

BSN STUDENT HANDBOOK

PRE-LICENSURE



2026-2027

NEVADA STATE UNIVERSITY
SCHOOL OF NURSING

Dear Nursing Students,

Welcome to Nevada State University (NSU) School of Nursing. We are living in a pivotal moment in time. Nursing continues to evolve at an unprecedented pace—shaped by advances in technology, artificial intelligence, telehealth, and an ever-increasing demand for patient-centered, evidence-based care. Nurses are at the forefront of this transformation, called upon to practice to the full extent of their educational preparation, lead interprofessional teams, and advocate for equitable health outcomes across diverse populations. Nursing is a journey of life-long learning and provides many opportunities for increased responsibility and influence that leads to a fulfilling life for those of us who choose this pathway.

The administration, faculty, and staff at Nevada State University are honored to be a part of your journey. This nursing student handbook is designed to provide the BSN student with information about program requirements, professional codes of conduct, policies, procedures, and guidelines specific to the School of Nursing. It should be used as a supplement to the Nevada State University Catalog, the Nevada State University Student Handbook, and other University-wide publications. As adult learners within the scope of a professional education program, it is each student's responsibility to locate and adhere to all established policies and procedures as presented by the School of Nursing and Nevada State University.

A professional nursing program cannot operate and fulfill its mission without the active participation of students. Today's nursing environment demands not only clinical competence but also emotional intelligence, cultural humility, and a steadfast commitment to ethical practice. Participation in the program requires us all to work together to build and sustain a culture of civility—one grounded in respect, inclusion, and collaborative spirit—which we hope you will carry with you into the practice settings and communities that need caring, compassionate influence. A culture of civility requires that each person:

- Respects the dignity, perspectives, and well-being of self and others.
- Intentionally welcomes and seeks others' points of view and finds common ground.
- Uses multiple ways of listening and communicating, including culturally responsive approaches.
- Assumes goodwill and best intentions from the words and actions of others.
- Embraces innovation and adaptability as essential competencies for the evolving healthcare landscape.

Thank you for choosing NSU School of Nursing. The challenges and opportunities facing our profession have never been greater, and we are confident that you are part of the next generation of nursing leaders who will shape the future of healthcare. We look forward to building a better future alongside you—for your patients, your communities, and the profession we are all privileged to serve.

Best always,

June Eastridge EdD, MSN, CNE, COI
Dean, NSU School of Nursing



Introduction

The purpose of this handbook is to provide the pre-licensure BSN student with information about requirements, standards of conduct, policies, procedures, and guidelines specific to the School of Nursing. It should be used as a supplement to the Nevada State University Catalog, the Nevada State University Student Handbook, and other University-wide publications.

It is the student's responsibility to locate and adhere to all established policies and procedures as established and presented by the School of Nursing and Nevada State University.

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SECTION 1:

CIVILITY IN THE SCHOOL OF NURSING

Civility in the School of Nursing

Civility is respect in action – to identify with others and to feel, to some extent, what others feel...to act in a responsible and caring manner. It is our expectation that all students, faculty, and staff in the School of Nursing will choose civility.

Research studies have shown that incivility in nursing education often results in psychological and physiological distress in both students and faculty. This stress affects the academic environment. Clark and Springer (2010) report that the major stressors of students include juggling many roles and competing demands (e.g., work, school, and family), financial pressures, and time management. Faculty stressors include multiple work demands, heavy workloads, problematic students, and maintaining clinical competence.

Examples of uncivil behaviors reported in the literature and experienced by School of Nursing faculty/staff include:

- In-class disruptions (e.g., rude comments, excessive whispering/side conversations, texting, cell phone and computer misuse)
- Late arrivals and leaving early
- Sleeping in class
- Working on another course's work assignments during class
- Anger or excuses for one's own poor performance
- Dismissive comments
- Insubordination
- Expressly being non-compliant

Unfortunately, it only takes one person to affect the learning environment. Furthermore, the American Nurses Association [ANA] (2015) Code of Ethics for Nurses requires nurses to treat colleagues, students, and patients with dignity and respect and states that any form of harassment, disrespect, or threatening action will not be tolerated. Your time with us in the School of Nursing is the time for you to learn and apply these professional standards. Students, faculty, and staff are encouraged to work together to provide a safe teaching-learning environment that encourages constructive feedback, evaluation of learning, and civil behavior.

The expectation at the School of Nursing is that faculty, staff, and students work together to resolve conflict as soon as possible by using open and respectful dialogue. According to Berman and Snyder (2012), managing conflict involves these actions:

- Demonstrate respect for all parties
- Avoid blaming others
- Encourage full discussion of issues
- Actively listen to other points of view
- Use ground rules during discussions to promote fairness
- Explore all possible solutions
- Being familiar with and exercising chains-of-command

Section 1: Civility in the School of Nursing

By working together, civility becomes part of our culture. A safe, respectful learning environment is created to meet the mission of graduating competent, caring, and respectful nurses.

