



COLLEGE OF NURSING STUDENT HANDBOOK 2008-2009



11 Sunset Way
Henderson, Nevada 89014

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Letter from the Dean, College of Nursing



Dear Nursing Student;

Welcome to the College of Nursing! We are pleased that you chose the College of Nursing to fulfill your initial nursing education goals. We know that your nursing education will be filled with challenges, opportunities, and accomplishment. Nursing is a profession with virtually no boundaries. The mission of the College of Nursing is to provide a quality and innovative education to meet the diverse health needs of our society. As a student, you will fulfill this mission through your theoretical and clinical experiences. Administrators, faculty, and staff will work with you in many ways to help you achieve your goals.

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

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

Sincerely,

A handwritten signature in black ink that reads "Mable H. Smith". The signature is written in a cursive, flowing style.

Mable H. Smith, PhD, JD, RN

Faculty & Staff

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

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

Marlene Luna, RN, EdD, (2007)
Assistant Dean and Professor College of Nursing
B.S., Texas Women's University, Denton, 1973
M.S. Texas Women's University, Denton, 1979
Ed.D, University of Houston, University Park, 1994

Mary Chalfant, RN, MS, (2008)
Clinical Coordinator, College of Nursing
B.S.N., University of Akron, 1980
M.S., Central Michigan University, 1991

Faculty

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

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

Jerry Carley, RN, MA, MSN (2007)
B.S.N., University of Wyoming, 1977
M.A. Management, Webster University, 1984
M.S.N., Walden University, 2006

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

Katherine Cylke, RN, MSN (2006)
B.S.N., University of Manitoba, 1988
M.S.N., University of California, Los Angeles, 1999

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

Jene' Hurlbut, RN, MSN, CFN-P (2005)
B.S.N, Arizona State University, 1979
M.S.N., University of New Mexico, 1990
MSN/CFNP., Northern Arizona University, 1997

Regina P. McFerren, RN, MSN (2006)
B.A., Cleveland State University, 1993
B.S.N., University of Phoenix, 2001
M.S.N., University of Phoenix, 2002

Kathleen Menasche, RN, MSN, APN/CNM (2006)
B.S.N., Sierra Nevada College, 1983
A.N.P., University of Phoenix, 1992
C.N.M., Parkland School of Nurse-Midwifery, 2000
M.S.N., Western University of Health Science, 2005

Janice Muhammad, RN, CNM, MSN (2006)
B.S.N, Nursing, University of Phoenix, 1998
MSN/CNM, Charles R. Drew University, 2002

Kathleen Powell, RN, MSN (2005)
B.S.N., California State University, 1983
M.S.N., Southern Illinois University, 1990

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

Barbara Raymond Hicks, RN, MSN, FNP (2006)
B.S.N., University of Phoenix, 1998
MSN/FNP, University of Phoenix, 2000

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

College of Nursing Staff

Pamela Carroll (2008)
Office/Administrative Assistant to the
College of Nursing

Robyn Gotsis (2007)
Administrative Assistant to the
Assistant Dean & Clinical Coordinator

Administrative Assistant to the Dean

Student Handbook Notice

The University reserves the right to make changes at any time with or without notice regarding any information contained in this handbook. Efforts have been made to ensure the accuracy of the information in this handbook. However, this handbook is neither a contract nor an offer by the University or any of its agents to enter into a contract.

Location, Contact Information

University of Southern Nevada
College of Nursing
11 Sunset Way
Henderson, NV 89014
Phone: (702) 968-2075
Fax: (702) 968-2097
Website: www.usn.edu

Accreditation

The University of Southern Nevada has been granted Candidate for Accreditation status by the Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E. Suite 100, Redmond, WA 98052; website www.nwccu.org.

Candidacy is not accreditation nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation

The University of Southern Nevada Bachelor of Science in Nursing (BSN) program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY 10006; website www.nlnac.org.

Licensure

The University of Southern Nevada is licensed to operate a Doctorate of Pharmacy, a Master's in Business Administration, and a Bachelors of Science in Nursing program in the state of Nevada by the Nevada Commission on Postsecondary Education, 1820 East Sahara Ave, Suite 111, Las Vegas NV 89104; telephone: 702-486-7330; fax 702-486-7340; website www.cpe.state.nv.us.

Approvals

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

Accommodations

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

Non-discrimination Policy

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

Facilities, Equipment and Available Space

The University of Southern Nevada is located in a 100,000-square-foot building at 11 Sunset Way, Henderson, Nevada 89014. The College of Nursing is housed within this facility, which is equipped with the latest classroom and laboratory technology to provide an optimum learning environment.

Admissions Criteria, Policies, and Procedures

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

- A completed application
- Application fee of \$100.00 (non-refundable)
Please make certified check or money order payable to the “University of Southern Nevada”
- Official academic transcripts of all college courses

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

University of Southern Nevada
College of Nursing Admissions Office
11 Sunset Way
Henderson, NV 89104

Requirements

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

- A cumulative GPA of 2.75 or above, unless waived
- A minimum of 54 semester credit hours or its equivalent of specified prerequisite coursework unless granted a waiver
- An interview with the Admissions Committee, if granted.

International Students and Non-U.S. Coursework

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

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

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

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

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

Prerequisites

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

- Chemistry I and II with labs (8 credits)
- Biology I with Lab (4 credits)
- Human Anatomy & Physiology (8 credits)
- Microbiology with Lab (4 credits)
- Speech or equivalent (3 credits)
- English Composition (6 credits)
- Humanities (6 credits)
- Introduction to Psychology (3 credits)
- Introduction to Sociology (3 credits)
- Statistics (3 credits)
- College Algebra or higher (3 credits)
- Elective (3 credits)
- United States/Nevada Constitution Requirement* (3 credits) **May be completed within the first year of the Nursing Program*

Admission Policies

- Applicants may not disregard any part of their college-level educational history. An applicant who fails to report all institutions attended will forfeit his/her eligibility for admission to the College of Nursing or will be dismissed. All credentials submitted for admission to the College of Nursing become the property of the College and will not be returned or released.
- Completion of all prerequisites must be documented in the form of an official transcript and must be received by the College of Nursing admissions office prior to the start of classes, unless the student has received a waiver or has been offered a condition of enrollment from the Dean. All requests are the responsibility of the student and must be approved prior to the start of classes.

Academic Forgiveness Policy

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

Transfer Students from Other Nursing Programs

Students seeking to transfer nursing credits from an NLNAC or CCNE accredited BSN program must submit photocopies of all nursing course syllabi for which they desire transfer credit approval. The College of Nursing admissions committee will review the transfer course content for comparability with USN's nursing courses and determine whether the student's previous coursework is adequate to meet specific course requirements for transfer credit.

College of Nursing Policy for Evaluation of Prior Education

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

Evaluation of Prior Credit for VA Students

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

Financial Aid, Tuition & Fees

Financial Aid and Scholarship

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

Tuition and Fees for Class of 2009 (2007-2008 Academic Year)*:

- Year 1 Tuition: \$25,000
- Year 1 Student Body Fee: \$325
- Year 1 Technology Fee: \$275
- Year 1 Nursing Fee: \$650
- Year 1 Books, Media: \$1000
- Computer Fee: \$1124
- Graduation Fee: \$265 to be assessed on second year nursing students
- Year 1 Insurance: \$778 (waived if student provides proof of insurance)
- Year 2 Insurance: \$476 (waived if student provides proof of insurance)
- Year 2 Tuition: \$12,500
- Year 2 Student Body Fee: \$163
- Year 2 Technology Fee: \$50
- Year 2 Nursing Fee: \$275
- Year 2 Books, Media: \$900

Tuition and Fees for Class of 2010 (2007-2008 Academic Year)*:

- Year 1 Tuition: \$26,200
- Year 1 Student Body Fee: \$325
- Year 1 Technology Fee: \$275
- Year 1 Nursing Fee: \$480
- Year 1 Books, Media: \$1000
- Computer Fee: \$1199
- Graduation Fee: \$265 to be assessed on second year nursing students
- Year 1 Insurance: \$733 (waived if student provides proof of insurance)
- Year 2 Insurance: TBD (waived if student provides proof of insurance)
- Year 2 Tuition: \$13,100
- Year 2 Student Body Fee: \$163
- Year 2 Technology Fee: \$50
- Year 2 Books, Media: \$900

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

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

The Student Body Fee covers costs associated with printing, supplies, and photocopying.

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

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

The Media and Books Fee covers selected nursing books and media. Additional books and supplies are required and must be purchased by the student in addition to those provided with these fees.

Future Tuition Rate Increases

Tuition increases may be part of your educational experience at the University of Southern Nevada. However, the USN's tuition is comparable to other private health profession educational institutions.

The Board of Trustees and the administration of the University strive each year to keep tuition at a reasonable level. Our commitment to provide quality educational programs along with the inevitable increases in operating costs each year makes it necessary to adjust tuition accordingly. Although we do not know what the percentage increase will be each year, students will be notified in a timely manner of tuition decisions.

Tuition Refund Policy

The College of Nursing follows the refund policy established by the University of Southern Nevada. A description of the University's refund policy is found in the USN student catalog.

Payment of Tuition and Fees

Students may contact the Financial Aid Office to discuss available options for payment of tuition and fees.

Financial Responsibilities Must Be Fulfilled to Continue Enrollment

Students must fulfill their financial responsibilities to the University in order to remain enrolled in the program. Students who have not satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to continue to progress through the curriculum. Students who are late paying their tuition and fees will receive written notice stating that payment is past due and they must fulfill their financial responsibilities to the University to continue their enrollment.

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

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

Students who are in a clinical block will not be allowed to attend or complete the clinical rotation. A clinical absence due to financial reasons will be considered as “unexcused”.

College of Nursing Calendar 2008 - 2009

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

Summer Break <i>(University Closed/No Classes)</i>	June 28–July 6
Independence Day <i>(University Closed/No Classes)</i>	July 4
Orientation (Class of 2010)	August 15 and 18
Classes Begin (Class of 2010)	August 19
Labor Day <i>(University Closed/No Classes)</i>	September 1
Thanksgiving Break	November 26-28
Winter Break	December 22–January 4

Academic Calendar 2009

Classes Resume	January 5
Graduation, Class of 2009	March 6
Spring Break	April 20 - 21
Memorial Day	May 26
Summer Break	June 29–July 3

Class of 2009 Curriculum Calendar

Block #	Course	Course #	Dates
Orientation			August 20, 2007
1	Introduction to the Profession	300	August 21 - September 4, 2007
2	Health Assessment	301	September 5 -25, 2007
3	Fundamentals of Nursing- Didactic	302	September 26 - October 16, 2007
3.1	Fundamentals of Nursing - Experiential	302.1	October 17 - 20, 2007
4	Adult Health Nursing I - Didactic	304	October 22 - November 27, 2007
4.1	Adult Health Nursing I - Experiential	304.1	November 28 - December 16, 2007
Winter Remediation			January 2-18, 2008
5	Nursing Theories, Practice & Issues	305	January 21 - February 1, 2008
6	Adult Health Nursing II - Didactic	306	February 4 - March 6, 2008
6.1	Adult Health Nursing II - Experiential	306.1	March 10 – April 4, 2008
7	Nursing Research	401	April 7 - April 18, 2008
8	Maternal Child Nursing - Didactic	402	April 21 – May 9, 2008
8.1	Maternal Child Nursing - Experiential	402.1	May 12 – June 6, 2008
9	Pediatric Nursing - Didactic	403	June 9 – July 7, 2008
9.1	Pediatric Nursing - Experiential	403.1	July 9 – August 9, 2008
Summer Remediation			August 11 - August 30, 2008
10	Mental Health Nursing - Didactic	404	September 2 – 22, 2008
10.1	Mental Health Nursing - Experiential	404.1	September 23 – October 10, 2008
11	Community Health Nursing - Didactic	405	October 13 – November 3, 2008
11.1	Community Health Nursing - Experiential	405.1	November 4 - 28, 2008
12	Nursing Leadership	406	December 1 - 12, 2008
13	Senior Practicum	407	January 2 - 30, 2009
14	Senior Seminar	408	February 2 - February 13, 2009
Final Remediation			February 16 - March 5, 2009
Graduation Ceremony			Friday, March 6, 2009

Class of 2010 Curriculum Calendar

Block #	Course	Course #	Dates
	Orientation		August 15 & August 18, 2008
1	Introduction to the Profession	300	August 19 - September 2, 2008
	Labor Day (No Class)		September 1, 2008
2	Health Assessment	301	September 3 -26, 2008
3	Fundamentals of Nursing- Didactic	302	September 29 - October 20, 2008
3.1	Fundamentals of Nursing - Experiential	302.1	October 21 - 25, 2008
4	Adult Health Nursing I - Didactic	304	October 27 – December 5, 2008
	Thanksgiving (No Classes)		November 26 – 28, 2008
4.1	Adult Health Nursing I - Experiential	304.1	December 9 – 19, 2008; January 5-9, 2009
	Winter Remediation		January 12-30, 2008
5	Nursing Theories, Practice & Issues	305	February 2 – 16, 2009
6	Adult Health Nursing II - Didactic	306	February 17 - March 23, 2009
6.1	Adult Health Nursing II - Experiential	306.1	March 24– April 17, 2009
	Spring Break		April 20 -21, 2009
7	Nursing Research	401	April 22 – May 4, 2009
8	Maternal Child Nursing - Didactic	402	May 5 – 28, 2009
	Memorial Day		May 26, 2009
8.1	Maternal Child Nursing - Experiential	402.1	May 29 – June 26, 2009
	Summer Break		June 29 – July 3, 2009
9	Pediatric Nursing - Didactic	403	July 6 – July 29, 2009
9.1	Pediatric Nursing - Experiential	403.1	July 30 – August 22, 2009
	Summer Remediation		August 24 – September 11, 2009
10	Mental Health Nursing - Didactic	404	September 14 – October 5, 2009
10.1	Mental Health Nursing - Experiential	404.1	October 6 - 23, 2009
11	Community Health Nursing - Didactic	405	October 26 – November 16, 2009
11.1	Community Health Nursing - Experiential	405.1	November 17 – December 10, 2009
	Thanksgiving (No Classes)		November 25-27, 2009
12	Nursing Leadership	406	December 14 - 18, 2009; January 4-6, 2010
	Winter Break		December 21, 2009 – January 1, 2010
13	Senior Practicum	407	January 12 – February 6, 2010
14	Senior Seminar	408	February 8 - February 12, 2010
	Final Remediation		February 15 - March 3, 2010
	Pinning Ceremony		March 4, 2010
	Graduation Ceremony		March 5, 2010

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 the University of Southern Nevada's 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 the University of Southern Nevada and supports the concept of an educational system that instills in our students a passion for learning through dynamic curricula. Learning is facilitated by progression of concepts and principles from simple to complex.

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

Nursing

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

The essence of nursing is caring. Caring is communicated and incorporated in all aspects of nursing practice. The professional nurse uses knowledge derived from the arts, humanities, sciences, and nursing sciences to assist clients in health promotion and maintenance, illness prevention, health restoration, or a peaceful death.

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

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

Health

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

Nurses work within the context of an individual's situation to assist him/her to meet an optimal level of well-being. Ideally, health reflects an optimal level of well-being in biological,

psychosocial, cultural, and spiritual dimensions. The optimal level of health is achieved through education and health promotion across the lifespan.

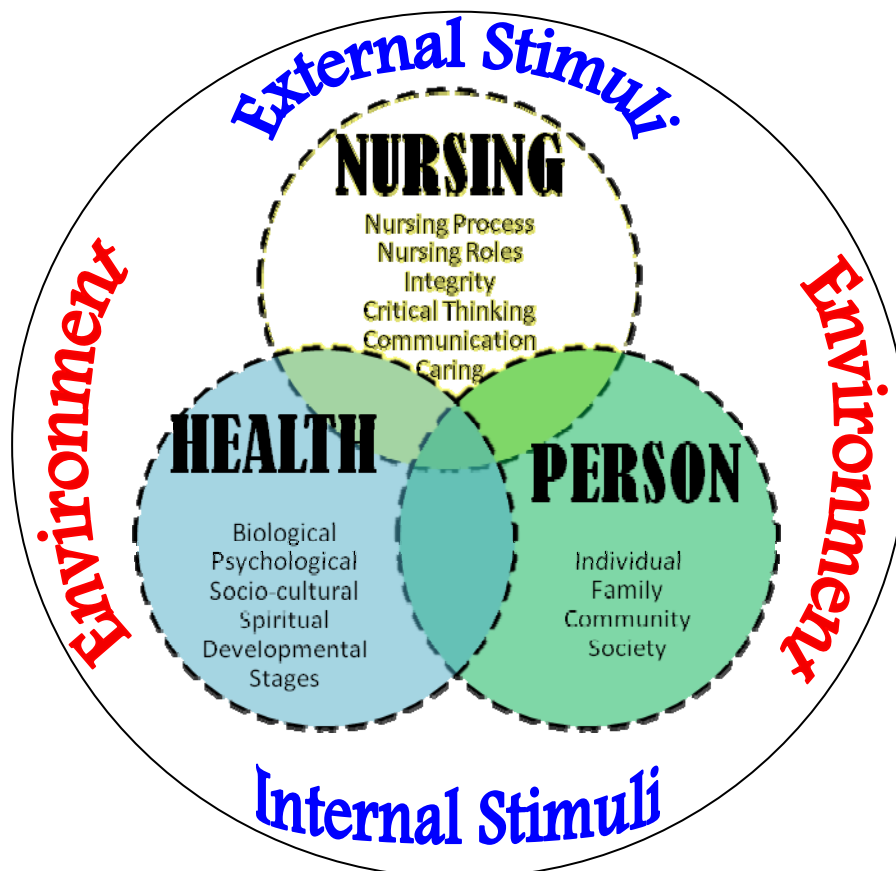
Person

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

Environment

The environment is a complex set of numerous interacting external and internal factors that influence, and are influenced by, health and health care. This encompasses the broadest definitions of biological, social, and physical characteristics, and is a dynamic influence in health status. The environment has the potential to impact the biopsychosocial well-being of the individual, the family, the community or the society.

College of Nursing Conceptual Framework



College of Nursing Program Objectives

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

Progression Objectives as Related to Philosophy

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

Curriculum

The Curriculum is based on the block system which allows students to completely focus on one content area at a time. The curriculum consists of a total of 14 blocks.

NURSING PROGRAM COURSE OUTLINE / TEMPLATE*		
Block 1 NURS 300	Block 2 NURS 301	Block 3 NURS 302 <i>NURS 302.1</i>
Introduction to the Profession	Health Assessment / Lab	Fundamentals of Nursing and Basic Skills <i>Fundamentals Clinical</i>
Block 4 NURS 304 <i>NURS 304.1</i>	Block 5 NURS 305	Block 6 NURS 306 <i>NURS 306.1</i>
Adult Health Nursing I <i>Adult Health Nursing I Clinical</i>	Nursing Theories, Practice and Issues	Adult Health Nursing II <i>Adult Health Nursing II Clinical</i>
Block 7 NURS 401	Block 8 NURS 402 <i>NURS 402.1</i>	Block 9 NURS 403 <i>NURS 403.1</i>
Nursing Research	Maternal Newborn Nursing <i>Maternal Newborn Nursing Clinical</i>	Pediatric Nursing <i>Pediatric Nursing Clinical</i>
Block 10 NURS 404 <i>NURS 404.1</i>	Block 11 NURS 405 <i>NURS 405.1</i>	Block 12 NURS 406
Mental Health Nursing <i>Mental Health Nursing Clinical</i>	Community Health Nursing <i>Community Health Nursing Clinical</i>	Nursing Leadership
Block 13 NURS 407	Block 14 NURS 408	
Senior Practicum	Senior Seminar	

*Subject to change

Curricular Overview

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

Course Descriptions

NURS 300 (Block 1.0) - Introduction to the Profession

This course is an introduction to professional nursing from historical, social, political, economic, theoretical, and cultural perspectives. This course will provide an overview of various professional roles in healthcare environments. Students will be introduced to the nursing process as the basic foundation for professional practice. *3 credits (45 contact hours)*

NURS 301 (Block 2.0) - Health Assessment

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

NURS 302 (Block 3.0) - Fundamentals of Nursing

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

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

Students will apply basic skills and nursing principles in skills laboratory and clinical settings. *1 credit (40 contact hours)*

NURS 304 (Block 4.0) - Adult Health Nursing I

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

NURS 304.1 (Block 4.1) - Adult Health Nursing I – Clinical

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

NURS 305 (Block 5.0) - Nursing Theories, Practice and Issues

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

NURS 306 (Block 6.0) - Adult Health Nursing II

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

NURS 306.1 (Block 6.1) - Adult Health Nursing II – Clinical

Students will build upon previous clinical experiences to manage care of adults experiencing acute or critical alterations in health status. Class of 2010 - *3.6 credits (144 contact hours)*

NURS 401 (Block 7.0) - Nursing Research

This course introduces the student to fundamental concepts in nursing research and focuses on understanding the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidenced-based practice in nursing are emphasized.

3 credits (45 contact hours)

NURS 402 (Block 8.0) - Maternal Newborn Nursing

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

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

Clinical experience will focus on physical and psychosocial assessment of mother and child. This will include providing care to uncomplicated pregnancies, healthy newborns, and to women with complicated pregnancies. *3.6 credits (144 contact hours)*

NURS 403 (Block 9.0) - Pediatric Nursing

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

NURS 403.1 (Block 9.1) - Pediatric Nursing – Clinical

Clinical experience will focus on age appropriate care for infants, children, and adolescents in supervised clinical environments. Emphasis is placed on incorporating the family and support systems in meeting the child's developmental needs. *3.6 credits (144 contact hours)*

NURS 404 (Block 10.0) - Mental Health Nursing

This course focuses on theories and principles of psychopathology and therapeutics underlying nursing care of clients experiencing altered mental or emotional functioning. *6 credits (90 contact hours)*

NURS 404.1 (Block 10.1) - Mental Health Nursing – Clinical

Clinical experience will focus on management of psychiatric clients in supervised clinical environments. *3 credits (120 contact hours)*

NURS 405 (Block 11.0) - Community Health Nursing

This course focuses on community assessment techniques and community interventions. The definition of the client is expanded from individuals to groups and communities. Various healthcare delivery systems are explored. *6 credits (90 contact hours)*

NURS 405.1 (Block 11.1) - Community Health Nursing – Clinical

Students will manage nursing care in supervised community environments. Students will explore the levels of primary, secondary, and tertiary healthcare needs of the client. *3 credits (120 contact hours)*

NURS 406 (Block 12.0) - Nursing Leadership

This course focuses on the theories and principles of nursing leadership and management in healthcare environments. *3 credits (45 contact hours)*

NURS 407 (Block 13.0) - Senior Practicum

Students will select a clinical area for advanced clinical experience. This course focuses on the transition from a student nurse to a professional registered nurse in the coordination and delivery of healthcare. Emphasis is placed upon management and leadership skills. *3.6 credits (144 contact hours)*

NURS 408 (Block 14.0) - Senior Seminar

This course synthesizes the legal-ethical framework governing professional practice, explores issues and trends of the professional nurse and prepares the students to sit for the NCLEX exam. Class of 2009 - *4 credits (60 contact hours)*; Class of 2010 - *2 credits (30 contact hours)*.

Graduation

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

National Council Licensure Examination NCLEX

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

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

Or

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

Core Performance Standards*

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

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

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

Attendance

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

- **Documented Student Illness**
Clinical faculty, licensed practitioner, or physician may provide documentation of an illness.
- **Personal Emergency**
Emergency in the student's immediate family, which includes parents, guardian, spouse, child, or sibling. This includes death, hospitalizations, or other emergency situations. The student must contact the Dean or his/her designee to notify him/her of the situation.
- **Attendance at Professional Meetings**
Attendance is encouraged at professional meetings. The student must provide notice to the Dean or his/her designee at least (2) two weeks in advance of such meetings, and must be in good standing academically.

Attendance in Didactic Blocks

Attendance at lecture and seminars is mandatory. The student will be held responsible for the information and content distributed therein. Due to the large amount of information that will be presented, class time will not be used for student announcements, meetings, etc... Preparation for class by reading and reviewing the assigned material is required.

Excused absences will be granted ONLY by the Dean or Assistant Dean. The student with an **unexcused absence** (class or portion thereof) may be allowed to participate in the corresponding group assessments, but will NOT be awarded group assessment points. (*See evaluation section*)

Tardiness in Didactic Blocks

Being on time for class is **mandatory**. The student who is late will remain outside of the classroom until the next break. A student who does not participate in group work due to tardiness will not be awarded group assessment points. (*See evaluation section*)

Attendance in Clinical Blocks

Attendance at clinical sites for the entire assigned time period is **mandatory**. The student will be held responsible for the information and content distributed therein. Due to the large amount of information that will be presented in the clinical area, clinical time will not be used for student announcements, meetings.

The student is responsible for notifying the clinical instructor in advance if she or he will be absent from clinical. After an absence, whether excused or unexcused, the student is expected to return to clinical. Excused absences will be granted ONLY by the Dean or Assistant Dean. The Block faculty will deal with absences on a case by case basis. Disciplinary action will be taken with the second unexcused absence.

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

Clinical Attendance Requirements during Remediation

1. Students are required to attend remediation to make up missed clinical days as stated in the Student Handbook
2. Clinical remediation means that the student must have an 8-12-hr patient care assignment. Any orientation requirements will be in addition to the clinical remediation day (s).
 - Example – if the student has missed one clinical day and is required to attend orientation, the student will have an orientation day and a clinical remediation day. This means the student will be in the facility for 2-days.
3. 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.

Tardiness in Clinical Blocks

Being on time for the start of clinical shift conferences and meetings is **mandatory**.

Evaluation of Student Progress

Scholastic Honesty

The College of Nursing expects students to be academically honest. During assessments, students are expected to answer assessment items on their own accord without assistance of notes (unless specified by faculty). Assessments are defined as tests. Possession of unauthorized copies of tests or access to tests prior to or during assessment is considered academically dishonest behavior. Any assessment that is taken dishonestly will result in immediate failure.

Utilizing cellular telephones, tape recording devices, palm pilots, or electronic devices during an assessment is prohibited. All individual assignments are to be the student's original work. The American College Dictionary, defines plagiarism as, "copying or imitating the language, ideas, or thoughts of another author and passing it off as the same as one's original work."

During group sessions, students are required to participate as a cohesive team. Group members must notify the professor of individuals who do not fully participate in group activities.

Evaluation of Student Progress

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

Foundation Blocks

Students must pass Block 2 to progress to Block 3, Block 3 to progress to Block 4, Block 4 to progress to block 6, and block 6 to progress to the specialty clinical blocks (8, 9, 10, and 11). If a student does not pass Blocks 2, 3, 4, or 6 after his/her first remediation and re-assessment, the student will be required to attend the designated remediation for that block and be reassessed. Once the student has obtained successful completion in the designated remediation, the student will be allowed to enroll in the next block when it is offered.

Program Progression in Specialty Blocks

Specialty Blocks (Pediatrics, Maternal Newborn, Mental Health and Community) are not prerequisite to each other. A student will be permitted to remediate one clinical and one non clinical Block at the next scheduled remediation. A student who receives a no-pass (NP) in two specialty blocks within a designated remediation period will be allowed to remediate one clinical specialty block. The student must take the second Block in which a NP grade was received the next time the Block is offered. The student may continue in the program and if successful in subsequent Blocks, he/she will be permitted to take Block 14 (Senior Seminar), but will not be permitted to take the comprehensive assessment (ATI) until he/she has retaken and successfully completed the second specialty Block in which a NP grade was received. Once the student has completed all the required nursing Blocks, he/she will be permitted to take and must successfully pass the comprehensive assessment (ATI) and meet all other requirements for Block 14 in order to graduate from the nursing program.

If the student fails three specialty clinical Blocks, he/she will not be allowed to continue in the program and will be required to reapply.

Level of Achievement

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

Students are given additional opportunities to achieve the standard of 90% in order to accommodate different styles and rates of learning. If a student does not achieve 90%, he or she must remediate that portion of the curriculum during the designated remediation period and be reassessed. Those students who are required to remediate must also achieve a score of 90% in order to advance to the next block.

Immediately following the individual assessment, each group will take the same assessment. If the group scores 90% or above, each individual student in that assigned group will receive five (5) points added to his/her individual raw score of correct assessment items.

Clinical formative and summative evaluations shall be performed in each clinical rotation. All evaluations will receive a “pass” or “no pass” grade. Evaluations will be assessed by level and terminal objectives, program objectives, and core performance standards. Students are required to remediate unsatisfactory clinical performance. A “no-pass” clinical grade in a foundation block will prevent progression to the next block. Any violation of university, college, or clinical agency policy may compromise the student’s ability to achieve clinical objectives. Students should carefully review all policies and procedures related to clinical experiences.

During remediation, an instructor will assist the student in achieving the desired competencies. The student will be assessed again on those competencies at the conclusion of the remediation period. Duration, scheduling, and other requirements for remediation will be determined by the nursing faculty in conjunction with the Dean of the College of Nursing. Remediation is considered a part of the regular educational process and, as such, the University does not charge additional fees or tuition for remediation. During the designated remediation periods, students are allowed to remediate a maximum of one clinical and one non-clinical block.

Release of Grades

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

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

Transcripts

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

If a student is required to remediate a block, or portion thereof, during the designated remediation period, an Incomplete (“I”) will appear on the student’s transcript until the assessment is successfully remediated. If the assessment is not successfully remediated, the “I” grade will revert to a grade of “F” at the completion of the designated remediation period.

Students who have not successfully completed class projects will receive an “I” if they have projects for which they have not met the “P” standard. If the projects are not successfully completed during the designated remediation period, the “I” grade will revert to an “F” grade.

Unsatisfactory Progress Following Remediation and Reassessment

1. If a student does not successfully achieve the desired competencies following the designated remediation period, he/she will be required to attend the block or portion of a block covered by that assessment the next time it is offered. The student’s status in that case will be “withdrawal not in good academic standing.”
2. The student may be assessed tuition for that block or portion of a block based on its proportion of the entire curriculum. The decision as to when a student may progress through the curriculum will be made on a case-by-case basis by the Dean of the College of Nursing. The student may appeal an adverse decision by the Dean of the College of Nursing to the Vice President for Academic Affairs.

Withdrawals from the College of Nursing Program

University Withdrawal

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

Voluntary Withdrawal

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

Students who leave the nursing program without completing the established procedures within thirty (30) days will be terminated from the University. Students who are terminated in this manner must complete the re-admission process. (Withdrawal is not complete until the required forms are signed by the student and the Dean of the College of Nursing.)

The Procedure of Voluntary Withdrawal

The procedure for voluntary withdrawal is as follows:

- The student makes a written request to the Dean of the College of Nursing to voluntarily withdraw.
- The Dean or her designee prepares the necessary forms for withdrawal and schedules a withdrawal interview.
- A withdrawal interview is scheduled with the student and the Dean, at which time the terms of withdrawal are agreed upon and put in writing.
- The completed withdrawal forms, including the terms of withdrawal, are signed by the student and returned for signature by the Dean.
- Once all forms are signed and dated, the withdrawal process is complete.

Conditions for Re-Admission for Students Withdrawing “In Good Academic Standing”

Students who withdrew “in good academic standing,” who were not on academic probation, are not guaranteed re-admission unless the possibility of re-admission is a part of the final written decision and/or agreement made by the Dean. Students who reapply and are granted re-admission following withdrawal in good academic standing may re-enter at the appropriate time during the next academic year.

Conditions for Re-Admission for Students Withdrawing “Not in Good Academic Standing”

Students who withdraw with a “not in good academic standing” may request re-admission through the College of Nursing and the University’s admission process, unless otherwise stipulated.

Leave of Absence

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

Students requesting a leave of absence must apply in writing to the Dean of the College of Nursing. In the event of a medical problem, the request must be accompanied by a letter from a physician describing the nature of the disability for which the leave is requested and the estimated length of time needed for recovery. The Dean shall determine whether or not the leave is to be granted, under which conditions, and when the student may return to school.

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

If the student has not paid 100% of the tuition during the year in which the leave is granted, the balance of the tuition plus any increase in tuition or fees will be payable in the next year of attendance.

Leaves of absence may be extended to a maximum of one year. The terms and conditions of the leave will be determined by the Dean of the College of Nursing. Leaves of absence requested more than one month after registration for any given academic year will be granted for a period not to exceed the number of months remaining until the registration date for the next academic year.

Leaves of absence may be extended to a maximum two years total. The terms and conditions of the leave will be determined by the Dean of the College of Nursing.

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

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

Academic Misconduct

To maintain academic integrity and professionalism in the College of Nursing, academic/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 or professional misconduct policies and the corresponding disciplinary actions.

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

1. *Cheating* – Cheating is defined as providing or receiving information and/or assistance during assessments. Examples of cheating include, but are not limited to:
 - a. 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.
 - b. 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.
 - c. Taking an assessment for someone else or having another person take one for you.
 - d. Doing an independent assignment for someone else or having someone do your independent assignment for you.
 - e. Exchanging notes or information between students during an assessment.
 - f. Obtaining unauthorized information about an assessment.
 - g. Printing and/or removing an assessment from the examination room without permission.
 - h. 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.
 - i. Presenting collaborative work (2 or more) as your own independent work.

2. 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.
3. Fraud – Falsification of information.
4. Misrepresentation – Providing misleading information.
5. 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.
6. Improper Behavior – Disruptive behavior in the classroom or other facilities.
7. Unprofessional conduct - Incompetent, unethical, or illegal conduct which may deceive, defraud or injure clients, fellow students, faculty members, or the public. Criminal convictions for crimes against persons or property.

Sanctions

It is general policy that academic and/or professional misconduct will not be tolerated. The sanction that will be imposed in instances of academic dishonesty and/or professional misconduct will be immediate dismissal from the College of Nursing.

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

In all instances, a permanent record of the violation will be recorded in the student’s academic file. Academic dishonesty will be noted on the student’s transcripts. If the student is found innocent of the violation, all related entries into the record will be deleted.

Clinical Disciplinary Action

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

- A deliberate attempt to cover up any error or negligent performance during a clinical rotation.
- Falsification of documentation
- Unsafe, unethical, and/or illegal practices or behavior
- Violations of academic and professional conduct
- Violation of the clinical facility’s policies and procedures

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

- Failure to meet clinical objectives

- Actions which place patients, families, oneself, or other humans at risk for physical or emotional harm
- Refusal or failure to follow College of Nursing or clinical on-site agency protocols
- Revealing confidential patient information in violation of HIPAA regulations
- Illegal use of drugs or the consumption of alcohol during clinical rotations
- Providing or reporting untrue or inaccurate information

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

Grievance Procedures

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

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

Informal Grievances

Any student in the College of Nursing who believes that he or she has been treated inequitably 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 resolve the issue informally. If this initial attempt is unsuccessful, the student may contact the Assistant Dean or designee for the College of Nursing for assistance in resolving the matter informally.

Formal Grievance Procedures

The grievance procedure is available to resolve student concerns regarding inequitable treatment that has not been satisfactorily resolved through the informal resolution process. The person filing the grievance must be the victim of alleged unfair treatment. A grievance cannot be filed on behalf of another person.

An action or a decision is grievable if it involves a misapplication or misinterpretation of University policy, regulation, or rule; an assignment of a grade based on factors other than academic merit; or a violation of state or federal law. Grievances that challenge College of Nursing policies or procedures will be forwarded to the appropriate committee.

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

1. To initiate the formal grievance procedure, the student must submit his or her grievance in writing to the assistant dean, or designee of the College of Nursing.

2. The written grievance must include:
 - A statement that the student wishes a review of the situation by a grievance committee;
 - The identification of the person or group at whom the grievance is directed;
 - The specifics of the perceived inequitable treatment;
 - Evidence in support of the student's belief that he or she has been treated inequitably;
 - and the outcome or resolution desired by the student.
3. A grievance must be initiated no later than 7 business days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. Initiation of the informal procedure as described above within the 7-day period will extend the deadline for initiating the formal grievance to 14 business days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance.
4. Within 7 days of receiving the grievance notice, the Assistant Dean shall appoint an ad hoc committee to review the grievance. The ad hoc committee will consist of one nursing student and two nursing faculty members. The committee may request a written response from the person or group at whom the grievance is directed, may ask for additional information from any or all parties involved, may request that the parties involved appear before the committee, and/or may take other steps in an attempt to resolve the issue.
5. Within 14 business days after receiving the grievance from the Assistant Dean or designee, the committee shall send a written report with recommendations to the assistant dean or designee. The report shall include notice to the student of his or her right to appeal the committee's recommendation to the Assistant Dean or designee of the College of Nursing. The Assistant Dean or designee will review with, and provide a copy of the report to, the student. The Assistant Dean or designee will also provide the student with information of his/her right to appeal.
6. A student wishing to appeal the committee's recommendation to the Dean of the College of Nursing must submit a written appeal to the dean within 7 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. When an appeal is filed with the dean, a copy of the committee's report shall be provided to the Dean for review.

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 14 business days of receiving the written appeal, stating the action on the appeal and the grounds for the action taken.

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

Grade Appeal

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

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

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

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

- Discuss the issue with the Block coordinator
- Discuss the issue with the block team.
- Submit a formal written grade appeal to the assistant dean who will appoint an Ad hoc committee to hear the appeal and make a recommendation to the dean.
- Meet with the dean to discuss the final outcome.

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

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

Professional Development

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

Pinning Ceremony

The pinning ceremony is a time-honored tradition dating from before the 1800's. Traditionally, nursing students have conducted an honors or pinning ceremony to mark the passage from student to professional nurse. This occurs after the student has completed all of the USN and College of Nursing requirements for graduation. It is a special event that the students will want to share with family and friends. Students will be dressed in their uniforms and pinned by a significant other, their faculty advisor, or professor of their choice.

Skills Laboratory Policies & Procedures

Expected Behavior

- Students will be assigned specific laboratory groups.
- Attendance in lab and working with lab group is mandatory.
- Any arrivals to lab later than 5 minutes after the start of the session may compromise the student's ability to learn skills and complete assessments.
- During skills lab check offs, students should be in professional laboratory attire, a lab coat with ID. No jeans, cut-offs, or short skirts will be allowed.
- Students must bring their Laboratory Skills Kit to all sessions.
- No food, gum chewing, or drinks will be allowed, except for water containers with tops.
- Laboratory equipment, manikins, and simulators must be put back as you found it when you arrived. All beds should be made appropriately after use with side-rails down. Do not remove manikin parts or laboratory equipment from the lab or breakout rooms. No food or drinks allowed around manikins or equipment.
- Do not throw trash into the linen receptacles.

Laboratory Skills

- Students should have a laboratory book, with checklists of skills. Students are expected to have their checklist with them each time they come into lab.
- During assessment of each skill, students will be required to have their ID number on the checklist that they must turn into the teacher upon completion of the skill.
- Final skills assessments will be placed in student's permanent file.
- See Appendix A for Clinical Remediation Form in case of student's unsatisfactory progress.

Laboratory Policies

Safety & Infection Control

- All students must wash hands per protocol prior to entering the lab.
- Lab coats and name badges must be worn at all times in the lab setting.
- Do not throw trash in the linen bags.
- Red bags are for medical waste only.
- Needles are not to be recapped and must be disposed of in the red needle boxes.

Practice Time

- All time that is allotted for laboratory practice must be used for practice.
- Practice time should be used to practice specific assignments.
- All equipment must be put back as it was found, neatly.
- No equipment may be removed from the lab.
- Students must bring laboratory kit/equipment bag to all laboratory sessions.
- Students must sign in and out of the laboratory setting in order to account for practice time.

- **Procedure for Skills Laboratory Check Off:**
- The students will view the required Skills Lab video for the week and submit a printed certificate of completion prior to the scheduled demonstration (when applicable).
- The Skills Lab Coordinator will post the skills demonstration schedule for each clinical group.
- After the demonstration, the clinical group(s) will practice during their assigned lab time.
- When the student is ready he/she will perform the required skill. The students will work in pairs to video tape the performance of their skills.
- The video-taped skills must be completed within the designated/established time frame for the specified skill and submitted to the clinical faculty for review.
- The student must make an appointment to review and critique the taped skills with the clinical faculty.

Manikin and Simulators Care

- Do not remove or interchange manikin parts.

- Use only the appropriate solutions for procedures or cleaning the manikins.
- Notify faculty member if reservoirs are full.
- No defacing of school property or manikins is allowed.
- Use of Sim-Man manikin is only allowed with faculty supervision.
- Do not remove manikins from the beds unless so directed by a faculty member.
- Treat the manikins as if they were real persons.
- IV arms must be drained upon completion of practice.

Laboratory Dress Code

Laboratory dress code will require white lab coats with school logo and name badge for practicing in the laboratory setting. However, on assessment days or for laboratory skill testing days, students may be required to wear full uniform with a lab coat.

Equipment Requirements

Selected laboratory supplies and equipments will be provided as part of the laboratory fees. A detailed inventory of the contents of each laboratory bag will be conducted during orientation. The laboratory bag must accompany students in the skills laboratory practice sessions. If a student does not bring the equipment bag to the practice sessions, he/she will be considered unprepared and cannot participate in lab. Optional and/or additional equipment may be available for purchase at a later date in the school year.

Proper care of laboratory equipment and manikins is expected. Students must not exchange or remove manikin body parts. Beds must be made properly in hospital style. Safety measures for patient care must be enforced at all times, i.e. beds in the low position. Equipment must be placed back into the appropriate storage spaces. There will be no writing, marking, or defacement on any laboratory equipment or manikins. Proper manikin use and cleaning will be discussed in the laboratory setting.

Skill Requirements

In the laboratory setting, there will be mandatory skilled proficiency testing. Each block will contain specific skills that must be accomplished with a passing score prior to clinical site rotation. Students are required to practice the newly learned skill in order to become proficient prior to testing.

Days for each specific test will be in the block syllabus. The student will be expected to perform the skill during assessment without major error. If the student earns an unsatisfactory (NP) during an assessment, he/she will be required to attend remediation and retest on the same skills. The student shall keep the clinical skills checklists available at all times for clinical and laboratory certification.

When a student performs a skill for the first time in the clinical area, he/she must be accompanied by the instructor or his/her delegate. Failure to do so may result in unsatisfactory performance on the clinical evaluation.

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

Clinical Requirements

Students must meet the following clinical requirements to protect self, assigned clients, and to adhere to agency policies. Additional requirements may be required by clinical sites or agencies. Failure to provide the required information will result in an inability to attend clinical rotations. All data must be given to the College of Nursing Clinical Coordinator no later than two weeks prior to the start of clinical rotation. The following is required:

- A copy of current CPR card: CPR – Provider Basic Life Support, Healthcare Provider (BLS-HCP); An American Heart Association BLS class will be provided by USN.
- A completed physical examination form with a statement of satisfactory physical condition to meet clinical and college requirements.

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 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.

- Immunization Record Form (*A copy of your immunization record signed by a physician may substitute this form*)
 - Tuberculin/Mantoux skin test – an initial two-step TB/Mantoux tuberculin skin test (1st skin test- read within 48-72 hrs. 2nd skin test one week after the first skin test-read within 48-72 hrs) must be performed prior to entry and a PPD (one injection) annually thereafter. For persons who are positive reactors or who have been inoculated, an annual chest X-ray report, confirmed by a health care provider, is required.
 - Immunizations- A copy of completed immunization record or documentation that contains the following:
 - Hepatitis B Vaccine – completed series of three (3) injections (2nd injection 1-2 mo after 1st injection, 3rd injection 4-6 mo after 1st injection) unless a waiver is signed
 - Hepatitis A Vaccine – 2 injections – 2nd injection 6 months after 1st injection
 - MMR – (Measles, Mumps, and Rubella) – need evidence of either documented receipt of the MMR vaccine or positive serological testing showing immunity.

- Td (Diphtheria/Tetanus) – Tetanus immunization must be documented within the last 10 years.
- Varicella (Chickenpox) – Must have a documented immunization record (2-injections, 2nd injections 4-8 weeks after the 1st injection) or positive antibody titer.
- Annual Infection Control (OSHA) and Hazardous Materials Training - Annual training is generally completed in the orientation for the first clinical rotation. Students are required to attend Blood Borne Pathogens, Fire Prevention and Control, and Evacuation procedure classes. Students are required to use standard precautions during clinical rotations, to include use of protective equipment such as gloves, gowns, face shields, masks, and eye protection, as required by hospital or university policy.
- HIPAA – All nursing students must complete training on the Health Insurance Portability and Accountability Act (HIPAA), commonly known as the privacy act. The privacy act is critical in protecting patient/client confidentiality.
- HIV-Hepatitis Risk Exposure – The federal government requires that students in a clinical healthcare major complete the HIV-Hepatitis Risk Exposure training and questionnaire during their enrollment.
- Background Check – Level I – A background check must be obtained through Precheck at www.precheck.com. Fees associated with the background check are paid for by the student.
- Drug Screen – 9 Panel: cocaine, amphetamines, barbiturates, benzodiazepines, marijuana, opiates, phencyclidine, propoxyphene, and methadone. Fees associated with the random drug screen are paid for by the student.

Professional Appearance

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

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

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

Other than that specified above, no other additional jewelry may be worn during clinical rotation. Cell phones are not allowed in clinical rotations.

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

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

Violations of Dress Code

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

Clinical Uniforms

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

The College of Nursing uniform will consist of a student purchased “white unisex scrub top with Sailor Blue trim on the sleeve. Pant will consist of Sailor Blue unisex pant. Students will wear white shoes that have closed toes and heels. Students will be given a school issued lab coat.

Clinical Orientation

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

Clinical Assignments

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

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

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

Clinical Preparation

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

Each clinical day, the student must:

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

You may want to place some items 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" finds on laboratory reports and correlate that information with the pathophysiology of the patient's diagnosis. Understand lab values and their implications for patient care.
- **Graphic Sheets**
On graphic sheets, note abnormalities and trends in the data. The most common data on graphic sheets are vital signs, blood glucose, and blood coagulation.
- **Medications**
Look up each medication that the patient is receiving. Know the action, side effects, and rationale for each medication ordered and given. Relate the medication and its purpose to the client's disease processes and/or treatment plan.

Pre-conference

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

Post-Conference

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

Professionalism

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

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

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

Daily Clinical Routine

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

A typical day in a clinical rotation will include:

- assessment and vital signs as ordered with appropriate charting
- morning or afternoon care, including linen changes as needed
- daily weights as needed
- monitoring intake and output
- monitoring dietary intake/passing trays
- blood glucose monitoring as ordered

- specimen collection
- medication administration and documentation
- charting and documentation
- opportunities for new procedures
- admissions, discharges, and transfers
- accompanying client to tests or procedures
- a 30 minute meal break (arranged with your nurse)
- monitoring client safety, including following hospital “codes”
- monitoring client activity as ordered
- monitoring new physician’s orders

(Student nurses may not take verbal or written orders)

Medication Administration

The clinical instructor will arrange for the student to administer medications to assigned client(s) as the current block skills list indicates. The focus of the medication experience will become more complex as the student progress in the curriculum. A medication proficiency assessment will be administered at varying times throughout the curriculum during laboratory sessions. Preparation for medication experience should include:

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

- Medications must be given with consideration of appropriate infection control techniques

Medication Administration Limits

- Students may not administer blood products, IV push medication boluses, or IV narcotics
- Students may not administer drugs during a “Code”
- Students may not sign out Narcotics
- NO medication may be administered without patient ID
- No student may access a porta-cath or PICC line
- Students may not administer medications in the child life room
- Students may not perform testing on a Swan-Ganz catheter

Clinical Journal Guidelines

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

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

Clinical Helps:

- What is the purpose of care for my client?
- What am I doing and why am I doing this?
- Did my interventions work?
- Did I accomplish my goals for the day?
- How did my client and or family feel about my care delivery?
- What could I have done differently?

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

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

- Was my care delivery on time and organized?

Clinical Forms

Clinical forms can be accessed on: <http://services.usn.edu/portal.htm>.

- Client Consent Form
- Clinical Skills Handbook
- CPR Flow Sheet
- Death Report
- Diabetic Flow Sheet
- Emergency Room Education/Discharge Instructions
- Emergency Room Nursing Flow Sheet
- Intake & Output Record
- MAR
- Neurological Flow Sheet
- Pain Management Flow Sheet
- Patient Health Assessment Tool
- Physician Order Sheet
- Physician Progress Note
- Protective Device/Restraints form
- Pre-Surgical Checklist
- Patient Discharge Instructions
- Refusal to Consent to Treatment /Transfer
- Transfer Memorandum
- Transfusion Form
- *Vital Sign Form/Chart (student will receive from clinical site)
- Weekly Clinical Self-Evaluation Form

Appendix A – Student Course Remediation Form

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

Faculty Statement

Student Statement

Plan of Action:

Student Signature _____

Faculty Signature _____

Date

Date

Faculty Remediation Follow-up	Student Comments
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College of Nursing
11 Sunset Way
Henderson, NV 89014
FAX: (702) 968-2097
Phone: (702) 990-4433

Appendix B - Clinical Rotations

Expected Behavior

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

The following steps must be taken by students in the Nursing Program to protect the privacy of their clients:

- 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.
- Avoid discussions about clients in public areas, elevators, waiting rooms, and cafeteria.
- Safeguard medical records by not leaving the records unattended in areas where the public may have access.
- Photocopying or faxing of client records is prohibited.
- No student is allowed to deliver client care without the instructor in the same clinical setting, with the exception of preceptorship experiences.
- If a student is not prepared for clinical rotation, a remediation assignment will be required.
- The student is responsible for transportation to and from ALL required clinical sites. Faculty may not transport students to or from a clinical site.

Clinical Conferences

Clinical conferences are an integral part of the clinical rotations. The purpose of clinical conferences is to share preparatory information and address any care issues. Students should come prepared for care delivery on that specific day. They should also come to clinical conferences prepared for discussion on the specific needs for their 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), or a human bite that breaks the skin.

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. See Appendix C for Blood Borne Incident Report form. It is important to report all injuries, whether they are deemed blood borne, or not. 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. *Additional details on Clinical Policies & Procedures can be found in Appendix C of the Student Handbook.

Appendix C – 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) 990-4433