices must be inspected and approved for use in writing by the Dean/Campus Dean/Associate Dean or designee, at least one week prior to the electronic assessment. A serial number of the approved device will be noted in the approval letter and will be recorded and maintained by the office of the Dean/Campus Dean/Associate Dean. Students will not be permitted to participate in the electronic assessment if they do not have an approved

device available for use at that time. Students without an approved device will not be permitted loaner devices and will receive a score of zero (0) on the assessment or reassessment.

It is the student's responsibility to ensure the approved device has enough power (either by battery charge or by charging cord) for the entire duration of the electronic assessment. Students are encouraged to bring a charging cord to the electronic assessment. Additional charging cords will not be provided. If a student's device runs out of charge during the electronic assessment, the student will not be allowed to continue with the assessment or reassessment. Consequently, their score will be determined by the last saved record in the electronic assessment system. If there is no record, the student will receive a score of zero (0) on the assessment or reassessment.

Malfunctions of approved devices having appropriate available power will be resolved on a case by case basis by the Dean/Campus Dean/Associate Dean, or designee, in conjunction with the IT Helpdesk. Resolution may include loaner devices, extended or alternate timing of the electronic assessment, change to paper or scantron assessment or any other modification deemed appropriate by the Dean/Campus Dean/Associate Dean or designee.

Assessment Rules

During assessments, Students are not allowed to communicate with anyone except the proctor. During team assessments, teams may communicate internally but may not have any communication with other teams. Communication with outside teams will result in all team members from both offending teams losing all credit for the team assessment.

Students leaving the assessment room before their assessment has been completed and submitted (i.e. for a bathroom break) will be accompanied by a faculty or staff member from the College of Nursing. Additional breaks, snacks or other accommodations for medical reasons must be approved by the Student Services office and appropriate ADA communications received by faculty.

Students must wear their approved Roseman University identification to sit for any assessment. Students without their approved ID will be excused from the testing room and will receive a "No Pass" grade for the assessment. Additionally, jackets, coats, hoodies, hats, blankets may not be worn during any assessment. Ear plugs, if used, must be approved by the faculty proctor. Backpacks, and all personal belongings will be left a designated break-out room or other area. No personal belongings will be allowed at your seat except your Roseman issued computer and an approved water bottle. Smart watches, fit-bit devices, phones and other electronics will be left with personal belongings or set on a table in the front of the classroom. Scratch paper and a pencil will be provided to you during the assessment. Scratch paper will be numbered and must be turned in to the faculty at the end of the assessment.

Faculty may designate a pre-arranged seating order for the assessment. Additionally, faculty may request a student move to another seat during the assessment. Students are expected to comply with all faculty instructions during the entire assessment process.

Individual Assessment

Each student takes an individual assessment. Each student downloads the assessment prior to the start of the assessment. Scratch paper and a pencil or a white board and a dry erase marker will be provided for each student during the assessment. After completion of the assessment, the students exit and upload the assessment and then close their laptop once they receive the "Congratulations the file uploaded successfully" message from Exemplify. After completion and upload of the individual assessment, devices must be left in the classroom at the student's seat until the start of

the team assessment. The use of devices outside the classroom between the individual assessment and team assessment is prohibited. Any student using an electronic or communication device outside the classroom during these times will receive a zero on the assessment. Once the individual assessments are completed, the students will be given a 5-minute break.

The students may not go anywhere other than the classroom or the restroom during the break. Following the break, and prior to distribution of scores, the team assessment will be taken.

A student who is tardy will not be permitted to enter the assessment room once the assessment has begun. The student will be required to remediate the assessment and receive no additional point for the team assessment. If a student has been approved for accommodations by the Student Services Office, the same rules apply as in the classroom.

Team Assessment

Once the individual assessment is completed, students will convene with their respective teams to take the same assessment. The team leader will download the team assessment. Only one device (team leader) may be powered on during the team assessment. This device will be the only one permitted to link with the electronic assessment system. If more than one device within possession of the team is powered on during the team assessment, all members of the team will lose eligibility for team points on that assessment. Likewise, if the one approved team device is linked to any site other than the electronic assessment system; all members of the team will lose eligibility for team points. Students in the team must agree on each answer submitted as part of the team assessment. 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. Team points are awarded as noted below:

60 questions: 3 points added to raw score

80 questions: 4 points added to raw score

100 questions: 5 points added to raw score

Failure to be present for the team assessment in its entirety will result in the student forfeiting his/her additional points.

Assessment Review

At the completion of the team assessment, the team will be able to review the correct answers for the assessment with the rationale for each question. At the time of review, students may write down only the questions that they wish to review on a white board.

Evidence-Based Review (EBR)

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 in the question feedback notes in Exemplify. Students may use their textbooks, lecture notes, and other assigned instructional materials to provide evidenced-based reasons (with references) to support their requests. With the exception of items identified as "structural review," faculty will not review items that do not contain appropriate reference(s). The team leader will download the EBR assessment. Only one device (team leader) may be powered on during the EBR. This device will be the only one permitted to link with the electronic assessment system. If more than one device within possession of the team is powered on during the team assessment, all members of the team will lose eligibility for team points on that assessment. Likewise, if the one approved team device

is linked to any site other than the electronic assessment system; all members of the team will lose eligibility for team points. Electronic resources (such as electronic versions of the textbook) may not be used during the EBR process. Textbooks must be used in their hard copy, print version. This includes required and recommended textbooks and the ATI Review Modules.

Time Allocation for Individual Assessment, Team Assessment, Review, and EBR

Students will be allowed 1.5 minutes per assessment item for the individual assessment. Examples are displayed below:

	Individual Assessment	Team Assessment	Secure Review	EBR	Reassessment EBR
60 questions	90 minutes	60 minutes	30 minutes	60 minutes	75 minutes
80 questions	120 minutes	60 minutes	30 minutes	80 minutes	100 minutes
100 questions	150 minutes	60 minutes	30 minutes	100 minutes	125 minutes

Final Review

Following the review of the item analysis and the EBR, faculty will review all assessment items in addition to providing students with a final decision and rationale in response to the requests submitted during the EBR process. New evidence-based requests will not be allowed; however, faculty and students may engage in a rational discourse regarding previously submitted evidence-based requests to facilitate the student learning process.

Final Grade

Once the students' individual scores are calculated, students who have not earned the required 90% will receive a No Pass "NP" and be provided an opportunity to remediate the assessment on the designated remediation day(s). Final assessment grades are released following completion of the final review.

Student Review of Prior Assessments

No review of prior assessments will be allowed for students repeating a course.

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 receive a Pass "P" are required to attend a mandatory review session before the reassessment. There will be at least 24 hours between the assessment and the reassessment. The reassessment will test the same concepts and learning outcomes.

In a course with one (1) summative assessment, the student who receives a No Pass "NP" must take the reassessment. In a course with two (2) summative assessments, a student who receives a No Pass "NP" on Assessment 1 must remediate Assessment 1. The reassessment 1 will occur prior to taking Assessment 2. A student who receives a No Pass "NP" on Assessment 2 must remediate Assessment 2, even if the student already has to take the comprehensive block assessment. Students may only participate in a reassessment if they received a No Pass "NP" on the corresponding initial assessment. Successful remediation of the Assessment (s) will result in a Pass "P" for the course.

A student who receives a No-Pass (“NP”) after any reassessment must attend the scheduled comprehensive remediation period, complete all requirements for the course (s) and take the comprehensive assessment during the designated course remediation period. If the student successfully remediates the course during the designated comprehensive remediation period, the No Pass “NP” grade will be changed to a Pass “P”. 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. The duration of the EBR portion of the assessment process during remediation will be 1.25 minutes per question.

Students who receive a No-Pass “NP” following the comprehensive remediation periods will be required to complete the academic withdraw process.

Scheduled Remediation Periods

The College of Nursing provides comprehensive remediation periods after the completion of defined courses in the curriculum.

BSN

Following the completion of NURS 304.1 (Course 5.1), NURS 306.1 (Course 10.1), NURS 410 (Course 12) and NURS 406 (Course 13).

ABSN

Following the completion of NURS 304 (Course 5), NURS 306 (Course 10), NURS 409 (Course 11), NURS 402 (Course 8), NURS 403 (Course 9), NURS 410 (Course 12) and NURS 406 (Course 13). In addition, targeted clinical remediation periods are provided following each clinical course NURS 304.1 (Course 5.1), NURS 306.1 (Course 10.1), NURS 409.1 (Course 11.1), NURS 402.1 (Course 8.1) and NURS 403.1 (Course 9.1).

RN-BSN

Following the completion of NURS 410 (Course 4) and NURS 414 (Course 7).

Graduate Program Assessment Process

Students enrolled in graduate courses are evaluated on mastery of course outcomes through submission of scholarly papers, individual &/or group projects, participation in course discussion boards, and observed structured clinical examinations. Specific course requirements and dates of submission are outlined in course syllabi. Comprehensive grading rubrics will be available in each course to provide students with detailed expectations for graded work. In alignment with Roseman’s mastery learning model, students not achieving the minimum 90% passing grade on summative assessments will be provided the opportunity for remediation.

MSN/FNP

Following the completion of NURS 508 and NURS 511.

During the first scheduled comprehensive remediation period (following NUR 508), a MSN/FNP student may remediate a maximum of 3 courses which precede the comprehensive remediation period. The second remediation period (following NUR 511) is reserved only for the completion of required clinical hours. Remediation is considered part of the regular educational process and, as such, the University does not charge additional fees or tuition for remediation.

Students who receive a No-Pass “NP” following the comprehensive remediation periods will be required to complete the academic withdraw process.

Incomplete Assignments

Students with an excused absence must complete and submit all assignments and assessments at a time and date designated by the faculty. The student will receive an Incomplete “I” for the course. If the student successfully completes all assignments and passes all assessments with the required 90% or greater, the Incomplete “I” will be changed to a Pass “P”. If the excused student does not complete the assignments by the time designated by the faculty, he/she must complete the assignments during the comprehensive remediation period.

Students with an unexcused absence who do not complete and submit all assignments at the scheduled date and time will not be eligible to take the subsequent assessment and will receive a No Pass “NP” for the course. In this case, the student must complete the assignments and comprehensive reassessment during the comprehensive remediation period. If the student successfully completes all assignments and successfully completes the comprehensive assessment, the No Pass “NP” will be changed to a Pass “P”.

Late Assignments

Students who complete an assignment but submits after the due date and time will receive an alternate assignment to be completed by a date and time designated by the faculty and an Academic Intervention Plan will be created. If the student successfully completes the alternate assignment by the date and time designated, the student will progress normally within the course. If the student does not complete the alternate assignment by the date and time designated, the student will receive an Incomplete (“I”) in the class and the student must complete the assignment during the comprehensive remediation period.

If the student continues to turn in late work, the student will receive an Incomplete (“I”) in the course and may not take subsequent assessments. The student will complete alternate assignments during the comprehensive remediation period for each assignment turned in after the due date or time and the student must pass the comprehensive reassessment during the block remediation period. If the student successfully completes the alternate assignments by the date and time designated by the faculty and successfully passes the comprehensive block assessment, the grade will be changed to a “Pass” for the block. If the student fails to turn in the alternate assignments by the date and time designated and/or if the student is not successful on the comprehensive course assessment, the students grade will be changed to a No Pass (“NP”) and the student must repeat the course.

Student Evaluations of Courses and Course Faculty

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

Evaluation of the faculty performance as a facilitator of learning should be growth promoting, constructive, fair and impartial and based on the stated outcomes for the course. The evaluation of

the didactic component of the course and the faculty performance as a facilitator is usually scheduled on the day of the final assessment, or during the final week of the course for the RN-BSN students. The exact date and time are communicated to the student in the course syllabus or via email.

The evaluation of the clinical component and the clinical facility is usually scheduled at a time designated by the Director of Clinical Resources and just prior to the administration of the standardized proctored assessment for the respective course.

Results of the faculty evaluations by students are not released to the faculty until the Course has been completed. Comments are aggregated so that individual students are not identified to the faculty member. Any comments written by students or clinical staff are typed by the Administrative Assistant, reviewed by the Dean or Campus Dean and provided to the faculty in a type-written format.

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

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

The honors (H) designation denotes individual high achievement on a didactic topic within the nursing curriculum for students enrolled in the BSN/ABSN degree programs.

A BSN/ABSN student who achieves an average score $\geq 95\%$ on the individual assessment(s) without team points will receive the honors (H) designation for that course. This designation is only eligible on a student's first attempt at the material and cannot be earned for reassessments. The transcript will reflect "H" for each course where the 95% or higher has been achieved.

Pre-licensure BSN experiential courses, courses assessed by methods such as projects or papers and graduate courses are not eligible for the Honors designation.

The transcript footnote will include the statement: "For the College of Nursing, the honor ("H") designation denotes an average score $\geq 95\%$ on the individual assessment(s) for that course. However, College of Nursing graduate courses are not eligible for the Honors designation."

Withdrawal

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

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 by requesting readmission to a subsequent cohort, if eligible. Re-admission is not guaranteed.

Academic Withdrawal

A student is considered an academic withdrawal if he/she does not achieve the required 90% on Course Assessments and/or Projects/Papers and withdraws or is required to withdraw from the College of Nursing. Students who are academically withdrawn must complete the re-admission process by requesting readmission to a subsequent cohort, if eligible. A student who does not repeat the course the next time it is offered on the curriculum calendar (based on space availability) may be required to 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, College of Nursing.

The Procedure for Academic Withdrawal

The procedure for academic withdrawal is as follows:

1. A withdrawal interview is scheduled with the student and the Dean or Campus 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.”
2. The College of Nursing completes the University withdrawal form and notifies the applicable service units. Terms of re-admission (if any) and re- admission paperwork (if applicable), must be signed by the student and returned for signature to the Dean or Campus Dean of the College of Nursing to complete the process.
3. Once all forms are signed and dated, the withdrawal process is complete. Withdrawal is not complete until the required forms are signed the Dean or Campus Dean of the College of Nursing.

Voluntary Withdrawal

Request for voluntary withdrawal from the nursing program must be made in writing to the Dean or Campus Dean of the College of Nursing and will be accompanied by a personal interview with the Dean or Campus 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 or Campus Dean, the necessary forms to process the official withdrawal will be completed by the College of Nursing.

The Procedure for Voluntary Withdrawal

The procedure for voluntary withdrawal is as follows:

1. The student will meet with the Dean or Campus Dean, at which time the terms of withdrawal are agreed upon and put in writing. A student who withdraws and has not completed course remediation requirements will be considered, “not in good academic standing.” A student who withdraws for medical reasons, serious personal problems, pregnancy or military leave without completing course remediation requirements may be approved for a Leave of Absence (See below).
2. The College of Nursing completes the University withdrawal form and notifies the applicable service units. Terms of re-admission (if any) and re- admission paperwork (if applicable), must be signed by the student and returned for signature to the Dean or Campus Dean of the College of Nursing to complete the process.
3. Once all forms are signed and dated, the withdrawal process is complete. Withdrawal is not complete until the required forms are signed by the Dean or Campus Dean of the College of Nursing.

Conditions for Re-Admission

Following a voluntary or academic withdrawal, a student that wishes to re-enroll in the nursing program must meet with and request approval from the Dean or Campus Dean. Students are not guaranteed readmission. The student must comply with the Student Handbook and University Catalog for the cohort to which he or she is returning.

Leave of Absence

A student may request a leave of absence due to occurrence of medical problem(s), serious personal problem(s), military leave or pregnancy.

Students requesting a leave of absence must apply in writing to the Dean or designee of the College of Nursing. In the event of a medical problem or pregnancy, the request must be accompanied by a letter from an appropriate licensed practitioner within their scope of practice who evaluated the student describing the nature of the condition for which the leave is requested and the estimated length of time needed for recovery. The Dean or designee shall determine if and when the student may return to school. In the event of a military leave, the request must be accompanied by a letter from the appropriate agency indicating the estimated length of absence. In the event of a serious personal problems, the Dean or designee reserves the right to request appropriate documentation.

A student, who is granted a leave of absence must submit a letter of intent to return to classes to the Dean or Campus Dean at least three months prior to the requested date of return. It is the student's responsibility to keep the Dean or Campus 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 or Campus Dean of the College of Nursing. If the leave exceeds 180 days, the Dean or Campus Dean and student will complete a re-evaluation of the situation and a determination will be made whether the Leave of Absence may be continued.

Students who have been granted a Leave of Absence prior to completing all course requirements and remediation opportunities may receive an Incomplete, "I" for the course in which they are currently enrolled at the time of approval.

Students on an approved leave of absence will be considered withdrawn for Federal Student Aid and enrollment reporting purposes.

Auditing Courses in the College of Nursing

A student who received a No Pass "NP" in a course and will re-take the course the next time it is offered on the curriculum calendar may audit the previously successfully passed courses to refresh his/her knowledge with prior written approval from the Dean or Campus Dean. The student must notify the College of Nursing that he/she wishes to audit no later than the first day of the course. The student who attends the didactic component of a course will not be required to pay tuition or fees and may not take assessments. The student will not receive additional credit or a grade.

The student who elects to re-attend the skills laboratory component of a course will be required to pay a fee of \$50.00. The fee will be collected by the Bursar's office. Clinical rotations cannot be audited.

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 professionally in all matters relating to their program of study.

The College of Nursing has established what constitutes academic and/or professional misconduct. 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, during or following completion of 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.
 - Taking an assessment for someone else or having another person take one for you.
 - Exchanging notes or information between students during an assessment.
 - Obtaining unauthorized information about an assessment.
 - Bringing materials or information to an assessment that is not permitted, whether you planned to use it or not.
 - 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, recording devices, or electronic devices during an assessment, team 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 standard of 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 may occur in the classroom, online discussion threads, or other facilities. Disruptive behavior is defined as any behaviors that hamper the ability of instructors to teach or students to learn. Common examples of disruptive behaviors include, but are not limited to:
 - Eating in class
 - Monopolizing classroom discussions
 - Failing to respect the rights of other students to express their viewpoints
 - Talking when the instructor or others are speaking
 - Constant questions or interruptions which interfere with the instructor's

presentation

- Overt inattentiveness (e.g., sleeping or reading the paper in class)
- Creating excessive noise
- Entering the class late or leaving early
- Use of unauthorized electronics in the classroom
- Inordinate or inappropriate demands for time or attention
- Refusal to comply with faculty direction

Students exhibiting these types of behaviors can expect an academic intervention plan from the faculty and/or dismissal from the class in which the behavior occurs. Failure to correct such behaviors can result in a “No Pass” for the course and may lead to further disciplinary action including probation, suspension or withdrawal. An Academic Intervention Plan will be provided by the faculty member and discussed with the Associate Dean of Academic and Student Affairs/Campus Dean/Director.

More extreme examples of disruptive behavior include, but are not limited to:

- Use of profanity or pejorative language
- Intoxication
- Verbal abuse of instructor or other students (e.g., taunting, badgering, intimidation)
- Harassment of instructor or other students
- Threats to harm oneself or others
- Physical violence

Students exhibiting these more extreme examples of disruptive behavior may be dismissed from the lesson or the entire course. If faculty/administration or staff have a “reasonable suspicion” that the disruptive behavior is caused by intoxication or impairment from a non-prescribed medication or substance, the student will be required to submit to a drug screen (See below).

- **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.
- - If a faculty member/administrator/staff member observes the student and has a reasonable suspicion that the student may be impaired, the student may be requested to submit to a random drug screening at the time of the event. If the drug screening results are negative for the presence of tested substance, the College of Nursing will cover the cost of the screening. If testing results are positive for any substance, the student will be responsible for the cost of the screening. The student may be encouraged to seek treatment for alcohol and/or drug addiction. However, if the student continues to engage in unprofessional conduct, he/she may be recommended for additional misconduct proceedings which may include anything up to and including probation, suspension or withdrawal.
- **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.
 - If a faculty member/administrator/staff member observes the student and has a reasonable suspicion that the student may be impaired, the student may be requested to submit to a random drug screening at the time of the event. The student will be accompanied to the testing center by an administrator or staff member. If the drug screening results are negative for the presence of tested substance, the College of Nursing will cover the cost of the screening. If testing results are positive for any substance, the student will be responsible for the cost of the screening and may be recommended for additional misconduct proceedings which may include anything up to and including probation, suspension or withdrawal.
- Providing or reporting untrue or inaccurate information
- The student may face immediate removal from the clinical environment for any of the following behaviors that include but are not limited to:
 - 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

University Student Professionalism Board

A student who has or may have violated the College of Nursing's policy on Academic, Professional, and/or Clinical misconduct will be notified verbally and in writing of the violation and of the sanction, which may include but is not limited to probation, suspension, or termination.

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:

[University Student Professionalism Board](#)

Probation for Academic, Professional, and/or Clinical Misconduct

A student who exhibits inappropriate academic, professional, and/or clinical behavior may be placed on probation for academic, clinical or professional misconduct. Violations can also lead to

suspension or termination from the program.

Matters involving a student's inappropriate academic, professional, and/or clinical behavior on campus or at experiential facilities will be brought to the attention of the Campus Dean and Associate Dean or designee. The appropriate administrative officer will acknowledge the student's placement on probation for academic, clinical or professional misconduct, and will specify the terms of probation in a written document, including further disciplinary action to be taken should the terms of probation not be met within the specified timeframe. This document will be delivered either by email to her/his university email address, certified mail or hand-delivered to the student. A copy of the letter will be submitted to the Dean. During the probationary period, the appropriate administrative officer shall be responsible for monitoring the student's progress toward meeting the terms of probation.

Suspension for Academic, Professional, and/or Clinical Misconduct

The College reserves the right to suspend a student at any time in order to safeguard patient safety, its standards of scholarship, professional and personal conduct, and/or orderly operation.

The Campus Dean and Associate Dean or designee can place a student on suspension as a result of unprofessional behavior by the student. Additionally, the Campus Dean and Associate Dean or designee may suspend a student even if he/she has not been placed on probation and/or if the student's conduct has not been reviewed by the USPB.

The Campus Dean, Associate Dean or designee will notify the student of his/her suspension, including the terms and conditions of the suspension, in a reasonable timeframe. The decision shall be delivered to the student by hand, via email to her/his university email address or by certified mail. A copy of the letter will be submitted to the Dean. A student can be required to begin the suspension even if he/she refuses to accept the hand-delivered notice of the suspension, neglects to check his/her email, or refuses to sign the certified mail receipt. This decision will also include the length of time for which the suspension will be in force. During the imposed suspension, the student is prohibited from attending or participating in any instructional sessions (either in the classroom or on experiential rotations), or any College or University events that are not open to the general public.

Following the suspension period, the student must petition the Campus Dean, Associate Dean or designee, in writing to allow him/her to return. The Campus Dean, Associate Dean or designee, shall consider the request and notify the student and the Dean, in writing, of the exact date and conditions under which his/her status is reinstated or the official termination date of the student.

Termination for Academic, Professional, and/or Clinical Misconduct

The College reserves the right to terminate a student at any time in order to safeguard patient safety, its standards of scholarship, professional and personal conduct, and/or orderly operation. Actions which threaten or endanger, in any way, the personal safety and/or well-being of self or other, or which disrupt or interfere with the orderly operation, of the College are cause for immediate termination of the student. Academic, clinical, and/or professional misconduct can also result in termination of the student's enrollment.

The Campus Dean, Associate Dean or designee may terminate a student's enrollment at the College. Additionally, the Campus Dean, Associate Dean or designee may terminate a student even if he/she has not been placed on probation and/or if the student's conduct has not been reviewed by the USPB.

The Campus Dean, Associate Dean or designee will notify the student of his/her termination in a reasonable timeframe. The decision shall be delivered to the student by hand, via email to her/his university email address or by certified mail and will be effective as of the date specified in the termination letter. A copy of the letter will be submitted to the Dean.

A student who is terminated for academic, professional, and/or clinical misconduct may not be reinstated under any circumstances.

Appeals of Probation Decisions for Academic, Professional, and/or Clinical Misconduct

If a student feels he/she has been treated unfairly in a matter involving probation, he/she may appeal that decision in writing to the Dean. The written appeal must be submitted to the office of the Dean within two (2) business days of notification of the Campus Dean, Associate Dean or designee's decision. The Dean shall consider the appeal and render his/her decision. The Dean shall communicate this decision in writing to the student and the Campus Dean, Associate Dean or designee. **The decision of the Dean shall be final, effective immediately.**

Appeals of Suspension or Termination Decisions for Academic, Professional, and/or Clinical Misconduct

If a student feels he/she has been treated unfairly in a matter involving suspension or termination, he/she may appeal that decision in writing to the Dean. The written appeal must be submitted to the office of the Dean within two (2) business days of notification of suspension or termination. The Dean shall consider the appeal and render his/her decision. The Dean shall communicate this decision in writing to the student and the Campus Dean, Associate Dean or designee. If the suspension or termination was imposed by the Dean, the student may appeal directly to the Chancellor of the Henderson, Nevada campus, using the procedures below.

If the student is still dissatisfied, he/she may appeal the Dean's decision in writing to the Chancellor of the Henderson, Nevada campus. The written appeal must be submitted to the office of the Chancellor of the Henderson, Nevada campus within two (2) business days of notification of the Dean's decision. The Chancellor of the Henderson, Nevada campus shall consider the appeal and render his/her decision. The Chancellor of the Henderson, Nevada campus shall communicate this decision in writing to the student and the Dean. **The decision of the Chancellor of the Henderson, Nevada campus shall be final, effective immediately.**

When the Dean, Campus Dean, Associate Dean, or designee concludes that it is more likely than not that the student does not pose a threat to the safety or well-being of the members of the University community, the student shall have the opportunity to continue to attend classes and participate in all sanctioned College activities until such time as any/all appeals are exhausted. The student is expected to behave in a professional manner during this time period.

Any disruptions of class or University operations or any other unprofessional behavior may result in rescission of the student's opportunity to attend class and/or all sanctioned College activities.

Grievances

The College of Nursing is committed to mutual respect among all 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, or informal, grievance be filed by a student he/she shall be given the right to due process.

The student is expected to behave in a professional manner during this time period. Any disruptions of class or University operations or any other unprofessional behavior may result in rescission of the student's opportunity to attend class and/or all sanctioned University activities. 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.

Unless a clear threat to the safety or well-being of members of the University community exists, the student shall have the opportunity to continue to attend classes and participate in all sanctioned University activities until such time as any/all appeals are exhausted. **The student must notify the Campus/Associate Dean immediately of his/her intent to initiate the grade appeal or grievance process when the issue includes receipt of a No Pass, "NP" for a course.**

Course 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 assessment practices that are fair and equitably applied. It is the responsibility of the didactic or clinical course team to clearly define the assessments and assignments by which the student shall be evaluated in the Course syllabus according to established College of Nursing assessment standards. The didactic course team includes faculty members teaching in the area of expertise. The clinical course team consists of faculty members teaching in the area of expertise and the Director of Clinical Resources. 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 course grade assigned by the professor is arbitrary, capricious, or otherwise in error. "Arbitrary or capricious" implies that a student grade has been assigned based on something other than his/her academic performance in the Course. Appeals may not be submitted for any assessment until all reassessments have been completed and grades have been released. Consequently, no appeals will be accepted between the assessment and the reassessment. Any student achieving a Pass "P" on either the assessment or the reassessment is ineligible to submit grade appeals for that assessment/reassessment. Grounds for a grade appeal may include any or a combination of the following:

1. A calculation error in the grade.
2. Assignment of a grade based on factors other than student achievement.
3. 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 evidence-based review process provided after each Team assessment is completed. Once a decision has been made regarding each disputed assessment item, there will be no further discussion of that item.

If the issue does not meet the criteria for a course grade appeal, the Campus/Associate Dean may dismiss the matter. A student who wishes to initiate a grade appeal follow the Grade Appeal process outlined below:

The student may proceed to the next step only if the issue is not resolved.

1. Discuss the issue with the Course Faculty, within one (1) business days of the assigned grade.
2. If the Course Faculty is not available, the student may proceed to step 3 below.
3. Submit a formal written grade appeal to the Campus/Associate Dean within two (2) business days of the assigned grade.
4. The Campus/Associate Dean will consult with the Course Faculty members. If the Campus/Associate Dean determines that the student has a basis for a grade appeal and the issue is not resolved in favor of the student, an Ad hoc committee will be appointed within 2 business days of receiving the written grade appeal.
5. The Ad hoc committee will provide a written recommendation to the Dean within 3 business days of forming the committee. The Ad hoc grade appeal committee will consist of a chairperson and two additional nursing faculty members who have expertise in the area of the grade appeal.
6. The Dean will make the final decision and notify the student via email and certified mail.

Grievance

Informal Grievances

Any student in the College of Nursing who believes that he or she has a grievable issue (as defined above under Grievance Procedures) is encouraged to resolve the matter informally. The student must first talk with the person or groups at whom the grievance is directed to informally resolve the issue. 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 parties involved.

Student Concerns, Issues & Questions

Phase 1:

1. Attempt resolution with parties involved.
2. The student(s) should meet with individual(s) with whom the concern originated within one (1) business day of the issue occurrence.
3. 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 2 and/or 3.

Phase 2:

1. Course Issue: All parties involved will meet with the Course team within two (2) business days of the issue occurrence.
2. Non-Course Issue: All parties involved will meet with the Cohort Advisor to discuss the matter(s) and reach a resolution.

Phase 3:

1. If this initial attempt is unsuccessful, the student may contact the Campus/Associate Dean for the College of Nursing for assistance in resolving the matter informally. The student must complete the informal grievance process within three (3) business days of the issue occurrence. The Campus/Associate Dean will review the issue and determine if it is grievable. If it is not grievable, the issue is resolved by the Campus/Associate Dean.

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 must 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). If the Campus/Associate Dean determines that the student’s issue is grievable and it is unresolved in favor of the student or if the issue is grievable and the decision could result in involuntary withdrawal from the College of Nursing, the formal grievance procedure should be followed as outlined below. If the issue does not meet the definition of a grievable action/decision, the procedures outlined the Informal Grievances process will be followed. A grievance that is not filed in a timely manner or is from a person without grievance rights may be dismissed by the Campus/Associate Dean.

To initiate the formal grievance procedure, the student must submit his or her grievance in writing to the Campus/Associate Dean of the College of Nursing.

1. 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 the outcome or resolution desired by the student.
2. The formal grievance process must be initiated no later than one (1) business days after completing the informal grievance process. A student who does not file a grievance within one (1) business days of completing the informal grievance process will be subject to the resolution of the informal grievance process.
3. Within 2 business days of receiving and validating the formal grievance, the Campus/Associate Dean shall appoint an ad hoc committee to review the formal grievance.

Ad Hoc Grievance Committee

If the Campus/Associate Dean determines that convening the committee is appropriate, an Ad Hoc Grievance Committee will be convened on the alternate campus and Campus/Associate Dean will appoint the Chair of the committee. The Chair of the committee will select individuals who are not personally involved in the assessment/course.

The committee will consider the points-of-view of both the student and the faculty member(s) to make a recommendation to the Campus/ Associate Dean.

The Ad Hoc Grievance Committee will consist of one nursing student and two nursing faculty members. The student should not be in the same cohort as the student filing the grievance. If a

nursing student is not available, a student representative may be selected from another discipline (Pharmacy, Dentistry, or Medicine).

1. The committee will review the student's letter to the Campus/ Associate Dean stating the rationale for the grievance. 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.
2. Within 5 business days after forming the committee, the committee shall send a written report with recommendations to the Campus/ Associate Dean who initiated the grievance committee.
3. The Campus/ Associate Dean will provide a copy of the Committee's report and recommendation to the student.
4. 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 one (1) 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.
5. 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 five (5) business days of receiving the written appeal, stating the action on the appeal and the grounds for the action taken.
6. The Dean will notify the student via email and certified mail.
7. The Dean's decision shall be final, effective immediately with the exception of suspension or termination decisions.
8. If the final grievance decision is against the student, the College of Nursing's policies and procedures that govern the issue will be enforced.
9. Suspension or termination decisions may be appealed to the Chancellor, Henderson Campus following the procedures outlined under Appeals of Suspension or Termination for Academic, Professional, and/or Clinical Misconduct.

Last Date of Attendance

The student's last date of attendance is the date the final decision is made by the Dean. In the case of suspension or termination decisions, the last date of attendance is the date the final decision is made by the Chancellor, Henderson Nevada campus in cases where the Dean's decision has been appealed. The student will be notified via email with read receipt requested and certified mail by the Dean, College of Nursing.

Record of Students' Complaints

The colleges and schools of nursing have an obligation to respond to any written complaints by students lodged against a college or school of nursing, or a nursing program that are related to the standards and the policies and procedures of the Commission on Collegiate Nursing Education. Complaints may be directed to the "CCNE Complaints Administrator" and sent to:

CCNE
655 K Street NW
Suite 750
Washington, DC. 20001

Hence, the College has established, implemented and maintains a student complaint procedure that affords the complainants with fundamental procedural due process. In accordance with CCNE and good academic conduct, our college has developed the following policies and procedures. The student may submit a written complaint to any of the following College administrators: Dean, South Jordan Campus Dean, Associate Dean of Academic & Student Affairs, Assistant Dean of Curriculum & Assessment and/or Directors. A student may also submit a written complaint to a student class officer (e.g., class president, vice president) or anonymously place the complaint in a secure box located in the student commons. The Student Affairs committee will formally investigate a student's written complaint. If the complaint involves a member of the Student Affairs Committee, the member will recuse himself. If the complaint involves the Dean or South Jordan Campus Dean, the Chancellor of the Henderson, Nevada campus will assume responsibility for leading the investigation. The Chairperson of the Student Affairs committee will share the results of this investigation with the other Deans and Directors. The Dean and/or South Jordan Campus Dean will review this report and determine if the complaint requires a formal intervention. All written complaints will be kept in a confidential, secured file in the appropriate Dean's office

Undergraduate Class Officers & Responsibilities

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 secretary or 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 maintained by the treasurer will be used to pay for 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.

Student Participation in Governance

Students are active participants in the governance of the College of Nursing. Selected College of Nursing Faculty Council committees shall have a class member from each campus who may be elected or appointed by the Class 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. The College of Nursing has student representation on the Student Affairs Committee, Simulation Committee, Curriculum Committee and the Advisory and Resource Committee.

College of Nursing Faculty Council Committees

Advisory Resource Committee (ARC)

The purpose of the ARC is to:

- Provide counsel to the Dean or Campus 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 long range plans annually and make recommendations.
- Review bylaws at least every two years (or as needed) and make recommendations.
- Create and/or review forms (academic tools) for consistency with CON philosophy, mission, and student outcomes.

Curriculum Committee

The purpose of the curriculum committee is to:

- Provide for ongoing planning, development and evaluation of the educational program(s) and curriculum.
- Receive recommendations from course coordinators and course teams regarding 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.
- Review course evaluations, aggregate and trend data across cohorts and present data to the Faculty Council for evaluation and discussion quarterly.

Educational Resource Committee

The purpose of the curriculum committee is to:

- Collaborate with Library staff to purge outdated library holdings of digital and hardcopy materials as determined by relevancy to the CON.

Student Affairs Committee

The purpose of the Student Affairs committee is to:

- Discuss student issues that impact consistency in admissions, progression and graduation policies, scholarship administration and other areas of responsibility that may be assigned to the Student Affairs committee on an ad hoc basis for the College of Nursing.
- Address student issues and concerns.
- Review application/admission criteria annually and make recommendations for changes/revisions.
- 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.
- Develop and implement procedures to ensure recognition of scholarships and awards.

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.
- Collaborate with interprofessional members to develop interprofessional simulation scenarios.
- Recommend simulation equipment and resources for purchase.

Class Advisor

Each faculty member is assigned to be the class advisor for an individual cohort by campus. An advisor should meet with their cohort on a regular basis to establish rapport and provide guidance as needed.

The class advisor 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 advisor may use multiple strategies including, but not limited to, sharing ideas, facilitating insight, inspiring, providing different perspectives, and counseling the class and individual cohort members. An advisor may only advise one cohort at a time. Faculty may volunteer for this position or be assigned by the Dean/Campus Dean. The class advisor may also be an intermediate step in grievance resolution between the faculty and the Associate Dean/Campus Dean.

The class advisor shall perform the following functions:

- **Class organization & officers**
 - Explain roles of the class officers and conduct elections (generally in Fundamentals of Nursing).
 - Support, assist and monitor fundraising activities and management of finances.
 - Establish a cohort specific account with the Bursar for class fundraising activities. Class expenditures are managed on a reimbursement basis.
 - Approve all advertisement material.
 - Support, assist, and monitor the students with organization and production of the pinning video and graduation banquet.
 - Actively participate in the planning, goal development, and implementation and to evaluate the progress of the class goals and outcomes.
 - Provide continuity/consistency within the class and communicate class goals and outcomes.
 - Attend class meetings as necessary.
- **Role model and liaison**
 - 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.
- **Academic advisement**
 - Counsel students experiencing difficulties with their education.
 - Provide positive support, reinforcement and encourage student achievement.
 - Discuss potential or significant issues and present them to the Associate Dean &/or Campus Dean.
 - Assist in the informal grievance process to resolve student issues (see grievance process in Student Handbook).

Student Organizations/Clubs

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

A full list of approved student organizations can be found at [Student Organizations](#).

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), the Roseman Honor Society of Nursing, the Lesbian, Gay, Bisexual, Transgender, Queer, Ally association (LGBTQA), the Asian American Pacific Islander Nurses Association (AAPINA), and the Critical Care and Emergency Student Nurses Association (CCESNA).

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 as determined by the College of Nursing.

Skills and Simulation Laboratory Policies

Expected Behavior

- Attendance in scheduled labs is mandatory.
- No food, gum chewing, or drinks will be allowed, except for approved water containers with spill-proof lids.
- No cell phones during assessments.
- No photography in lab with mannequins, as mannequins are patients and HIPAA applies to them too.
- Come prepared to practice the assigned skill(s).
- Leave the lab area cleaner than you found it. This includes beds in lowest position, two side rails up, bed made, trashcan and bedside table at foot of bed.
- Lab is for the practicing of skills not a study area.
- Students must sign in and out of the lab for student safety and to account for practice time.

Professional Appearance

- Dress for skills lab is grey or burgundy/maroon solid tops and solid matching bottoms free of any print or the College of Nursing's clinical uniform.
- Roseman University-issued ID badge needs to be visible on upper torso
- Wristwatch
- White shoes with an impenetrable top and non-marking soles.
- Long hair must be pulled back and up off the collar.
- No tongue rings or studs, nasal or facial piercing jewelry. One pair of stud earrings and wedding ring are allowed. No other excessive jewelry.
- Students must cover all visible tattoos.

Skill Assessment Day

- No one will be permitted to participate in skills assessment if not in compliance with professional appearance as stated above.

- No talking with peers during or after assessments.
- No congregating after assessment
- HIPAA applies to skills assessment; therefore, no discussion of patients shall take place.
- No cell phone use
- Reassessment will be scheduled on a separate day

Safety & Infection Control

- All students must perform hand hygiene prior to entering and leaving the 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.

Mannequin and Simulator Care

- Do not remove or interchange mannequin parts without permission.
- Use only the appropriate solutions for procedures and for cleaning the mannequins.
- No defacing of school property or mannequins.
- Use of high-fidelity mannequins are only allowed with faculty supervision.
- Do not remove mannequins from the beds unless directed by lab coordinator.
- Treat the mannequins as if they were real persons.
- No equipment or supplies may be removed from the lab without permission from the lab coordinator.

*For Nursing Simulation Laboratory Policy, see **Appendix C***

Policy & Procedures for Laboratory Skills Assessments

Purpose

- To ensure each nursing student is informed regarding the level of competency required for each laboratory clinical skill assessment.
- To ensure each 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 skill assessment.

Policy

Students must achieve a pass (90%) or above on each clinical skill that require demonstrated competency in the laboratory setting. The student who receives a score of no pass (less than 90%) will be provided an opportunity to remediate the clinical skill in the laboratory setting. The student must receive a pass (90%) on the remediation skills assessment in order to successfully complete the course.

Procedure

1. The course in Canvas will state the required laboratory clinical skill(s), the dates for instruction, availability of audiovisual aids, and the scheduled dates for initial assessment and for reassessment, if needed.
2. The lab coordinator will emphasize in class the importance of the laboratory clinical skills assessment.
3. The lab coordinator will explain the remediation process of receiving a No Pass grade.

4. The skills assessment rubric will be available in Canvas.
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. If a “live patient” is required for the assessment, another nursing student will serve as the “live patient”. Students may work in teams of 2 or 3 as needed. The team will remain intact and support each individual member until the assessment is complete. This includes remediation if needed.
7. The faculty member evaluating the student’s skill assessment will use the ExamSoft assessment rubric.
8. Faculty decision of assessment performance is final.
9. The student who receives a No Pass on his/her skill will be provided an opportunity to remediate.
10. If remediation is required, the student must practice in the nursing skills lab prior to remediation.
11. Grading of skill reassessments will follow the same guidelines as initial assessment. If the student does not achieve a Pass grade on the reassessment, the student will complete block remediation. Block remediation assessment will include the same guidelines above and will include two faculty members.
12. If the student does not achieve a Pass grade on block remediation, the student will not be allowed to advance in the program and will have to remediate the course.