References:

- American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Nursesbooks.org Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>
- Berman, A., & Snyder, S. (2012). *Fundamentals of nursing*. Upper Saddle River, NJ: Pearson Education, Inc.
- Clark, C. M., & Springer, P. J. (2010). Academic nurse leaders' role in fostering a culture of civility in nursing education. *Journal of Nursing Education*, 49(6), 319-325.

SECTION 2:

SCHOOL OF NURSING OVERVIEW

School of Nursing Mission Statement

The Nevada State University School of Nursing fosters excellence in healthcare by providing innovative and evidence-based education. Our focus on caring and competence leads to improved health, safety, and cultural awareness for all participants within the communities served.

Approved by SoN Faculty 2-14-2013. Updated by SON Faculty 11-12-2019. Reaffirmed by SON Faculty 2-2-2021. Reaffirmed by FAC 2-4-2025.

School of Nursing Vision Statement

Nevada State University School of Nursing is the leader in innovative teaching excellence that graduates a diverse population of safe and caring nurses who embrace all cultures in the community.

Approved by SoN Faculty 2-14-2013. Reaffirmed by Faculty 2-2-2021. Reaffirmed by FAC 2-4-2025

School of Nursing Philosophy

The nursing program philosophy contains the faculty's beliefs about person, well-being (health), nursing, and nursing education.

A person is a unique functionally integrated individual connected with others and with the environment. To be human means to be free to choose, which gives meaning to life and affects a person's well-being (health).

Well-being (health) is considered to be a dynamic process involving unity and harmony encompassing the entire nature of the individual; the physical, social, esthetic, and moral realms. When individuals experience real self, harmony is the result. Harmony is associated with well-being (health). Moreover, individual well-being (health) contributes to community well-being (health).

Nursing is both an art and a practice science. The faculty believes that caring in the human health experience is the essence of the discipline of nursing. That is, the goal of nursing is to promote well-being (health) through caring. The nurse supports the well-being of persons, families, groups, communities, and societies via a caring relationship.

Caring is a relational process in which the aim is to nurture the wholeness of persons, including faculty, students, colleagues, and patients. Caring has both spiritual and ethical dimensions. Spiritual caring involves creativity and choice. Nurses use support, empowerment, growth, and hope in spiritual caring practice. The crucial part of ethical caring promotes the good and functions as the compass in nurses' choice making.

In transpersonal caring, the nurse seeks to connect with the spirit of another in a mutual search for meaning and wholeness. The nurse, through transpersonal caring, develops a helping-trusting, authentic relationship with a patient to facilitate healing.

Section 2: School of Nursing Overview

Caring nursing practice includes application of both the art and science of nursing. Caring practice by the nurse incorporates cultural sensitivity and humility, professionalism, leadership, collaboration, critical thinking, and expert clinical reasoning in the context of evidence-based practice to provide safe, quality, patient-centered care. On the personal level, caring in the individual nurse's practice is developed through reflection-on-experience. At the system level, the nurse demonstrates caring through continuous quality improvement.

The nurse, patient, and health-care system are dynamically interconnected. For example, system and patient-care decisions incorporate expert application of information management and patient care technology. Nurses as leaders in the health-care system focus on optimal patient, family, and community physical, emotional, and spiritual wellness. Professional collaboration and communication with patients and health-care professionals, in a variety of settings, is essential to achieve positive health outcomes.

The faculty believes that nursing requires integration of multiple types of knowledge. These include empirics (the science of nursing), aesthetics (the art of nursing), ethics (moral knowledge), and personal knowledge (knowledge gained by life experience). The application of nursing knowledge requires complex decision-making involving consciousness, caring, and choice. Education involves all aspects of caring for the person (student, faculty, patient, or community member). Undergraduate education in nursing builds on previously learned information and prepares the student as a beginning professional practitioner. Within nursing, personal, and professional learning and growth are lifetime endeavors.

Approved by Faculty 7/3/03
Reviewed by Faculty 5/14/04
Revised by Faculty 4/27/09
Revised by Faculty 4/05/11
Affirmed by Faculty 2/14/13
Reaffirmed by Faculty 2/2/2021
Reaffirmed by FAC 2/4/2025

Introduction to Caring Science

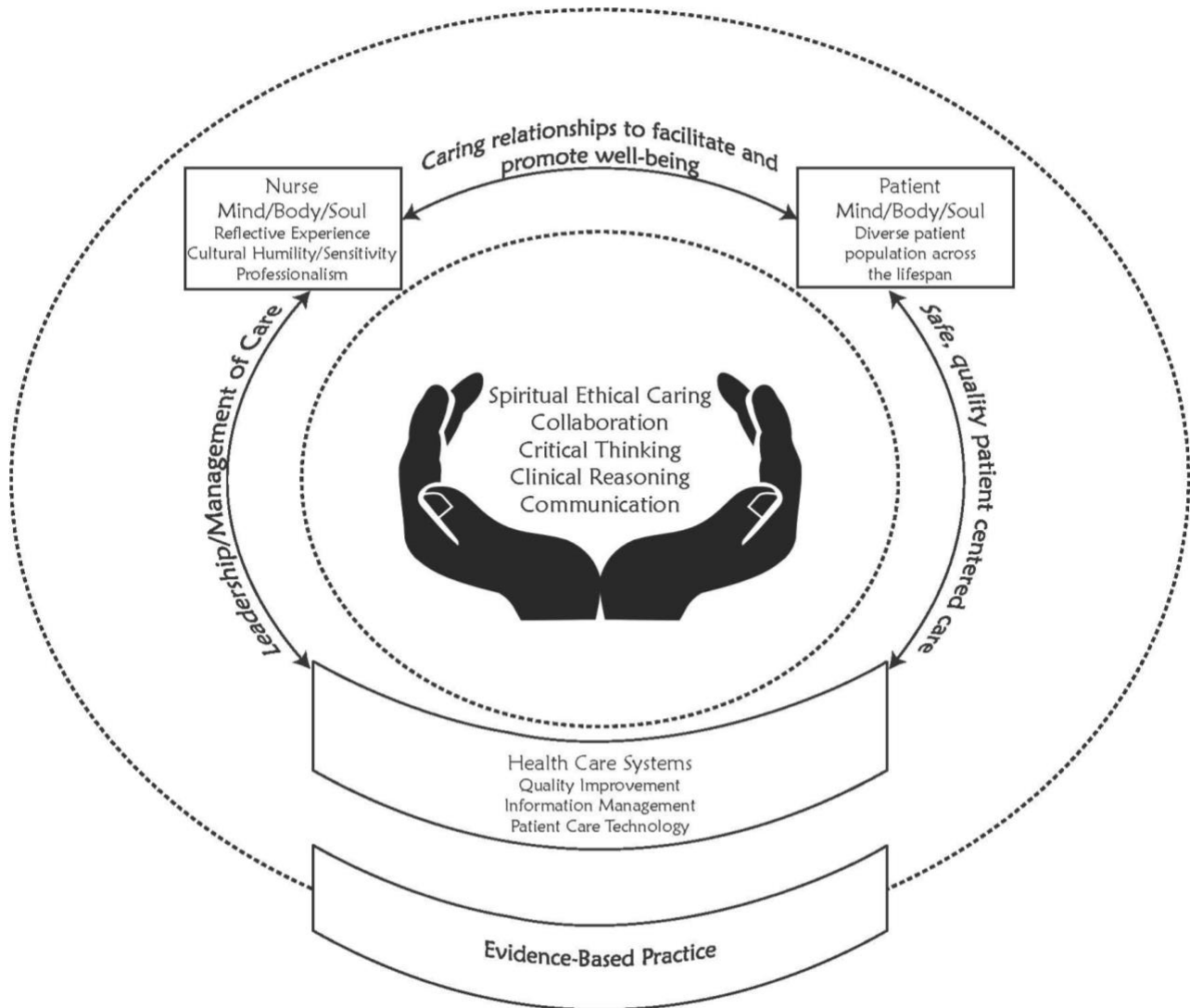
The School of Nursing's curriculum is deeply anchored in the Caring Sciences whereby caring is considered as one central feature within the meta-paradigm of nursing knowledge and practice. Caring Science is an evolving philosophical-ethical-epistemic field of study grounded in the discipline of nursing and informed by related fields (Watson Caring Science Institute, 2020).

10 Caritas Processes™

1. Sustaining humanistic-altruistic values by practice of loving-kindness, compassion, and equanimity with self/others.
2. Being authentically present, enabling faith/hope/belief system; honoring subjective inner, life-world of self/others.
3. Being sensitive to self and others by cultivating own spiritual practices; beyond ego-self to transpersonal presence.
4. Developing and sustaining loving, trusting-caring relationships.
5. Allowing for expression of positive and negative feelings – authentically listening to another person's story.
6. Creatively problem-solving - 'solution-seeking' through caring process; full use of self and artistry of caring-healing practices via use of all ways of knowing/being/doing/becoming.
7. Engaging in transpersonal teaching and learning within context of caring relationship; staying within other's frame of reference-shift toward coaching model for expanded health/wellness.
8. Creating a healing environment at all levels; subtle environment for energetic authentic caring presence.
9. Reverentially assisting with basic needs as sacred acts, touching mind-body-spirit of spirit of other; sustaining human dignity.
10. Opening to spiritual, mystery, unknowns-allowing for miracles.

Watson Caring Science Institute. (2020). *Caring science/human caring theory*.
<https://www.watsoncaringscience.org/jean-bio/caring-science-theory/>

Graphic Representation of the School of Nursing



School of Nursing Outcomes

- Develop authentic presence to create culturally sensitive, nurturing relationships with patients and families.
- Use scientific problem-solving methods and multiple ways of knowing to make caring-based nursing decisions that promote wellness and healing.
- Create a culture of safety and continuous quality improvement within the healthcare system.
- Co-create collaborative relationships with patients, families, communities, and members of the interprofessional team through open communication, mutual respect, and shared decision-making to promote optimal health.
- Use information and technology to communicate, manage knowledge, enhance safety and decision making and coordinate care.
- Practice stewardship of the profession that fosters human dignity and advocates for equity in healthcare environments.
- Assimilate professional, legal, and ethical guidelines in practice by embracing altruistic values and practicing loving kindness with self and others.

Revised and approved by Faculty 10/11/2016. Reaffirmed by FAC 1/14/2025

Reviewed for congruency with new AACN Essentials by 2021/22 Winter Intersession Ad-hoc Committee 12/15/2021

National Accreditation and State Board Approval

CCNE: Commission on Collegiate Nursing Education

The baccalaureate degree program in nursing at Nevada State University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

Nevada State Board of Nursing

The School of Nursing holds full approval by the Nevada State Board of Nursing.

Society for Simulation in Healthcare

The Nevada State School of Nursing Simulation Center holds full Accreditation by the Society for Simulation in Healthcare.

Full-Time Track Curriculum PREREQUISITES (SUGGESTED SEQUENCE OF COURSES)

First Semester (15 or 16 credits)	
ENG 101 Composition I	3 cr.
MATH 120 Fundamentals of College Mathematics or higher (not MATH 122 or 123)	3 cr.
PSY 101 General Psychology or SOC 101 Principles of Sociology	3 cr.
BIOL 189 Fundamentals of Life Science or BIOL 190 Introduction to Cell and Molecular Biology	4 cr.
CEP 123 College and Career Success (2cr.) or FYE 100 First Year Seminar (3 cr.)	2 or 3 cr.
Second Semester (17 credits)	
ENG 102 Composition II	3 cr.
BIOL 223 Human Anatomy & Physiology I	4 cr.
CHEM 108 Intro to Chemistry for Health Sciences or CHEM 110 Chemistry for Health Sciences I	4 cr.
CH203 American Experience and Constitutional Change	3 cr.
Core Humanities Course	3 cr.
Third Semester (17 credits)	
BIOL 224 Human Anatomy & Physiology II	4 cr.
BIOL 251 Microbiology	4 cr.
Core Fine Arts Course (ART 289 Disability, Health, and Healing in the Arts recommended)	3 cr.
COM 101 Oral Communication	3 cr.
Core Cultural Diversity Course (NURS 310 Cultural Diversity in Healthcare recommended)	3 cr.

TRACK SPECIFIC UPPER DIVISION NURSING CURRICULUM PATHWAY (ADMISSION REQUIRED)

First Semester (12 credits)	
NURS 388 Nutrition Across the Lifespan for Nursing Practice	3 cr.
NURS 330 Biostatistics for Nursing	3 cr.
NURS 315 Dosage and Calculations	1 cr.
NURS 314 Professional Role Development and Communication	2 cr.
NURS 337 Pathophysiology	3 cr.
Second Semester (14 credits)	
NURS 301 Health Assessment	4 cr.
NURS 321 Pharmacology I	2 cr.
NURS 344 Foundations of Care with Adult & Aging Populations	6 cr.
NURS 308 Nursing Skills I: Art & Science	2 cr.
Third Semester (17 credits)	
NURS 341 Nursing Care of Children	4 cr.
NURS 351 Nursing Care of Childbearing Families	4 cr.
NURS 328 Nursing Skills II: Art & Science	1 cr.
NURS 421 Pharmacology II	2 cr.
NURS 384 Acute & Episodic Care with Adults & Aging Populations	6 cr.
Fourth Semester (14 credits)	
NURS 404 Psychiatric/Mental Health Nursing	4 cr.
NURS 451 Scholarly Inquiry of Nursing	3 cr.
NURS 444 Chronic & Complex Care with Adults & Aging Populations	6 cr.
NURS 428 Nursing Skills III: Art & Science	1 cr.
Fifth Semester (14 credits)	
NURS 461 Engaging in Leadership	3 cr.
NURS 452 Nursing Care in the Community	5 cr.
NURS 484 Nursing Immersion: Professional Practice/Praxis	6 cr.

Part-Time Track Curriculum

PREREQUISITES (SUGGESTED SEQUENCE OF COURSES)

First Semester (15 or 16 credits)	
ENG 101 Composition I	3 cr.
MATH 120 Fundamentals of College Mathematics or higher (not MATH 122 or 123)	3 cr.
PSY 101 General Psychology or SOC 101 Principles of Sociology	3 cr.
BIOL 189 Fundamentals of Life Science or BIOL 190 Introduction to Cell and Molecular Biology	4 cr.
CEP 123 College and Career Success (2 cr.) or FYE 100 First Year Seminar (3 cr.)	2 or 3 cr.
Second Semester (17 credits)	
ENG 102 Composition II	3 cr.
BIOL 223 Human Anatomy & Physiology I	4 cr.
CHEM 108 Intro to Chemistry for Health Sciences or CHEM 110 Chemistry for Health Sciences I	4 cr.
CH203 American Experience and Constitutional Change	3 cr.
Core Humanities Course	3 cr.
Third Semester (17 credits)	
BIOL 224 Human Anatomy & Physiology II	4 cr.
BIOL 251 Microbiology	4 cr.
Core Fine Arts Course (ART 289 Disability, Health, and Healing in the Arts recommended)	3 cr.
COM 101 Oral Communication	3 cr.
Core Cultural Diversity Course (NURS 310 Cultural Diversity in Healthcare recommended)	3 cr.

TRACK SPECIFIC UPPER DIVISION NURSING CURRICULUM PATHWAY (ADMISSION REQUIRED)

First Semester (6 credits)	
NURS 337 Pathophysiology	3 cr.
NURS 314 Professional Role Development and Communication	2 cr.
NURS 315 Dosage and Calculations	1 cr.
Second Semester (6 credits)	
NURS 388 Nutrition Across the Lifespan for Nursing Practice	3 cr.
NURS 330 Biostatistics for Nursing	3 cr.
Third Semester (6 credits)	
NURS 301 Health Assessment	4 cr.
NURS 321 Pharmacology I	2 cr.
Fourth Semester (8 credits)	
NURS 344 Foundations of Care with Adult & Aging Populations	6 cr.
NURS 308 Nursing Skills I: Art & Science	2 cr.
Fifth Semester (8 credits)	
NURS 421 Pharmacology II	2 cr.
NURS 384 Acute & Episodic Care with Adults & Aging Populations	6 cr.
Sixth Semester (9 credits)	
NURS 341 Nursing Care of Children	4 cr.
NURS 351 Nursing Care of Childbearing Families	4 cr.
NURS 328 Nursing Skills II: Art & Science	1 cr.
Seventh Semester (7 credits)	
NURS 404 Psychiatric/Mental Health Nursing	4 cr.
NURS 451 Scholarly Inquiry of Nursing	3 cr.
Eighth Semester (7 credits)	
NURS 444 Chronic & Complex Care with Adults & Aging Populations	6 cr.
NURS 428 Nursing Skills III: Art & Science	1 cr.
Ninth Semester (8 credits)	
NURS 461 Engaging in Leadership	3 cr.
NURS 452 Nursing Care in the Community	5 cr.
Tenth Semester (6 credits)	
NURS 484 Nursing Immersion: Professional Practice / Praxis	6 cr.

Nursing Course Descriptions

The total program is 120 credits. There are 49 prerequisite course credits, and all prerequisite courses credits must be completed prior to entry into the Nursing Program. Of the 71 credits in the Nursing Program, 20 credits are allotted to clinical practice and 5 credits for lab. For each clinical and lab credit, the student will be in the clinical or lab setting for 45 hours per semester. Thus, for a 2-credit clinical the student will complete 90 clinical practice hours and for a 3-credit clinical the student will complete 135 clinical practice hours. For a 2-credit lab the student will complete 90 hours in the lab.

NURS 140 - Medical Terminology (2)

Study of word derivation and formation with emphasis upon the understanding of common usage in the field of health care. Pre-requisite or Co-requisite: BIOL 223.

Lecture/Lab/Clinical Hours: 2+0+0

NURS 301 - Health Assessment (4)

Theory and skills to assess the health and environments of individuals and families across the lifespan in a variety of settings. Full-Time Pre-Requisite(s): NURS 388, NURS 314, NURS 315, NURS 330, NURS 337; Co-Requisite(s): NURS 308, NURS 321, NURS 344.

Part-Time Pre-Requisite(s): NURS 388, NURS 330; Co-Requisite(s): NURS 321.

Lecture/Lab/Clinical Hours: 3+3+0

Electronic Resource-Nursing Central Fee: \$175.

NURS 308 – Nursing Skills I: Art & Science (2)

Introduction to nursing skills, from basic to intermediate, for nursing care for patients across the lifespan with special consideration to the development of the foundations of non-verbal and verbal caring behaviors. Core nursing care skills, with an emphasis on human care, are introduced and practiced in a laboratory setting. Full Time - Pre-requisite(s): NURS 388, NURS 314, NURS 315, NURS 330, NURS 337. Co-requisite(s): NURS 301, NURS 321, NURS 344. Part Time - Pre-requisite(s): NURS 388, NURS 314, NURS 315, NURS 330, NURS 337, NURS 301, NURS 321. Co-requisite(s): NURS 344.

Lecture/Lab/Clinical Hours: 0+6+0

NURS 314 - Professional Role Development and Communication (2)

Introduces the students to the professional role of a nurse, teaches ways of knowing, the history of nursing, therapeutic communication, transcultural nursing, teaching, and learning strategies, the philosophy and nursing curricular concepts of the School of Nursing, and skills for success in the nursing program. Full-time - Pre-requisite(s): Admission to the pre-licensure BSN track. Co-requisite(s): NURS 388, NURS 315, NURS 330, NURS 337. Part-time - Pre-requisite(s): Admission to the pre-licensure BSN track. Part-time - Co-requisite(s): NURS 388, NURS 315.

Lecture/Lab/Clinical Hours: 2+0+0

NURS 315 – Dosage and Calculations (1)

An emphasis on scientific problem solving allows student to effectively, accurately and safely calculate dosages of medications. This includes reading, interpreting and solving calculation problems encountered in the preparation of medication. Pre-requisite(s): Admission into the nursing program. Full-Time Co-requisite(s): NURS 388, NURS 314, NURS 330, NURS 337. Part-time Co-requisite(s): NURS 337, NURS 314.

Lecture/Lab/Clinical Hours: 1+0+0

NURS 321 – Pharmacology I (2)

Introduces general principles of pharmacotherapeutic agents as they relate to safe, quality, patient-centered, evidence-based nursing care of individuals across the life span. Focus is on basic understanding of the nursing process, safety of administration, and patient teaching. Proper dosage and calculations with different routes of administration will be presented. This course will also introduce major pharmacologic concepts related to selected systems. Using these concepts, critical thinking will begin to develop as a basis for safe medication administration. Full-time - Pre-requisite(s): NURS 388, NURS 314, NURS 315, NURS 330, NURS 337. Co-requisite(s): NURS 301, NURS 344, NURS 308. Part-time - Pre-requisite(s): NURS 388, NURS 314, NURS 315, NURS 330, NURS 337, Co-requisite(s): NURS 301.

Lecture/Lab/Clinical Hours: 2+0+0

NURS 328 – Nursing Skills II: Art & Science (1)

Introduction to intermediate, advanced, and specialty (maternal-child, pediatric) nursing skills for nursing care for patients across the lifespan with special consideration to the continuing cultivation of non-verbal and verbal caring behaviors. Core nursing care skills are revisited and practiced in a laboratory setting. Full-Time Pre-requisite(s): NURS 301, NURS 308, NURS 321, NURS 344; Co-requisite(s): NURS 341, NURS 351, NURS 384, NURS 421. Part-Time Pre-requisite(s): NURS 308, NURS 344; Co-requisite(s): NURS 341, NURS 351.

Lecture/Lab/Clinical Hours: 0+3+0

NURS 330 - Biostatistics for Nursing (3)

Biostatistics for nursing and allied health professionals is explored, including descriptive statistics, basic probability concepts and distributions, classic estimation and hypothesis testing, regression and correlation, sampling and survey construction, analysis of frequency and count data, and measures of validity and reliability. Full-time - Pre-requisite(s): Admission to the pre-licensure BSN track. Co-requisite(s): NURS 388, NURS 314, NURS 315, NURS 337. Part-time - Pre-requisite(s): NURS 337, NURS 314, NURS 315. Co-requisite(s): NURS 388.

Lecture/Lab/Clinical Hours: 3+0+0

NURS 337 - Pathophysiology (3)

Altered physiological processes across the lifespan including etiological factors, clinical manifestations, and management of altered processes. Full-time - Pre-requisite(s): Admission to the pre-licensure BSN track. Co-requisite(s): NURS 388, NURS 314, NURS 315, NURS 337. Part-time - Pre-requisite(s): Admission to pre-licensure BSN track. Co-requisite(s): NURS 314, NURS 315.

Lecture/Lab/Clinical Hours: 3+0+0

NURS 341 - Nursing Care of Children (4)

Using a reflective practice framework, students examine and practice the nursing role in providing care to children from birth to adolescence and to their families. Children's health problems are examined within the context of family, community, and healthcare systems. Full Time - Pre-Requisite(s): NURS 301, NURS 308, NURS 321, NURS 344. Co-Requisite(s): NURS 328, NURS 351, NURS 384, NURS 421. Part Time - Pre-Requisite(s): NURS 308, NURS 344.; Co-Requisite(s): NURS 328, NURS 351.

Lecture/Lab/Clinical Hours: 2+0+6

NURS 344 – Foundations of Care with Adult & Aging Populations (6)

Introduction to the art and science of nursing with an emphasis on the transpersonal, spiritual-ethical caring relationship between adult and older adult patients and the nurse. Foundational concepts necessary for safe, patient-centered nursing care to a diverse patient population involving reflective practice, authentic presence, and creating an environment that meets the needs of the independent and dependent adult. Full Time - Pre-requisite(s): NURS 388, NURS 314, NURS 315, NURS 330, NURS 337; Co-requisite(s): NURS 301, NURS 321, NURS 308. Part Time - Pre-requisite(s): NURS 388, NURS 314, NURS 315, NURS 330, NURS 337, NURS 301, NURS 321. Co-requisite(s): NURS 308.

Lecture/Lab/Clinical Hours: 3+0+9

NURS 351 - Nursing Care of Childbearing Families (4)

Using a reflective practice framework, students examine and practice the nursing role with diverse families in all phases of the childbearing process in acute care and community settings. Emphasis is on changes occurring in the biological, personal, and social realms. The health needs of childbearing families are studied from the perspectives of health promotion, risk reduction, and disease prevention. Full Time - Pre-Requisite(s): NURS 301, NURS 308, NURS 321, NURS 344. Co-Requisite(s): NURS 328, NURS 341, NURS 384, NURS 421. Part Time - Pre-Requisite(s): NURS 308, NURS 344.; Co-Requisite(s): NURS 328, NURS 341.

Lecture/Lab/Clinical Hours: 2+0+6

NURS 384 – Acute & Episodic Care with Adults & Aging Populations (6)

This second of three courses focusing on the art and science of nursing with an emphasis on the transpersonal, spiritual- ethical caring relationship between adult and older adult patients and the nurse. This course applies the acquisition and application of nursing theory, critical thinking skills, and psychomotor skills necessary for safe, quality, holistic, patient-centered nursing care to a diverse patient population experiencing commonly occurring acute and chronic health problems. Students continue to integrate reflective practice in the acute care setting, creating a healing environment for adults and aging populations. Full-Time Pre-requisite(s): NURS 301, NURS 308, NURS 321, NURS 344; Co-requisite(s): NURS 328, NURS 341, NURS 351, NURS 421. Part-Time Pre-requisite(s): NURS 328, NURS 341, NURS 351; Co-requisite(s): NURS 421.

Lecture/Lab/Clinical Hours: 3+0+9

NURS 388 – Nutrition Across the Lifespan for Nursing Practice (3)

Focuses on the application of growth and development principles alongside the science of nutrition in promoting health and managing illness throughout the lifespan. Emphasis is placed on nursing interventions, including patient education and diet, as they relate to various medical conditions. The course also examines the influence of social, cultural, ethnic, religious, environmental, and economic factors on nutrition, highlighting their impact on health outcomes. Full Time Pre-requisite(s): Admission to pre-licensure BSN track. Co-requisite(s): NURS 314, NURS 315, NURS 330, NURS 337. Part Time Pre-requisite(s): NURS 337, NURS 314, NURS 315, Co-requisite(s): NURS 330.

Lecture/Lab/Clinical Hours: 3+0+0

NURS 404 - Psychiatric/Mental Health Nursing (4)

Focus on mental health concepts and selected theoretical frameworks related to adaptive and maladaptive coping behaviors. Emphasis on use of communication in therapeutic relationships with clients of varying age groups in psychiatric settings. Reflective practice achieved in acute care and community-based clinical experiences. Full-Time Pre-Requisite(s): NURS 328, NURS 341, NURS 351, NURS 384, NURS 421; Co-Requisite(s): NURS 428, NURS 444, NURS 451. Part-Time Pre-Requisite(s): NURS 384, NURS 421; Co-Requisite(s): NURS 451.

Lecture/Lab/Clinical Hours: 2+0+6

NURS 421 – Pharmacology II (2)

Correlates general principles of pharmacotherapeutic agents as they relate to safe, quality, patient-centered, evidence-based nursing care of individuals across the life span, with a continued focus on the nursing process, safe administration, and patient teaching. Proper dosage and calculations with the different routes of administration will continue. This course will build on major pharmacologic concepts related to selected systems learned from Pharmacology I. Using these concepts, critical thinking will continue to develop as a basis for nursing practice for safe administration. Full-Time Pre-requisite(s): NURS 301, NURS 308, NURS 321, NURS 344; Co-requisite(s): NURS 328, NURS 341, NURS 351, NURS 384. Part-Time Pre-requisite(s): NURS 328, NURS 341, NURS 351; Co-requisite(s): NURS 384.

Lecture/Lab/Clinical Hours: 2+0+0

NURS 428 – Nursing Skills III: Art & Science (1)

Acquisition of advanced nursing skills and integration of skills for care of patients across the lifespan in various health care settings with special consideration to the refinement of non-verbal and verbal caring behaviors. Psychomotor skills are interwoven with the cognitive and affective domains of learning to provide a holistic understanding of the art of nursing. Emerging technologies for use in patient care are included. Full-Time Pre-requisite(s): NURS 328, NURS 341, NURS 351, NURS 384, NURS 421; Co-requisite(s): NURS 404, NURS 444, NURS 451. Part-Time Pre-requisite(s): NURS 404, NURS 451; Co-requisite(s): NURS 444.

Lecture/Lab/Clinical Hours: 0+3+0

NURS 444 – Chronic & Complex Care with Adults & Aging Populations (6)

This final of three courses focusing on the art and science of nursing with an emphasis on the transpersonal, spiritual- ethical caring relationship between adult and older adult patients and the nurse. This course applies the acquisition and application of nursing theory, critical thinking skills, and psychomotor skills necessary for safe, quality, holistic, patient-centered nursing care to a diverse patient population experiencing complex, chronic health problems and acute exacerbations. Students continue to integrate reflective practice in the acute care setting, creating a healing environment for adults and aging populations. Full-Time Pre-Requisite(s): NURS 328, NURS 341, NURS 351, NURS 421; Co-Requisite(s): NURS 404, NURS 428, NURS 451. Part-Time Pre-Requisite(s): NURS 404, NURS 451; Co-Requisite(s): NURS 428..

Lecture/Lab/Clinical Hours: 3+0+9

NURS 451 – Scholarly Inquiry of Nursing (3)

The philosophical basis for the development of nursing science and inquiry are explored, including the relationships between nursing theory, science, research, and evidence in practice. Full-Time Pre-Requisite(s): NURS 328, NURS 341, NURS 351, NURS 384, NURS 421; Co-requisite(s): NURS 404, NURS 428, NURS 444. Part-Time Pre-Requisite(s): NURS 384, NURS 421; Co-requisite(s): NURS 404.

Lecture/Lab/Clinical Hours: 3+0+0

NURS 452 – Nursing Care in the Community (5)

Grounded in the caring sciences, this course guides the student in developing an authentic presence while providing evidence-based, culturally sensitive nursing care to individuals, families, and populations within the community. The role of advocacy with a commitment to promote wellness, healing, and the safety of vulnerable populations at the local, national, and global level will be examined. Students will explore environmental health, epidemiology, health care systems, policy development, economics, and emergency/disaster preparedness. The integration of nursing and public health concepts guide the practice of population-focused care. Students critically analyze the health status of a community for development of a capstone experience delivered in collaboration with community partners. Full-Time Pre-requisite(s): NURS 404, NURS 428, NURS 444, NURS 451; Co-requisite(s): NURS 452, NURS 461, NURS 484. Part-Time Pre-requisite(s): NURS 428, NURS 444. Co-requisite(s) Part-Time Track: NURS 461.

Lecture/Lab/Clinical Hours: 3+0+6

NURS 461 – Engaging in Leadership & Health Policy (3)

The focus of this course is on the theoretical basis for the processes used in leadership roles in a variety of healthcare settings for the purpose of providing and improving patient care that is developmentally and culturally appropriate. Analyzes the roles of planning, organizing, directing, and controlling resources in a changing healthcare delivery system. Learners critically analyze a variety of societal, economic, political, and professional issues that influence contemporary nursing. This course includes assignments that require direct clinical practice. Full-Time Pre-requisite(s): NURS 404, NURS 428, NURS 444, NURS 451; Co-requisite(s): NURS 452, NURS 484. Part-Time Pre-requisite(s): NURS 428, NURS 444; Co-requisite(s): NURS 452.

Lecture/Lab/Clinical Hours: 3+0+0

NURS 484 – