



# 2018-2019 Student Handbook



**HENDERSON CAMPUS (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 nursing education designed to meet the diverse healthcare needs of individuals, families, communities and societies. The College of Nursing endeavors to provide an educational environment that values, respects, and promotes academic freedom for faculty and students. Our goal is to provide you with the knowledge, skills and attitudes necessary to fulfill the role of a professional nurse in a culturally diverse population and throughout a variety of healthcare environments. As a Roseman student, you will join a community of professionals who are committed to improving the health and wellness of those they serve.

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

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

Sincerely,

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

Brian C. Oxhorn, 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; assessing planning, intervening and advocating for patients and their families across the healthcare continuum. I am as enthusiastic as you are 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.

It is an exciting time to be entering the nursing profession. Whatever you have imagined your career to be is within your grasp. The diversity of settings and specialties where nurses can practice their profession is growing as information and technology increases, and research points the way to new types of intervention and treatment. Many of you will go to graduate school and practice as advanced practice nurses in many fields. Some of you will work in foreign countries while others may have an internet career. Your future choices are endless and many probably haven't even been imagined yet.

The Roseman model is Mastery Learning. You need to 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 you need to. You will be in a setting where pharmacy and dental students will be learning along with you.

On behalf of the Roseman University administration, faculty and staff, we extend our best wishes and support 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,

A handwritten signature in black ink that reads "Susan Watson". The signature is fluid and cursive.

Susan Watson, PhD, MSN, ARNP-C, RN  
Campus Dean and Associate Professor  
College of Nursing

## Letter from the Assistant Dean – Curriculum & Assessment, College of Nursing



Dear Nursing Student,

Welcome to Roseman University of Health Sciences, College of Nursing. We are honored that you have chosen us for your nursing education. We are committed to providing you with an innovative program of study that will facilitate your learning and mastery of essential nursing knowledge and skills. Your course of study will also prepare you for a career that has an endless amount of choices and opportunities for your professional practice.

The design of the curriculum, which is based on mastery learning, is a demanding one which will require you to commit a great amount of time to study, group work, and independent learning. We as faculty and staff are also committed to facilitate your progression through the program and assist you in mastering the knowledge, concepts, and skills requisite to the nursing profession.

As with any major endeavor, you are about to embark on a challenging journey which may present you with various obstacles, but it is often these obstacles that stretch our endurance and stamina but become a major growth producing experience. Everyone will ultimately reach the final destination, but then another journey begins as you go out to explore new opportunities and apply your new knowledge and skills to the patients and other individuals that you will encounter in your practice.

Best of luck to you as you begin this exciting journey. We are all here to guide you through your courses of study and are available to assist you when needed. Feel free to contact me or any other faculty or staff for guidance and/or assistance.

Sincerely,

A handwritten signature in blue ink that reads "Judith E. Elkins".

Judith Elkins, MSN, PhD, RNC-OB  
Assistant Dean, Curriculum & Assessment  
Associate Professor

## **Nursing Administration**

### **Brian C. Oxhorn, MSN, PhD, 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

### **Susan Watson, MSN, PhD, APRN, FNP-BC (2011)**

Campus Dean, College of Nursing – South Jordan

Associate Professor

B.S.N., Consortium of California State Universities 1987

M.S.N., University of Miami 2008

Ph.D., University of Miami 2010

### **Judith Elkins, MSN, PhD, RNC-OB (2015)**

Assistant Dean, Curriculum & Assessment

Assistant Professor

A.D.N., Henry Ford Community College 1987

B.S.N., Madonna University 1994

M.S.N., Madonna University 1999

M.B.A., University of Dallas 2004

Ph.D., Capella University 2011

### **Courtney Gormus, MSN/Ed, RN, OCN (2016)**

Director, Simulation & Skills Laboratory – South Jordan

Assistant Professor

B.S.N., Western Governors University 2014

M.S.N., Western Governors University, 2015

### **Barbara Tanner, MSN, RN (2013)**

Director, Simulation & Skills Laboratory – Henderson

Assistant Professor

B.S.N., Grand Canyon University 2010

M.S.N., Grand Canyon University 2013

D.N.P., American Sentinel University 2017

### **Delos Jones, MSN, RN (2012)**

Director of Clinical Resources - Henderson

Assistant Professor

M.S.N., George Washington University 2008

D.N.P. (in progress), George Washington University

### **Arlene Holland, MSN/Ed, RN (2014)**

Director of Clinical Resources - South Jordan

Assistant Professor

B.S.N. Idaho State University 2003

M.S.N./Ed., Idaho State University 2009

## **Nursing Faculty**

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

Henderson Assistant Professor

B.S.N., Hawaii Pacific University 1997

M.S.C.P., Chaminade University of Honolulu 2003

M.S.N., University of Hawai'i at Manoa 2007

Ph.D., University of Hawai'i at Manoa 2010

**Jo Andrews-Alexander, MSHA, MSN, RN (2010)**

Assistant Professor

B.S.N., University of Washington, Seattle 1991

M.S.H.A., University of St. Francis 2002

M.S.N., University of Phoenix 2014

**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, MN, RN (2014)**

Assistant Professor

M.N., Angeles University Foundation 2004

B.S.N., University of Santo Tomas 1991

**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, MSN, DNP, RN (2013)**

Assistant 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

**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

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

Assistant Professor

B.S.N., University of Phoenix 2004 M.S.N.,

University of Phoenix 2006

**Shanda Clark, PhD, MSN/Ed, RN (2016)**

Assistant Professor

B.S.N., University of Phoenix 2009

M.S.N./Ed., University of Phoenix 2011

Ph.D., Capella University 2018

**Terry Collins, MSN, RN, WCC (2014)**

Assistant Professor

B.S.N., Pacific Lutheran University 2000

M.S.N., Utah Valley University 2013

**Rhonda Dahlberg, MA, MSN, RN (2012)**

Assistant Professor

B.S.N., Bradley University 1979 M.A.,

Lindenwood University, 1997 M.S.N.,

Maryville University 2007

Ph.D., (in progress), Capella University

**Stephanie Dunn, MS, DNP, APRN, PNP (2018)**

Assistant Professor

BSN, Regis University 1999

MS, University of Colorado 2007

DNP, University of Utah 2014

**Ellen Eversole, MBA, MEd, MSN, RN (2009)**

Assistant Professor/Clinical Coordinator

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

**Robert Fox, BSN, MSN/Ed., RN (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

**Bethany Hayward, MSN-L, RN, CEN (2017)**  
Assistant Professor  
B.S.N., Grand Canyon University 2009  
M.S.N., Grand Canyon University 2012  
A.S., Boswell/Mesa Community College School of  
Nursing 2005

**Kori Hunt, MSN, RN (2015)**  
Assistant Professor  
A.S.N., Ricks College 1992  
M.S.N., Hawaii Pacific University 2003

**Jenè Hurlbut, MSN, PhD, RN (2005)**  
Associate 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 (2016)**  
Assistant Professor  
B.S.N., University of Southern Mississippi 1987  
M.S.N., Syracuse University 1998  
M.B.A., University of Phoenix 1998

**Mary Beth Larsen, MSN, RNC-NIC (2015)**  
Assistant Professor  
B.S.N., Southern Utah University 2007  
M.S.N., Walden University 2013

**Jason Major, MSN, 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

**Thom Mansen, MS, PhD, RN (2015)**  
Associate Professor  
B.S.N., University of Michigan 1973  
M.S.N., University of Utah 1977  
Ph.D., University of Texas 1988

**Natalie Maughan, MSN, RN (2017)**  
Assistant Professor  
B.S.N., Western Governor's University 2015  
M.S.N., Western Governor's University 2015  
A.D.N., Stevens Henager College 2009

**Jenni McCann, DNP, RN, BSN (2017)**  
Assistant Professor  
B.S.N., Clarke College 2008  
D.N.P., Clarke University 2017

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

**Jamie Nordberg, 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

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

**Deb Smith, MSN, RN (2015)**  
Assistant Professor  
B.S.N., University of Phoenix 1996  
M.S.N., University of Utah 2000

**Kathleen Stieren, MSN/Ed, RN (2010)**  
Assistant Professor  
B.S.N., University of Illinois 1988  
M.S.N., Grand Canyon University 2013

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

**Deborah Wonderly, MSN, RN (2010)**  
Assistant Professor  
B.S.W., University of Wisconsin 1981  
M.S.W., University of Wisconsin 1983  
B.S.N., University of Delaware 2001  
M.S.N., University of Phoenix 2013

## **Administrative Staff – College of Nursing**

Denise House (2009)  
Administrative Assistant to the Dean

Andrea Deus (2014)  
Administrative Assistant to the South Jordan Campus Dean

Donna Laffee (2014)  
Administrative Assistant to the College of Nursing

Anja Ryssaert (2015)  
Administrative Assistant to the College of Nursing

Lenita Gilreath (2016)  
Administrative Assistant to the College of Nursing  
Clinical Coordinator, South Jordan Campus

## **Admissions Staff – College of Nursing**

Erik Dillon, M.A.Ed. (2014)  
Director of Admissions & Enrollment

Charlene Pietz (2012)  
Admissions Specialist – Henderson

Amy Seamons (2018)  
Admissions Specialist – South Jordan

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## **Student Handbook Notice**

This policies contained in this handbook apply to all students &/or cohorts who matriculate into the College of Nursing between July 1, 2017 and June 30, 2018.

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: [2018-2019 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 Handbook - 2018-2019](#)

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

## **Location, Contact Information**

### **Roseman University of Health Sciences**

**College of Nursing**  
BSN Program  
11 Sunset Way  
Henderson, NV 89014  
Phone: (702) 968-1608  
Fax: (702) 968-2097  
Website: [www.roseman.edu](http://www.roseman.edu)

**College of Nursing**  
Accelerated BSN Program  
4 Sunset Way, Building E, 2<sup>nd</sup> Floor  
Henderson, NV 89014  
Phone: (702) 968-5964/5956  
Fax: (702) 651-2590  
Website: [www.rosemannursing.com](http://www.rosemannursing.com)

### **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](http://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](http://www.nwccu.org).

The College of Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road, Suite 850, Atlanta, GA 30326; Phone: (404) 975-5000, Fax: (404) 975-5020 Website: [www.acenursing.org](http://www.acenursing.org).

## **Licensure**

Roseman University of Health Sciences is licensed to operate a Doctor of Pharmacy, a Master in Business Administration, postdoctoral training in Advanced Education in Orthodontics and Dentofacial Orthopedics, College of Dental Medicine, and a Bachelor of Science in Nursing program in the state of Nevada by the Nevada Commission on Postsecondary Education, 8778 South Maryland Parkway, Suite 115, Las Vegas NV 89123; telephone: 702-486-7330; fax 702-486-7340.

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](http://www.dopl.utah.gov)

## **Non-discrimination Policy**

Refer to the Roseman University of Health Sciences Student Catalog: [2018-2019 Student Catalog](#)

## **Accommodation**

Refer to the Roseman University of Health Sciences Student Catalog: [2018-2019 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: [2018-2019 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: [2018-2019 Student Catalog](#)

## **F1 Visa Students**

Refer to the Roseman University of Health Sciences Student Catalog: [2018-2019 Student Catalog](#)

## **Privacy Rights**

Refer to the Roseman University of Health Sciences Student Catalog: [2018-2019 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 Student Catalog: [2018-2019 Student Catalog](#)

## **Latex Allergy Policy**

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

## **Facilities**

Refer to the Roseman University of Health Sciences Student Catalog: [2018-2019 Student Catalog](#)

## **Student Intercampus Transfer Policy**

A student may request to transfer from the South Jordan Campus to the Henderson Campus or from the Henderson Campus to the South Jordan Campus. The student's request will be considered on a first come, first serve basis, determined by the availability of clinical space. The transfer request may be for academic or personal reasons.

The student 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: [2018-2019 Student Catalog](#)

## **College of Nursing Mission, Purpose, and Goals**

### **Mission**

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

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

### **Purpose**

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

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

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

## **Goals**

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

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

## **College of Nursing Philosophy**

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

## **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

## **Health**

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

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

### **Person**

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

### **Environment**

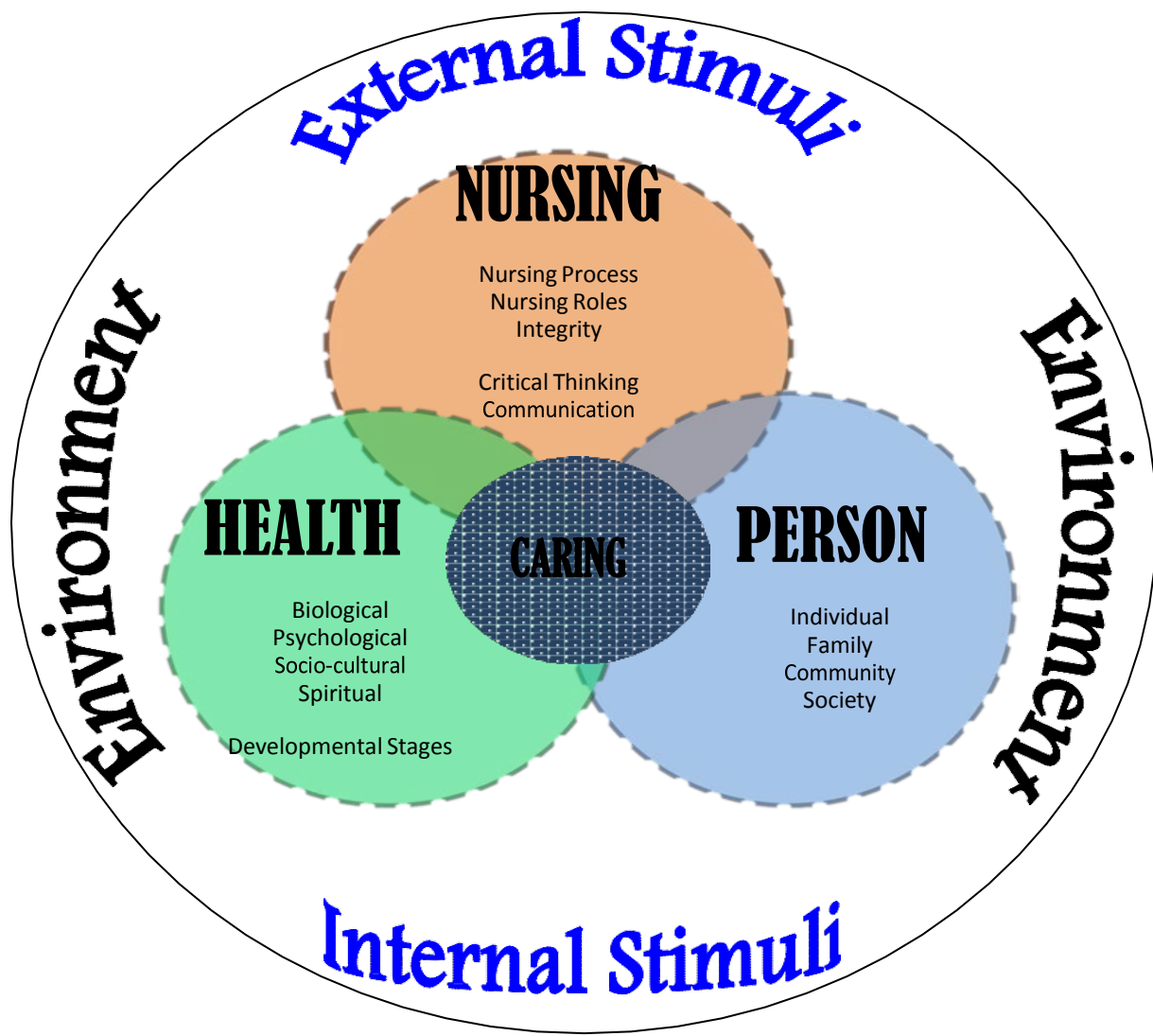
The environment is a complex set of numerous interacting external and internal factors that influence and are influenced by, health and health care. This encompasses the broadest definitions of biological, social, and physical characteristics, and is a dynamic influence in health status.

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

### **Caring**

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

## College of Nursing Conceptual Framework



## **College of Nursing Student Learning Outcomes**

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

### **Patient-Centered Care**

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

### **Evidence-Based Practice**

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

### **Safety and Quality**

Provides quality and safe patient-centered care based on current practices 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

<b>Role Specific Competencies</b>	<b>Progression One NURS 300-304.1 (Courses 1-5)</b>	<b>Progression Two NURS 305-415 (Courses 6-15 &amp; RN-BSN)</b>
<b>Clinical Reasoning</b>	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.
<b>Teaching/ Learning</b>	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.
<b>Health Promotion &amp; Maintenance</b>	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.
<b>Nursing</b>	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.
<b>Principled Actions</b>	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.
<b>Communication</b>	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.
<b>Integrity</b>	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.
<b>Research</b>	Identify the use of research findings and their impact on client care.	Evaluate research findings for integration into professional practice.

## **Core Performance Standards\***

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

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

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

## **Social Media Policy**

The College of Nursing will follow the 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 has the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.”

### **ANA’s Principles for Social Networking**

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

### **6 Tips to Avoid Problems**

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers
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).

#### 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 below.

## **BSN & ABSN Curriculum**

The BSN & ABSN curriculum consists of 15 courses and 76.9 credits delivered over 18 nonconsecutive months (BSN) or 16-17 nonconsecutive 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 below. \*

*\*Subject to change. Please refer to College of Nursing Handbook for updated and/or revised curriculum.*

## **BSN & ABSN Course Descriptions**

Refer to the Roseman University of Health Sciences Student Catalog: 2018-2019 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 incorporates into the program as determined by the start date of the cohort. The course titles and associated credit hours are presented below. \*

*\*Subject to change. Please refer to College of Nursing Handbook for updated and/or revised curriculum.*

## **RN-BSN Course Descriptions**

Refer to the Roseman University of Health Sciences Student Catalog: [2018-2019 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.

## **Comprehensive Predictor (BSN & ABSN only)**

The ATI Comprehensive Predictor® is completed as the final assessment for Senior Seminar (NURS 408). Students must retake the Comprehensive Predictor until they successfully pass the ATI comprehensive 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 until successful completion of the ATI assessment. The student will receive an “Incomplete” for NURS 408 (course 15.0) until successful completion of the ATI. A student who fails to receive the passing score 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 proof of meeting with the advisor and proof of completion of the study plan.

## **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 will register to take the exam.

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](mailto: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](http://www.dopl.utah.gov)  
Email: [doplweb@utah.gov](mailto:doplweb@utah.gov)

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

## **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 / remediation assessment periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods. If a student is ill or experiences a personal or family emergency that would prevent him/her from taking a scheduled assessment or remediation assessment, 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 itemized reasons. In the case of online RN-BSN students, attendance is based upon participation in discussions and / or group activities as described and required in the syllabus for each individual course.

### ***Student Illness***

Should a student be unable to take a scheduled assessment or remediation assessment due to illness, the student must notify the Campus Dean/Associate Dean no later than 8:00 AM on the day of the scheduled assessment or reassessment. Notification can be made by telephone, e-mail, or fax. In order for an excused absence to be considered, a note, signed and dated by a licensed provider, 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 physician's note 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 remediation, the student should notify the Campus Dean/Associate Dean as soon as possible following the event, but no later than 8:00 AM on the day of the scheduled assessment/remediation assessment. "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 remediation assessment 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/remediation assessment 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 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/remediation assessment 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/remediation assessment. The request must be accompanied by a copy of the student's accepted registration for the meeting.

### **Missed Assessments**

Requests for excused absences are only granted for initial assessments and/or initial remediation assessments. Makeup assessments and remediation assessments 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 remediation assessments. 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 remediation assessment. Since the student could not participate in the team assessment, the student will not be entitled to receive team points for the remediation assessment. Students who had an excused absence for the assessment and do not pass the remediation assessment will have the opportunity for a makeup assessment. The makeup assessment must be completed within two business days of the remediation assessment. 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 remediation assessment is excused, the student will have the opportunity for a makeup remediation assessment. The makeup remediation assessment must be completed within two business days of the scheduled remediation assessment. 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 remediation assessment, the student will have the opportunity for a makeup assessment and remediation assessment. The makeup assessment and, if necessary, the makeup remediation assessment, must be completed within five business days of the initial assessment. If the student has not passed the makeup assessment or remediation assessment 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 remediation assessment. No pre- or post-assessment review will be provided for makeup assessments or remediation assessments. The date and time of the makeup assessment or remediation assessment may or may not be scheduled during regular school hours. If an absence from a scheduled assessment is unexcused, the student will receive a No Pass “NP”. The student will be required to attend the scheduled remediation assessment and pass that remediation assessment or attend the next scheduled remediation period for that course. If an absence from a scheduled remediation assessment is unexcused, the student will be required to attend the next scheduled remediation period for that course (to be determined by course faculty in conjunction with the Campus Dean/Associate Dean) and be assessed on those outcomes at that time. More than one unexcused absence is not permitted. Following an unexcused absence from a regular course assessment or remediation assessment, the student will be notified, in writing that any additional unexcused absences will result in the student being placed on academic probation (See Academic Probation).

### **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 remediation assessments will be communicated to students in accordance with the Assessment Policy. The scheduled dates for assessments and remediation assessments 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.

### **Attendance in Clinical Courses**

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

### **Program Progression**

Refer to the Roseman University of Health Sciences Student Catalog: [2018-2019 Student Catalog](#).

### **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 of why a particular answer is



incorrect. 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 remediation assessment.

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 remediation assessment. 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 remediation assessment.

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.

### **Individual Assessment**

Each student takes an individual assessment. Each student downloads the assessment prior to the start of 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. 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.

### **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 one answer per assessment item. All students must participate in the team assessment process. Each team that scores a 90% or greater will have 5 percentage points added to each student's individual raw score, in that team.

60 questions: 3 points added to raw score

80 questions: 4 points added to raw score

100 questions: 5 points added to raw score

### **Assessment Review**

At the completion of the team assessment, 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 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.

### **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	Remediation 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" 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 remediation assessment. The remediation assessment 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 remediation assessment. In a course with two (2) summative assessments, a student who receives a No Pass "NP" on Assessment 1 must remediate Assessment 1. The remediation Assessment 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 remediation assessment. Students may only participate in a remediation assessment 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 remediation assessment must attend the scheduled comprehensive remediation period, complete all requirements for the course (s) and take the comprehensive remediation assessment in 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 remediation assessment and any team points earned during the initial assessment will not be awarded for the remediation assessment. The duration of the EBR portion of the assessment process during remediation will be 1.25 minutes per question.

### **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).

During the scheduled comprehensive remediation periods, a student may only remediate the courses immediately preceding the comprehensive remediation period. BSN students can remediate three didactic courses or one didactic and one clinical course preceding the comprehensive remediation period. ABSN and RN-BSN students may only remediate three didactic courses preceding the comprehensive remediation period. Remediation is considered part of the regular educational process and, as such, the University does not charge additional fees or tuition for remediation.

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.

## **Incomplete Assignments**

Students who are excused 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, the Incomplete “I” will be changed to a Pass “P”. If the excused student does not complete the assignments at a time designated by the faculty, he/she must complete the assignments during the comprehensive remediation period.

Students who are not excused and 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 remediation assessment during the comprehensive remediation period. If the student successfully completes all assignments and successfully remediates the comprehensive assessment, the No Pass “NP” will be changed to a Pass “P”.

## **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 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 is 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: [2018-2019 Student Catalog](#)

The College of Nursing recognizes the academic performance of students. The honors (H) designation denotes individual high achievement on a didactic topic within the nursing curriculum.

A 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 would reflect "H" for each course where the 95% or higher has been achieved.

Experiential 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."

### **Withdrawal**

Refer to the Roseman University of Health Sciences Student Catalog: [2018-2019 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. 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.

### **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.”
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 may meet with and request approval from the Dean or Campus Dean. Students are not guaranteed readmission. Students who request and are granted re-admission following voluntary or academic withdrawal may re-enter at the appropriate time the next time the course is offered on the curriculum calendar based on space availability. 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 problems, or pregnancy.

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



A student, who is granted a leave of absence must submit a letter of intent to return to classes to the Dean 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, students will be administratively withdrawn from the College of Nursing.

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 at registration. 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 in a professional manner in all matters relating to their program of study.

The College of Nursing has established what constitutes academic and/or professional misconduct policies. Academic misconduct includes, but is not limited to the following:

- **Cheating** – Cheating is defined as providing or receiving information and/or assistance during assessments. Examples of cheating include, but are not limited to:
  - Possession of unauthorized copies of assessments (tests) or access to assessments prior to or during the assessment
  - Looking at another person's answers during an assessment or allowing another person to look at your answers. This applies to hard copy and online assessments.
  - Collaborating with another person during individual assessments or assignments where the work is to be performed by the individual student. Bringing materials or information to an assessment that is not permitted. It does not matter whether you planned to use it or not.
  - Taking an assessment for someone else or having another person take one for you.
  - Doing an independent assignment for someone else or having someone do your independent assignment for you.
  - Exchanging notes or information between students during an assessment.
  - Obtaining unauthorized information about an assessment.
  - Printing and/or removing an assessment from the examination room without permission.

- Changing an answer that has not been authorized on an assessment that has been returned to you for review. This policy applies whether the assessment has been graded or not.
- Presenting collaborative work (2 or more) as your own independent work.
- Utilizing cellular telephones, cameras, laptops, 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 standards in your profession and/or academic program. An example of an unethical behavior is knowingly disclosing or participating in the disclosure of client information to unauthorized individuals.
- **Improper Behavior** – Disruptive behavior in the classroom, online discussion threads, or other facilities.
- **Unprofessional conduct** - Incompetent, non-collegial, unethical, or illegal conduct which may deceive, defraud or injure clients, fellow students, faculty members, or the public; or deviate from standards of professional conduct; criminal convictions for crimes against persons or property; on university grounds under the influence of non-prescribed controlled substances or alcohol, etc.
- **False Information** – Providing or reporting untrue or inaccurate information.

## **Clinical Misconduct**

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

- Failure to meet clinical outcomes
- Actions which place patients, families, oneself, or other humans at risk for physical or emotional harm
- Refusal or failure to follow College of Nursing, clinical site, or agency protocols
- Violation of Health Insurance Portability and Accountability Act (HIPAA) regulations
- Illegal use of drugs or the consumption of alcohol during clinical rotations, or under the influence of drugs, alcohol, or mind-altering medications.
- Providing or reporting untrue or inaccurate information
- The student 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 not be limited to probation, suspension, or termination.

Following this notification, the College of Nursing administration and the student may 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 Assistant Dean Curriculum & Assessment 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 time. 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 Assistant Dean Curriculum & Assessment or designee can place a student on suspension as a result of unprofessionalism by the student. Additionally, the Campus Dean and Assistant Dean Curriculum & Assessment 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 and Assistant Dean Curriculum & Assessment 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 and Assistant Dean Curriculum & Assessment or designee, in writing to allow him/her to return. The Campus Dean and Assistant Dean Curriculum & Assessment 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 and Assistant Dean Curriculum & Assessment or designee may terminate a student's enrollment at the College. Additionally, the Campus Dean and Assistant Dean Curriculum & Assessment 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 USBP.

The Campus Dean and Assistant Dean Curriculum & Assessment 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 and Assistant Dean Curriculum & Assessment 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 and Assistant Dean Curriculum & Assessment 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 and Assistant Dean Curriculum & Assessment 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, Assistant Dean Curriculum & Assessment, 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**

### **Grievance Procedures**

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

An action or a decision can be grieved if it involves the failure to follow or a misapplication or misinterpretation of University policy, regulation, or rule; or a violation of state or federal law. 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 College activities until such time as any/all termination 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. 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.

### **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 full time faculty members teaching in the area of expertise and the clinical course team consists of one or more full time 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 on the basis of something other than his/her academic performance in the Course. Grounds for an assessment 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 inquiry 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.
4. Appeals may not be submitted for any assessment until all remediation assessments has been completed and grades have been released. Consequently, no appeals will be accepted between the assessment and the remediation assessment.
5. Any student achieving a Pass “P” on either the assessment or the remediation assessment is ineligible to submit grade appeals for that assessment/remediation assessment.
6. A student who wishes to initiate a grade appeal must 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 Coordinator, within one (1) business days of the assigned grade.
2. Discuss the issue with the Course team within two (2) business days of the assigned grade. If the Course team is not available, the student may proceed to step 3 below.
3. Submit a formal written grade appeal to the Campus/Assistant Dean within 3 business days of the assigned grade.
4. The Campus/Assistant Dean will consult with the Course team members. If the Campus/Assistant Dean determines that the student has a basis for a grade appeal and the issue is not resolved, 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 a 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 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.**

### **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 in an attempt 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 party (ies) involved.

Student Concerns, Issues & Questions

Phase 1:

Attempt resolution with parties involved.

1. The student (s) should meet with individual (s) with whom the concern originated.
2. After meeting with the individual (s) to discuss the matter, if a resolution cannot be reached, the student must continue with the Student Chain of Command which proceeds to phase 2 and/or 3.

Phase 2:

1. Course Issue: All parties involved will meet with the Course team.
2. Non-Course Issue: All parties involved will meet with a Student Advisor to discuss the matter (s) and reach a resolution.

Phase 3:

1. Non-Course Issue Only: If a resolution is not reached with the Student Advisor or Course Coordinator/faculty member(s) (2<sup>nd</sup> phase), then all parties will meet with the Class Advisor to reach a resolution. If the student has gone through all three phases and a resolution has not been achieved, he/she may continue to phase 4:

Phase 4:

1. If this initial attempt is unsuccessful, the student may contact the Campus/Assistant Dean for the College of Nursing for assistance in resolving the matter informally. The student must complete the informal grievance process within 3 business days of the issue occurrence. The Campus/Assistant Dean will review the issue and determine if it is grievable. If it is not grievable, the appeal is resolved by the Campus/Assistant 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/Assistant Dean determines that the student’s issue is grievable and it is unresolved or if the decision results in involuntary withdrawal from the College of Nursing, the formal grievance procedure should be followed as outlined below. For issues that are not considered grievable, a student should follow the student resolution process for non-grievable issues (Informal Grievances). 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/Assistant 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/Assistant Dean shall appoint an ad hoc committee to review the formal grievance.

### **Ad Hoc Grievance Committee**

If the Campus/Assistant Dean determines that convening the committee is appropriate, an Ad Hoc Grievance Committee will be convened on the alternate campus and Campus/Assistant 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/Assistant 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/Assistant 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/Assistant Dean who initiated the grievance committee.
3. The Campus/Assistant 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 [Accreditation Commission for Education in Nursing](#). 3343 Peachtree Road, Suite 850 Atlanta, Georgia 30326

Phone: (404) 975-5000

Fax: (404) 975-5020

Email: [info@acenursing.org](mailto:info@acenursing.org)

Web: [www.acenursing.org](http://www.acenursing.org)

Hence, the College has established, implemented and maintains a student complaint procedure that affords the complainants with fundamental procedural due process. In accordance with ACEN 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, 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.

## **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 vice-president, secretary and treasurer and fulfills duties of each office as required.
- The vice president shall fulfill other duties as directed by the president.

### **Secretary**

- The secretary shall prepare, and distribute the meeting agendas.
- The secretary shall record and publish meeting minutes and maintain all records (including attendance) that apply.
- The secretary shall prepare and respond to all class correspondence.
- The secretary may serve in the absence of the President, Vice-president and Treasurer and fulfills duties of each office as required.
- The secretary will fulfill other duties as directed by the president, vice-president and class advisors.



## **Treasurer**

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

## **Standing Class Committees**

### **Fundraising Committee**

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

### **Graduation Committee**

- Assists with planning, organizing and implementing the graduation event activities
- The chairperson of the committee shall report graduation event activities to the class and class officers at class meetings

### **Class Meetings**

Class meetings should be at least bi-monthly or more frequently as needed. The schedule of meetings will be determined by the officers of the class.

## **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 are 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: [2018-2019 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, and the Critical Care and Emergency Student Nurses Association (CCESNA). The SNA is recognized as an important pre-professional organization that gives students an opportunity to be involved in a social, political, and regulatory network prior to graduation. The Roseman Honor Society of Nursing is an organization that recognizes academic excellence and extends an invitation to students who meet the requirements to join the organization.

### **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 Laboratory Policies**

### **Expected Behavior**

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

### **Professional Appearance**

#### **Scheduled Labs and Open Lab**

- Dress for skills lab is 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.
- Wrist watch
- White shoes with an impenetrable top and non-marking soles.
- Long hair must be pulled back and put up above the collar.
- No excessive jewelry.

#### **Skill Assessment Day (videotaping)**

- Dress is the College of Nursing's clinical uniform with ID badge.
- Wrist watch, stethoscope, black ink pen.
- White shoes with an impenetrable top and non-marking soles.
- Long hair must be pulled back and put up above the collar.

- No tongue rings or studs, nasal or facial piercing jewelry. One pair of stud earrings is allowed. No other excessive jewelry.
- Students must cover all visible tattoos.
- No one will be permitted to videotape if not in compliance with professional appearance.

### **Safety & Infection Control**

- All students must wash hands per protocol prior to entering and leaving the lab.
- Trash should be thrown in the designated receptacles.
- Red bags are for medical waste only.
- The needles and syringes must be disposed in the red sharps containers.
- All beds should be made appropriately after use with clean linen.

### **Open Lab**

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

### **Manikin and Simulator Care**

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

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

## **Policy & Procedures for Videotaping Laboratory Skills**

### **Purpose**

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

### **Policy**

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

### **Procedure**

1. The Course syllabus will state the required laboratory clinical skill(s), the dates for instruction, availability of audiovisual aids, and the scheduled dates for initial taping and for remediation taping, if needed.

2. The Course/Lab coordinator will emphasize in class the importance of the laboratory clinical skills assessment.
3. The Course/Lab coordinator will explain the consequences of receiving a No Pass grade.
4. The Course/Lab coordinator will provide the student with the skill assessment checklist, which includes the criteria and point score for each step in the skill.
5. The student will have an opportunity to practice the skill during the nursing skills lab open hours. A lab coordinator will always be available during the open lab hours for instruction.
6. A nursing student peer or a designated person will videotape the skill assessment.
7. If a “patient” is required for the assessment, another nursing student will serve as the “patient”. Students will work in teams of 2 or 3 as needed. The team will remain intact and support each individual member until all videotaping is complete. This includes re-taping and remediation if needed.
8. Each student’s skill assessment will be copied onto a flash drive for that student. A lab coordinator will hand the flash drive to the individual student on the video.
9. Each student is required to review the videotape and complete a self-evaluation of the videotape.
10. The student will sign, date, and time the self-evaluation for turning in and submit the self-evaluation to the lab coordinator.
11. The faculty member evaluating the student’s taped skill assessment will use the clinical skill assessment checklist, which includes the criteria and point score for each step of the skill.
12. If the initial grade for the taped skill assessment is a No Pass, another nursing faculty member must independently review and grade the taped assessment. If the two faculty members agree on a No Pass grade, the student receives a No Pass grade and must remediate the skill assessment. If the two faculty members are not in agreement with the No Pass grade, then a third faculty member will evaluate the taped skill assessment. If two of the three faculty members assign a No Pass grade, the student will receive a No Pass and must remediate the skill assessment.
13. If only one faculty member determines the student should receive a No Pass and the other two faculty members determine the student should receive a Pass, the student will receive a Pass for the assessment skill.
14. The student who receives a No Pass on his/her skill will be provided an opportunity to remediate.
15. If remediation is required, the student must practice in the nursing skills lab and demonstrate the clinical skill to a lab coordinator or designee prior to remediation taping.
16. Grading of remediation skill assessment will follow the guidelines outlined in steps 6-13 above.
17. If the student does not achieve a Pass grade on remediation taping, the student will not be allowed to advance in the program and will have to remediate the course

See **Appendix D** for Skills Checklist

## **Clinical Policies & Procedures**

### **Introduction**

The faculty and administration of the College of Nursing welcome you to the clinical experiential component of the curriculum. This handbook will guide you through the necessary requirements needed for your clinical experiences. The clinical component of the nursing curriculum is where you

provide hands-on patient care that is both exciting and rewarding. The faculty will be available to assist you in achieving your learning outcomes. We wish you success in attaining competency in your clinical skills.

### **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 Clinical Coordinator. Students are required to complete all clinical assignments and clinical hours, even if the absence is excused. The student must make-up time missed from the clinical rotation during the designated remediation period, if any. Clinical make up time is based on availability and is not guaranteed.

Students who are meeting course outcomes and have an excused clinical absence (see student handbook), 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.**

If the student is absent 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).

### **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. The failure to report on time may constitute a clinical absence. A student will be considered tardy when he/she arrives after the time designated as the beginning of the shift by the assigned clinical faculty. If the student is tardy one time, the student will receive a Clinical Intervention Plan (CIP). If the student is late two (2) times, the student will receive an alternate assignment. If the student is tardy three (3) times, the student must repeat the clinical 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 in 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 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 is demonstrating unsatisfactory clinical performance, a Clinical Intervention Action Plan will be completed by the clinical faculty and reviewed with the student. The faculty member will notify the Director of Clinical Resources and submit the Clinical Intervention Action Plan (See **Appendix B** for Clinical Intervention Action Plan form).

### **Clinical Remediation**

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

Any student with an unexcused clinical absence will not be granted remediation, will be given a No Pass “NP” and will have to remediate or repeat the course the next time it is offered.

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.

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 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 \*) 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.

### **Student Responsibilities**

1. Students who must remediate are required to report to the remediation clinical facility appointed by the Director of Clinical Resources 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**

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 by a licensed health care provider, (i.e. physician, nurse practitioner, or physician assistant), and performed within 6 months prior to entry into the nursing program and annually thereafter. If a change in health status occurs after admission into the nursing program, students must notify the Dean of the College of Nursing. A change in health status is defined as, but not limited to, surgery, hospitalization, pregnancy, or contagious or severe illness.
- **Tuberculin Test (Nevada)** – An initial Quantiferon Gold TB blood test is required and annually thereafter. If the result of the initial Quantiferon Gold TB test is positive, a one-view chest x-ray is required. If the student's chest x-ray has findings consistent with TB and/or the student has symptoms consistent with TB, the College of Nursing policy must be followed (**Appendix 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**)
- **Tuberculin Test (TST) (Utah)** –An initial two-step TST (first TST placed and read within 48-72 hours; OR Quantiferon Gold TB blood test; second TST placed a minimum of one week later and read within 48-72 hours) **and annual TB screening thereafter**. Note: if one TST was placed within the previous calendar year, a follow-up TST prior to entrance to the nursing program (within 6 months of admission) counts as the second TST. Documentation must be submitted for both TSTs. If a TST is contraindicated or if the student chooses not to have a TST, a blood test for tuberculosis antibodies, called a “Blood Assay for Mycobacterium Tuberculosis” (BAMT) may be done in place of the two-step TST. If the student misses the second step of the two-step test – a Quantiferon Gold TB blood test will be required.
  - **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 (2<sup>nd</sup> injection 1-2 months after 1<sup>st</sup> injection, 3<sup>rd</sup> injection 4-6 months after 1<sup>st</sup> injection) or a positive titer showing immunity; unless a waiver is signed
  - **Henderson - Hepatitis A Vaccine** – two (2) injections – 2<sup>nd</sup> injection 6 months after 1<sup>st</sup> injection or a positive titer showing immunity; unless a waiver is signed
  - **South Jordan – Hepatitis A vaccine is required**
  - **MMR** –(Measles, Mumps, and Rubella) 2<sup>nd</sup> injection (booster) is required – need evidence of either documented receipt of the MMR vaccine. If you have had the disease, a positive antibody titer showing immunity is required.
  - **Tdap (Tetanus/Diphtheria/Pertussis)** – Tetanus immunization must be documented within the last 10 years.
  - **Varicella (Chickenpox)** – Must have a documented immunization record (2-injections, 2<sup>nd</sup> injections 4-8 weeks after the 1<sup>st</sup> 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 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 [through American DataBank, LLC. Instructions regarding this process will be provided by the Director of Clinical Resources.](#) Fees associated with the background check are paid for by the student.
  - **Requirement for Criminal Background Check** - The nursing curriculum contains a didactic and clinical component. All students must complete a criminal background check as required by the clinical agencies. Student criminal background checks are conducted via 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 paid for by the student.
  - **Signed Clinical Requirements Statement** (given to students at orientation)
  - **Signed Confidentiality Statement** (given to students at orientation)
  - **Certifications and Training** – Will be provided to students while enrolled in the College of Nursing.
  - **Compliance Education** that include but is not limited to:
    - ✓ Fire, Radiation Safety

- ✓ Latex Allergies
- ✓ Health Insurance Portability and Accountability Act (HIPAA)
- ✓ Infection Control/Bloodborne Pathogens
- ✓ Goals

***Students must submit updated annual medical history, physical examination, TB screen, flu immunization and bi-annual CPR on or before the due date specified by the Director of Clinical Resources. If clinical requirements are not submitted on or before the due date, the student will not be permitted to attend clinical rotations.***

## **Clinical Rotations**

### **Expected Behavior**

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

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

- Any information obtained from the client's chart or other sources must contain only the client's initials.
- Close curtains and speak softly (as appropriate) in client rooms when discussing treatments and/or performing procedures.
- Close room doors for client privacy during nursing care, when appropriate.
- Do not discuss clients in public places such as elevators, waiting rooms, and cafeteria.
- Safeguard medical records by not leaving the records unattended in areas where the public may have access.
- Log off before leaving the computer.
- Photocopying or faxing of client records and removing 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**

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

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

### **Professional Appearance**

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

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

Students may not have visible piercings except for one pair of stud earrings. No tongue rings or studs, nasal or facial piercing jewelry may be worn. Students must cover all visible tattoos. Students must have naturally occurring hair color (No blue, pink, purple, etc...colors). One single watch with a second hand and one plain wedding band are acceptable.

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

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

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

### **Violations of Dress Code**

Any violations of the above dress code will be subject to disciplinary action. The first offense will be a verbal warning and correction of the dress code violation. The second offense will include correction of the dress code violation and a referral to the Dean 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 required scrub 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 those clinical hours.

The College of Nursing uniform consists of a “white unisex scrub top with Burgundy trim on the sleeve, Burgundy unisex pants, a white laboratory coat, and white shoes 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 make arrangements for orientation days and for a facility tour. Parking, conference rooms, and meals will be discussed as they pertain to each facility’s protocols. Orientation to a clinical setting is a component of a full clinical day during regularly scheduled clinical courses. If the clinical orientation does not comprise the entire shift, students will be required to remain on duty at the clinical facility for the remainder of the shift.

### **Clinical Assignments**

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

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

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

### **Clinical Preparation**

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

Each clinical day, the student must:

- Prepare for total client care
- Bring a penlight and stethoscope
- Review assigned medical records



- Have drug cards or drug reference book
  - Know the client's medications, diet, and allergies
  - Bring a nursing care plan for each assigned client
  - Bring clinical skills checklists, if applicable
  - Bring calculator, clipboard, and black ink pen
  - Bring clinical evaluation tool for daily self-evaluation

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

### **Medical Review Guide**

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

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

### **Pre-Conference**

Pre-conference meetings are required for each clinical 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 is based on serious offenses and requires accurate documentation.

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

## **Daily Clinical Routine**

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

A typical day in a clinical rotation may include:

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

***(Student nurses may not take verbal or written orders)***



### **Supervision of Skills in the Clinical Area**

Nursing skills that are correctly performed by the student and signed off in the Skills Lab may be performed in the clinical setting and signed off by the nursing faculty. Once signed off by the nursing faculty in the clinical setting, the student may perform the skill and be signed off by a RN staff nurse, if consistent with the policy of the clinical agency.

### **Medication Administration**

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

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

- Compare physician's order to the medication administration record (MAR)
- Note medication and food allergies
- Check patient's armband for correct ID (NO medication may be administered without patient ID)
- Administer medications according to the 5 rights
- Review previous 24 hour medications 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 Narcotics
- Administer medications to a patient without a patient ID
- Access a porta-cath or PICC line
- Students may not administer medications in the child life room/playroom
- Students may not perform testing on a Swan-Ganz catheter

## 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		
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
<b>Concern #:</b>	<b>Concern #:</b>	<b>Concern #:</b>
<b>Faculty:</b>	<b>Faculty:</b>	<b>Faculty:</b>

**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 assessment remediation or course remediation
3. Excessive days absent or tardy
  - a) Excused
  - b) Unexcused
4. Academic and/or Professional Misconduct: Cheating, plagiarism, fraud, misrepresentation, unethical behavior, improper behavior, unprofessional conduct, and false information.
5. Failure to submit required assignments completely and on time
6. Lack of group participation
7. Other

**Outcome Statement:**

1. Pass assessment remediation
2. a. Pass course remediation
  - b. Consult with appropriate persons regarding the process to:
    1. Retake the course when next offered
    2. Place on Academic Probation until successful remediation of Course
    3. 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**

<b>Student Name:</b>	<b>Date:</b>
<b>Faculty Name:</b>	<b>Course:</b>

**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):**

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**Detailed Description of Interventions by Faculty:**

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**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.

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

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**Lab Instructor Comments:**

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

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

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

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

## Confidentiality Agreement

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

I agree to adhere to the following guidelines:

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

## **Appendix D – Skills Checklist**

**Student's Name:** \_\_\_\_\_

### **Roseman University - College of Nursing Skills Checklist**

The nursing skills checklist is intended to improve documentation and communication between nursing education and nursing service. If you apply for employment or a Nurse Apprentice role at a hospital, you may be asked to share your checklist with them.

To improve the utilization of the checklist throughout your nursing program, the following instructions are recommended.

1. Write your name on every page of the checklist.
2. The “performed in lab” column is for demonstration in the skills laboratory (Anything you did in the skills lab). Please have the lab coordinator initial and date the skill in this column.
3. The “performed in clinical area with Faculty/RN” column is for demonstration of skills in the various healthcare agencies/settings. Please place a check (✓) in the appropriate space after completing the skill in the clinical setting. Your faculty member/RN should initial and date the skill when he/she has seen you perform the skill or before you leave the unit on the day of skill performance.
4. On the last page, the faculty/RN will indicate their full name which corresponds to their coded initials.
5. Following each clinical rotation and after all skills completed during that rotation have been signed by the instructor, copy the skills checklist so you will always have a backup copy of the most recent and complete skills checklist.

Students are responsible for ensuring faculty/RN has dated and signed off on skills completed. Students need to bring the checklist to all lab days and clinical settings.

**Student's Name:** \_\_\_\_\_

<b>Nursing Skills</b>	<b>Performed in Lab</b>	<b>Performed in Clinical Area with faculty/RN</b>	<b>Comments</b>
<b>Health Care Delivery</b>			
Vital Signs: Temperature, Pulse, Respirations, B/P, Pulse Ox, Orthostatic B/P			
Assessment of Adult:			
Physical Examination			
Interpret ECG Rhythm			
Assessment & Care of the Chest Tubes			
Monitor Blood Transfusion			
AccuCheck			
<b>Communication</b>			
Complete Health History			
Documentation in Medical Record			
<b>Comfort</b>			
Bed Bath			
Bed Making (Occupied / Unoccupied)			
Oral Care (Conscious / Unconscious)			
Tracheostomy Assessment & Care			
Tracheostomy Suctioning			
<b>Safety</b>			
Restraints			
Fall Precautions			
Seizure Precautions			
Assistive Devices (Walker/ Crutches / Cane)			
Turning/Repositioning			
Transfer to Chair / Stretcher			

Student's Name: \_\_\_\_\_

Nursing Skills	Performed in Lab	Performed in Clinical Area with faculty/RN	Comments
<b>Elimination</b>			
Urinal/Bedpan/'HAT'			
Enema			
Intake & Output			
Surgical Drains Jackson Pratt (JP) / Hemovac / Wound Vacs			
Foley Catheter: Insertion / Removal			
Salem Sump NG insertion			
Salem Sump NG Removal			
Irrigation/Suction of Salem Sump NG Tube			
<b>Infection</b>			
Hand Hygiene			
Personal Protective equipment			
Medical Asepsis			
Sterile Dressing Change			
Specimen Collection			
Urine (Clean catch UA / Sterile C&S)			
Sputum (AFB)			
Wound (C&S)			
Stool (O&P)			
<b>Tissue Integrity</b>			
Ostomy Care (Apply a New Pouch)			
Pressure Ulcer Dressing Change			
<b>Gas Exchange</b>			
Oxygen Delivery (Nasal Cannula/Mask)			
Incentive Spirometer			
Oral Airways			

Student's Name: \_\_\_\_\_

Nursing Skills	Performed in Lab	Performed in Clinical Area with faculty/RN	Comments
<b>Pharmacology</b>			
Medication Administration:			
Oral (PO / PEG)			
Topical / Patch			
Inhalation (MDI / Nebulizer)			
Rectal			
Vaginal			
Ophthalmic			
Otic			
Nasal			
Intradermal			
Subcutaneous (Insulin / Low-molecular-weight heparin)			
Intramuscular			
IV Medication Calculations			
IV Push Medication			
<b>Nutrition</b>			
Feeding Patients			
Tube Feeding (Small Bore NG/PEG Tube)			
Placement Assessment Small Bore NG			
<b>Perfusion</b>			
Elastic Stockings			
Sequential Compression device			
Range of Motion			
Sitz Bath			

**Student's Name:** \_\_\_\_\_

Nursing Skills	Performed in Lab	Performed in Clinical	Comments
<b>EBP</b>			
Peripheral IV: 1. Insertion 2. Monitoring 3. Site assessment/care 4. Flushing/saline lock 5. Discontinue			
Initiating Primary IV Line			
Initiating Secondary IV Line			
IV Pumps			
Central Venous Catheters 1. Monitoring 2. Site assessment/care 3. Dressing change 4. Flushing			
Implanted Ports 1. Monitoring 2. Site assessment/ care 3. Dressing change 4. Flushing			
<b>Specialty Area:</b>			
<b>1. MATERNAL NEWBORN (MN)</b>			
<b>Health Care Delivery</b>			
Maternal Assessment			
Using Doppler, Listen/Count Fetal Heart Tones			
Position Electronic Fetal Monitoring Strap			
Interpret FHR Tracings			
Postpartum Assessment			
Newborn Assessment			
Gestational Age Assessment			
<b>Comfort</b>			
Apply Ice to Perineum / Breast			

**Student's Name:** \_\_\_\_\_

Nursing Skills	Performed in Lab	Performed in Clinical Area with faculty/RN	Comments
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Newborn Nursing Care Skills:			
Bathing			
Diapering			
Swaddling			
<b>Pharmacology</b>			
Medication Administration – Newborn:			
IM – Vitamin K			
Ophthalmic – Erythromycin			
<b>Nutrition</b>			
Bottle Feeding			
<b>Patient Education</b>			
Teaching Breast Feeding			
<b>Specialty Area:</b>			
<b>2. PEDIATRICS</b>			
<b>Health Care Delivery/Development</b>			
Physical Assessment (including Vital Signs) / Growth & Development Assessment:			
Infant			
Toddler			
Pre-School			
School Age			
Adolescent			
Monitoring equipment 1. Pulse oximeters 2. Cardiac monitors			
Apical pulse			
Axillary / Tympanic temperature			
Weight/ length			

**Student's Name:** \_\_\_\_\_

<b>Nursing Skills</b>	<b>Performed in Lab</b>	<b>Performed in Clinical Area with faculty/RN</b>	<b>Comments</b>
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Newborn Nursing Care Skills:			
Bathing			
Diapering			
Swaddling			
<b>Pharmacology</b>			
Medication Administration – Newborn:			
IM – Vitamin K			
Ophthalmic – Erythromycin			
<b>Nutrition</b>			
Bottle Feeding			
<b>Patient Education</b>			
Teaching Breast Feeding			
<b>Specialty Area:</b>			
<b>2. PEDIATRICS</b>			
<b>Health Care Delivery/Development</b>			
Physical Assessment (including Vital Signs) / Growth & Development Assessment:			
Infant			
Toddler			
Pre-School			
School Age			
Adolescent			
Monitoring equipment 1. Pulse oximeters 2. Cardiac monitors			
Apical pulse			
Axillary / Tympanic temperature			
Weight/ length			

**Student's Name:** \_\_\_\_\_

Nursing Skills	Performed in Lab	Performed in Clinical Area with faculty/RN	Comments
Head/chest circumference			
<b>Communication</b>			
Documentation <ol style="list-style-type: none"> <li>Growth chart</li> <li>Immunization Record</li> </ol>			
<b>Comfort</b>			
Tracheostomy Care (Infant/Child)			
Trach tie changes			
Suctioning (infant/child) <ol style="list-style-type: none"> <li>Tracheal</li> <li>Nasal</li> <li>Oral</li> </ol> Oro/Nasopharyngeal			
<b>Elimination</b>			
Insertion of: <ol style="list-style-type: none"> <li>Foley Catheter</li> <li>Straight Catheter</li> </ol>			
<b>Tissue Integrity</b>			
Ostomy stoma site care/ irrigation			
<b>Pharmacology</b>			
Medication Calculations			
Medication Administration – Child:			
1. Oral			
2. Feeding Tube			
3. PO - syringe			
4. Rectal			
5. Dermal Patch			
6. Inhalation MDI / Nebulizer			
7. Subcutaneous (SQ)			
8. Intramuscular (IM)			

**Student's Name:** \_\_\_\_\_

Nursing Skills	Performed in Lab	Performed in Clinical Area with faculty/RN	Comments
9. Eye installation			
10. Ear installation			
11. IV Drip			
<b>Nutrition</b>			
Feedings: 1. Bottle 2. NG 3. Gravity Bolus 4. Feeding Pump			
<b>EBP</b>			
Initiating: 1. IV pump 2. Primary IV Line 3. Secondary IV Line			

FACULTY/RN INITIALS	FACULTY/RN 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:  
625 Shadow Lane (drive to the back parking lot; see large sign for TB clinic)  
Las Vegas, NV 89106  
702-759-0892

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

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:**

<b>Do you have:</b>	<b>Description</b>	<b>Yes</b>	<b>No</b>
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

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Accelerated Program  
4 Sunset Way, Building E, 2<sup>nd</sup> 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

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4 Sunset Way, Building E, 2<sup>nd</sup> Floor  
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