Undergraduate Clinical Policies & Procedures

(Graduate Program Clinical Policies & Procedures can be found in the Practicum Handbook)

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.

Attendance in Clinical Courses

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 tardy or absent from clinical. Excused absences will be granted only by the Director of Clinical Resources or designee. 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 course outcomes and have an excused clinical absence (see Attendance at Instructional Periods, Assessments and Remediation), may miss 1 day in clinical courses that are two or three weeks long and up to 2 days in clinical courses that are four weeks long without being required to remediate/repeat the clinical course 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 courses.**

Students who are absent more than 1 day in a two or three week clinical or 2 days in a four week clinical, even if the absences are excused, will be required to remediate the clinical rotation the next time it is offered and clinical space is available.

If the student has an excused absence in a third course, the student will receive an incomplete for that clinical course and is not eligible for an alternative clinical assignment. The missed clinical time must be completed during the next remediation period (BSN) or the next time the course is offered on the curriculum calendar based on space availability (ABSN).

Students with an unexcused absence will be given a No Pass, “NP” for the course and be required to repeat the clinical course the next time it is offered, and clinical space is available.

Punctuality in Clinical Courses

Being on time for the start of clinical shift conferences and meetings is a sign of professionalism and is therefore **mandatory**. If there is a likelihood that the student will be tardy, the instructor must be contacted before the start of the clinical. The report time is determined by the faculty member. Failure to notify the clinical instructor of a tardy before report may constitute a clinical absence. A student will be considered tardy when he/she arrives 30 minutes after the time designated as the beginning of the shift by the assigned clinical faculty. Punctuality occurrences are counted cumulatively over the duration of the program. If the student is tardy one time, the student will receive a Clinical Intervention Plan (CIP) and be placed on academic probation. If the student is tardy two (2) times, the student will receive an alternate clinical assignment. If the student is tardy three (3) times cumulatively over the duration of the program, the student will receive a No Pass, “NP” for the course and repeat the clinical course during the next remediation period or the next time the course is offered on the curriculum calendar based on space availability.

Program Progression - Clinical

Clinical formative and summative evaluations shall be performed during each clinical rotation. All evaluations will receive a Pass “P” or No Pass “NP” 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 “NP” grade in a clinical course must be remediated or repeated to continue in the program. The student will be given a Clinical Intervention Plan specifying placement on academic probation. The student is required to remediate or repeat the entire course and successfully complete all assignments or assessments. If the student is not successful in repeating or remediating the course, the student will be removed from academic probation. If the student does not meet clinical course competencies after remediation, the student will receive a No Pass “NP” for the course and must withdraw from the program. The student’s status at the time of the withdrawal is “not in good academic standing.”

If a student demonstrates unsatisfactory clinical performance, a Clinical Intervention Action Plan will be completed by the clinical faculty and reviewed with the student. The student may make comments on the clinical intervention plan, develop goals to achieve a successful resolution, and both parties will sign verifying that the information was discussed. The faculty member will notify

the Director of Clinical Resources and submit the Clinical Intervention Action Plan (See **Appendix B** for Clinical Intervention Action Plan form).

Clinical Remediation

Remediation for excused clinical absences is based on the availability of clinical sites and is not guaranteed.

Any student with an unexcused clinical absence will not be allowed make up missed clinical time during the remediation period. The student will be given a No Pass “NP” for the experiential course and will have to repeat the course the next time it is offered based on space availability.

Clinical remediation for any student with an excused absence is contingent on the availability of clinical sites. Excused clinical absences (as described in the Attendance at Instructional Periods, Assessments & Remediation section) will be granted only by the Director of Clinical Resources or his/her designee. If a student is unable to complete the clinical remediation when scheduled, the student will be given an Incomplete “I” if the student was meeting course outcomes prior to the excused absence. In order to replace the Incomplete “I”, the student will need to complete the clinical requirements necessary. If the student meets the clinical outcomes, the Incomplete “I” will be replaced with a Pass “P”. If the student is assessed and does not meet the clinical outcomes, the Incomplete “I” will be replaced with a No Pass “NP”.

Clinical Attendance Requirements during Remediation

- Students may be required to attend remediation to make up excused missed clinical days.
- 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 two (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.
- Occasionally, orientation for facilities will fall outside of the scheduled clinical time frame. In order to meet the requirements of all facilities, orientation is required, and attendance is mandatory.

During remediation, the BSN 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 course. Students cannot make up clinical days in a course while completing remediation of another clinical course. Therefore, students

cannot remediate two clinical courses during the designated scheduled remediation period for the courses.

Targeted Clinical Remediation (ABSN only)

Students complete experiential learning throughout the nursing program. Student evaluation takes place throughout the clinical experience but is focused and directed at the midterm point and at the end of each clinical learning experience. Grading in the clinical area, as in the didactic courses, is done on a “Pass” or “No Pass” basis utilizing defined role-specific competencies. Students are expected to achieve a “Pass” mark in all areas on the student clinical evaluation tool to pass an experiential course. However, because students learn at different rates, some students may not achieve the “Pass” grade in all areas by the end of a clinical rotation.

For Accelerated BSN (ABSN) students: If a student receives a “No Pass” grade in three (3) or fewer areas not designated with an “*” on the final evaluation, the student will move into a targeted remediation period of no more than three (3) additional clinical shifts. These extra shifts allow the student to demonstrate competency in the identified clinical areas.

However, if a student receives a “No Pass” in **any** clinical area deemed an “Absolute No Pass” (indicated on the clinical evaluation sheet with an asterisk “*”) by the nursing faculty, the student will not be permitted to remediate the clinical in the targeted remediation period and must repeat the entire experiential course the next time it is offered based on space availability. The “Absolute No Pass” designation is determined by the faculty council and reflects knowledge, skills or attitudes that the faculty do not believe can be remediated or demonstrated in a shorted clinical rotation or are of such importance to patient safety as to require a repeat of the entire experiential course.

Placement in a targeted remediation clinical group will be coordinated by the Director of Clinical Resources. The same clinical facility or faculty member is not guaranteed. The targeted clinical remediation period may not be utilized to make up clinical time for unexcused absences or excessive tardiness.

Student Responsibilities

1. Students who must remediate are required to report to the remediation clinical facility appointed by the Director of Clinical Resources &or Clinical Coordinator for all remediation clinical shifts. Attendance is mandatory without exception.
2. Students will work directly with the remediating clinical faculty member to create a remediation plan sufficient to demonstrate to the remediating faculty that the student has the knowledge, skills or attitudes required to receive a passing grade by the end of the targeted remediation period.
3. Students will complete all assignments given by the remediating faculty within the appointed timeframe.
4. Following the targeted remediation period, the student will meet with the remediating faculty to review the original clinical intervention action plan and the student clinical evaluation form to receive a final grade for the experiential course.

Incomplete Assignments

The clinical faculty will determine the due dates for all clinical assignments based on the clinical schedule. All assignments must receive a “Pass” grade on or before the final clinical day to complete the course successfully. 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 receive a No Pass “NP” and must repeat the clinical course during remediation or the next time it is offered on the curriculum calendar, if space is available in the requested cohort. 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 course.

Medical and Training Requirements for Clinical Sites

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 must be provided at a time designated by the Director of Clinical Resources. 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 American Heart Association BLS-HCP card** –Basic Life Support for Healthcare Providers (BLS-HCP)
- **Medical History (Appendix E) and Physical Examination (Appendix F)** – The physical exam must be signed and dated 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 and Utah** – 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 G or 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. Students who are positive reactors, must complete the TB Screening Tool and it must be signed by their healthcare provider (**Appendix I**)
 - **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* (**Appendix I**) 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 (2nd injection 1-2 months after 1st injection, 3rd injection 4-6 months after 1st injection) or a positive titer showing immunity.
 - **Hepatitis B Titer**- some facilities request a positive titer for Hepatitis B even if documentation of the three-shot series is available for evidence of immunity. You will be notified if you will need to submit this additional documentation.
 - **Hepatitis A Vaccine** – two (2) injections – 2nd injection 6 months after 1st injection or a positive titer showing immunity, unless a waiver is signed
 - **MMR** –(Measles, Mumps, and Rubella) 2nd injection (booster) is required – need evidence of 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. You must have documentation of at least one Tdap as an adult, subsequent tetanus shots may be TD only.
 - **Varicella (Chickenpox)** – Must have a documented immunization record (2-injections, 2nd injections 4-8 weeks after the 1st injection). If you have had the disease, a positive antibody titer showing immunity is required.
 - **Seasonal Flu Vaccine**
 - **Any other vaccinations as required by clinical practice sites**
 - **Completed Health Insurance Statement** along with copy of your 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 American DataBank, LLC. Instructions regarding this process will be provided by the Director of Clinical Resources. Fees associated with the background check are the responsibility of 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 American DataBank, LLC. 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 ten panel drug screen will be completed prior to the first clinical rotation through American DataBank, LLC. Information and the drug screening process will be provided by the Director of Clinical Resources at a later date. Fees associated with the drug screen are the responsibility of the student.
 - If a faculty member/administrator/staff member observes the student and has a reasonable suspicion that the student may be impaired, the student may be requested to submit to a random drug screening at the time of the event. The student will be accompanied to the testing center by an administrator or staff member. If the drug screening results are negative for the presence of tested substance, the College of Nursing will cover the cost of the screening. If testing results are positive for any substance, the student will be responsible for the

cost of the screening and may be recommended for additional misconduct proceedings which may include anything up to and including probation, suspension or withdrawal.

- **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.
- **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 an updated medical history, physical examination, TB screen, flu immunization annually and bi-annual BLS-HCP certification 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*). Protected Health Information (PHI) includes names, geographic areas smaller than a state, dates, telephone numbers, addresses, hospital account numbers, or photographic images.

Steps must be taken by students to protect the privacy of their clients. These include, but are 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.
- Do not post any patient information on social media
- Safeguard medical records by not leaving the records unattended in areas where the public may have access.
- Log off before leaving the computer.
- Printing, photocopying or faxing of client records and removing any part of the medical record from the facility is prohibited.
- If a student is not prepared for clinical rotation, a remediation assignment will be required.
- The student is responsible for transportation to and from ALL required clinical sites. Faculty may not transport students to or from a clinical site.

Clinical Conferences

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

Blood Borne Pathogens and Exposures

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

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

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

Roseman University of Health Sciences' students are required to obtain adequate health insurance coverage while they are enrolled in their program, except students in the following category:

- Students enrolled in the College of Nursing who have successfully completed their clinical component of the program, who only need to satisfy didactic (i.e., on-line and/or classroom instruction only) requirements to graduate.

Each student is responsible for their medical care and/or treatment in case of illness or injury while on a clinical 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 are 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 the items listed above, no additional jewelry may be worn during the clinical rotation.

Many of the facilities have a “no cell phone” policy during patient care, please review the policies and adhere to rules outlined for the nursing staff. If allowed, cell phones may be used to communicate with the clinical faculty only. If you must communicate with the clinical faculty, please remove yourself from the patient care area to engage in any conversations on the cell phone. All cell phones must be put on vibrate even if they are stored outside of patient care areas.

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 Associate Dean or Campus Dean of the College of Nursing or his/her designated agent.

Clinical Uniforms

Students are expected to wear the approved College of Nursing uniform, purchased from the approved vendor, 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 any subsequent missed 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 with an impenetrable top and non-marking soles.

Clinical Orientation

For each nursing course, 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 plan orientation days and 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 courses.

Clinical Assignments

Some nursing courses may require that students report to the assigned clinical agency to obtain a patient assignment on the day before clinical rotation. Appropriate professional dress must be

worn including appropriate student identification when reporting to get the patient assignment. Information obtained from the clinical chart must not include 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, take a picture of, or remove any document printed from the patient's medical record from the facility. 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, including the clinical preparation worksheet, 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 and pre-clinical worksheet 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, patient teaching, pre and post administration assessment 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 course. 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.

Post-Conference

Clinical post-conference may be required as part of a clinical course. 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 to remove a student from the clinical setting is based on the commission of 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 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
- The falsification of information (patient, peer or preceptor)
- Absences or tardiness (See Punctuality in Clinical Courses)
- 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 and allowed by facility protocol
- 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. For each clinical course, please review the clinical outcomes document (found in the clinical syllabi) to review a list of skills that may be performed. Performing a skill that is not passed off in lab or is not listed on the clinical outcomes document may result in removal from the clinical setting. (See Professionalism).

Medication Administration

The clinical instructor will arrange for the student to administer medications to assigned client(s) as indicated by clinical syllabi. 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 procedures outlined in lab.
- Review previous 24-hour medications both scheduled and non-scheduled 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 or sign as the witness for the wasting of narcotics
- Administer medications to a patient without a patient ID
- Access a central venous catheter or PICC line
- Students may not administer medications in the child life room/playroom
- Students may not perform testing on a Swan-Ganz catheter
- Students may not administer any medications that they did not draw up, mix or open.

Safe Student Reports Participation

The Roseman University College of Nursing is participating in a study sponsored by the National Council of State Boards of Nursing (NCSBN) called the Safe Student Reports study. This study collects information on the extent and types of student nurse practice errors and near misses to help in developing methods to reduce or prevent these errors. Participation in this study is done anonymously through a Safe Student Reports worksheet completed by the faculty and student after an error or near miss has been discovered. No identifying personal information is collected about the student (name, birthdate, student ID number). Every effort is made to protect the confidentiality of those completing the report. Reports, once completed, are given to the Associate Dean or Campus Dean for entry into the national database. The study has been approved as a minimal risk study with the main risk to you being loss of confidentiality. Participation in this study is voluntary. An information sheet about the study is included here as Appendix L. You will also receive a copy of this information sheet should you be involved in a reportable incident.

Appendix A – Academic Intervention Action Plan



Roseman University of Health Sciences College of Nursing Academic Intervention Plan



Student Name:

Course #:

Course Title:

Occurrence # and Date		
Date:	Date:	Date:
Concern #:	Concern #:	Concern #:
Faculty:	Faculty:	Faculty:

This form is to be completed by the Course 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 reassessment or course reassessment
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. Pass course reassessment
 - 2b. Consult with appropriate persons regarding the process to:
 - Retake the course when next offered
 - Place on Academic Probation until successful remediation of Course
 - Exit the Roseman University of Health Sciences CON program
3. Be on time for class or contact course 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

Return form to the Campus Dean or Associate Dean.

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 course 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 course syllabus. Failure to meet this requirement will result in a No Pass grade for the course.

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

Student Outcomes	
Student Comments:	Faculty Comments:

Date Academic Intervention Action Plan Initiated _____

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

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

Date Academic Intervention Action Plan Resolved _____

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

Place in student file until the student graduates.

Program Outcomes Mapping:

- ☐ Patient-Centered Care
- ☐ Evidence-based Practice
- ☐ Safety & Quality
- ☐ Health Information
- ☐ Communication
- ☐ Professionalism

Appendix B – Clinical Intervention Action Plan

Roseman University of Health Sciences

College of Nursing

Clinical Intervention Action Plan

Student Name:	Date:
Faculty Name:	Course:

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

- ☐ No Pass clinical course; academic probation
- ☐ 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
- ☐ Academic or Professional Misconduct: fraud, misrepresentation, unethical behavior, providing false information, and work outside the scope of practice.
- ☐ Disrespectful behavior toward faculty and/or agency staff
- ☐ Failure to report changes in client's condition to instructor or medical personnel
- ☐ Providing untrue or inaccurate information
- ☐ Unsatisfactory and/or incomplete assignments
- ☐ Failure to meet clinical objectives
- ☐ Inability to perform skills at the appropriate level
- ☐ Other

As Evidenced by (Detailed Description of Student's Behavior):

Detailed Description of Interventions by Faculty:

Detailed Description of Corrective Action Plan for Student: must include the following language:
Failure to comply with any of the above requirements set forth in this corrective action plan will result in a no pass for this course. Any further incidence of not meeting all clinical objectives and/or unsafe clinical practice will result in immediate dismissal from this clinical course.

☐ Student must remediate or repeat this clinical course.

☐ **CHECK IF REFERRING STUDENT TO THE LAB FOR REMEDIATION** (notify Director Simulation and Skills Laboratory and Director of Clinical Resources)

Clinical Intervention Action Plan Initiated-Date _____

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

Student received copy of Mid Term Evaluation _____

Student received copy of Clinical Intervention Action Plan _____

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

Date Academic Intervention Action Plan Resolved: _____

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

Place in student file until the student graduates.

Program Outcomes Mapping:

- | | |
|--|---|
| <input type="checkbox"/> Patient-Centered Care | <input type="checkbox"/> Health Information |
| <input type="checkbox"/> Evidence-based Practice | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Safety & Quality | <input type="checkbox"/> Professionalism |

Laboratory Remediation Session-Date: _____ **Time (in and out):** _____

Student Signature _____ **Date** _____

Lab Faculty Signature _____ **Date** _____

List of skills remediated:

Lab Instructor Comments:

Student Signature _____ **Date** _____

Lab Faculty Signature _____ **Date** _____

(Signing here signifies that the student has passed all remediated skills and is required for the student's return to the clinical setting)

Appendix C – 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 mannequins 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 may be 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. If used, 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 mannequins 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 high-fidelity mannequins 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 or betadine, or is to be used on the mannequins. Proper hand hygiene is to be performed by the student using the mannequins. Latex-free gloves shall be worn by students during any contact with the mannequins. Naturally occurring skin oils can cause permanent discoloration of the mannequin 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 mannequins 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: _____

Appendix E – 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)

Conditions	Yes	No	Conditions	Yes	No
Diabetes	_____	_____	Epilepsy or Seizures	_____	_____
Heart Trouble	_____	_____	High Blood Pressure	_____	_____
Psychiatric Illness	_____	_____	Eye Problems	_____	_____
Back Pain	_____	_____	Tuberculosis	_____	_____
Cancer	_____	_____	Arthritis	_____	_____
AIDS or ARC	_____	_____	Malaria	_____	_____

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
10920 S. Riverfront Parkway
South Jordan, UT 84095

Roseman University of Health Sciences
College of Nursing Director of Clinical Resources
11 Sunset Way
Henderson, NV 89014

Appendix F – 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) ____/____

	Normal	Abnormal	Details of Abnormality
Abdomen & Viscera			
Back & Spine			
Ears			
Endocrine System			
Feet			
GU System			
Head, Neck, Face, & Scalp			
Heart			
Lower Extremities			
Lungs, Chest, & Breasts			
Lymph Nodes			
Mouth & Throat			
Nose & Sinuses			
Pupils & Ocular Motion			
Skin			
Teeth & Gingiva			
Upper Extremities			

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)

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

Examiner's Signature

Date

Name and Address of collaborating physician or group (stamp or print)

Please return signed form to:
Roseman University of Health Sciences
College of Nursing Director of Clinical Resources
10920 S. Riverfront Parkway
South Jordan, UT 84095

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 G – 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:
280 S. Decatur Blvd
Las Vegas, NV 89107
702-759-1364

If you have any questions, please feel free to contact me at (801) 878-1100.

Director of Clinical Resources
Roseman University
College of Nursing

Appendix H – Reporting TB Symptoms/Findings

Reporting Symptoms and/or Findings Consistent with TB to Salt Lake County 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 Salt Lake County 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 Salt Lake County Health District is:
610 South 200 East
Salt Lake City, UT 84111
(385) 468-4225

If you have any questions, please feel free to contact me at (801)-878-1100.

Director of Clinical Resources
Roseman University
College of Nursing

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:

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

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

Signature: _____ Date: _____ Witness: _____

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

I have examined the above-named person who has a history of a positive tuberculin screening test.

After my examination today, I have determined that (please check one):

_____ This person has no symptoms suggestive of active tuberculosis disease, and a chest x-ray for tuberculosis is not indicated at this time. Further follow-up is indicated only if the person becomes symptomatic for tuberculosis, or if needed to meet requirements of other agencies.

_____ This person needs further follow-up for tuberculosis in order to rule out active tuberculosis disease. Before he/she can return to a clinical setting, follow-up testing and/or treatment is indicated. A letter, signed by a physician, nurse practitioner, or physician assistant indicating the person has completed the requirements and is not considered communicable is warranted in order to return to the clinical setting.

Examiner's Name and Address (stamp or print)

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

Examiner's Signature

Date

Name and Address of collaborating physician or group (stamp or print)

Please return signed form to:
Roseman University of Health Sciences
College of Nursing Director of Clinical Resources
10920 S. Riverfront Parkway
South Jordan, UT 84095

Roseman University of Health Sciences
College of Nursing Director of Clinical Resources
11 Sunset Way
Henderson, NV 89014

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

College of Nursing
Accelerated Program
4 Sunset Way, Building E, 2nd Floor
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 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

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

College of Nursing
Accelerated BSN Program
4 Sunset Way, Building E, 2nd Floor
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 L – Study Participant Information

TITLE: Descriptive Study of Safe Student Reports (SSR) of Student Nurse Practice Errors and Near Misses in Prelicensure Nursing Programs

PROTOCOL NO.: SSR
WIRB® Protocol #20173013

SPONSOR: National Council of State Boards of Nursing (NCSBN)

INVESTIGATOR: Nancy Spector, PhD
111 East Wacker Drive, Suite 2900
Chicago, Illinois 60601 United
States

**STUDY-RELATED
PHONE NUMBER(S):** Nancy Spector, PhD
312-525-3657

You are being asked to participate in a research study that will try to collect information on the extent and types of student nurse practice errors and near misses in order to develop methods to reduce or prevent them.

Your participation will involve completing a survey about errors/near misses that you or your student committed/omitted and take about 10-20 minutes to complete. The design was meant to provide an anonymous online platform where faculty (or students and faculty together or students and their preceptors) could report errors in detail, in a manner that allowed analysis of practice gaps but still promoted a just culture.

There is a potential risk of loss of confidentiality. Every effort will be made to keep all study records confidential. In order to assist in protecting your confidentiality, the principal investigator has obtained a Certificate of Confidentiality from the National Institutes of Health – National Institute of Nursing Research. The research team will use the Certificate to resist any demands for information that would identify you and any other study participants, except as explained below. The research team may not disclose or use information that may identify you in any federal, state, or local civil, criminal, administrative, legislative, or other action, suit, or proceeding, or be used as evidence, for example, if there is a court subpoena, unless you have consented for this use. Information protected by this Certificate cannot be disclosed to anyone else who is not connected with the research except, if there is a federal, state, or local law that requires disclosure (such as to report child abuse or communicable diseases). You should understand that a Certificate does not

prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this study.

The research team will share the records generated from this research with the sponsor (NCSBN and its membership), the National Institutes of Health – National Institute of Nursing Research, regulatory agencies such as DHHS, and the IRB. This information is shared so the study can be conducted and properly monitored. Additionally, the sponsor may report aggregate data to the public but data specific to any individual institution or study participant will not be reported. If you do not provide permission to use your information, for the purposes of reporting aggregate data to the other participating nursing programs and publication, you cannot be in the study.

This permission will not end unless you cancel it. You may cancel it by sending written notice to the study investigator as noted below. Any information collected before you withdraw may still be used.

Your participation in this study may be stopped at any time by the study sponsor or regulatory agencies for any reason.

Your decision to be in this study is voluntary. You may decide not to participate, or you may leave the study at any time. You will not be penalized or lose any benefits if you decide not to participate or if you decide to stop participating.

You may not receive a direct benefit if you agree to participate. However, the information obtained from this study might help improve identification and correction of system errors that might benefit others in the future.

Your alternative is to not participate in this study. You will not be paid for being in this study.

Contact Nancy Spector at 312-525-3657 for questions, concerns or complaints about the study or if you think you have been harmed as a result of joining this study.

Contact the Western Institutional Review Board (WIRB) if you have questions about your rights as a study participant, or any questions concerns, complaints or input. WIRB is a group of people who perform independent review of research.

You can contact the IRB at:

Western Institutional Review Board® (WIRB®)
1019 39th Avenue SE Suite 120
Puyallup, Washington 98374-2115
Telephone: 1-800-562-4789 or 360-252-2500
E-mail: Help@wirb.com

IRB will not be able to answer some study-specific questions. However, you may contact the IRB if the research staff cannot be reached or if you wish to talk to someone other than the research staff.

Please print a copy of this consent form for your records.

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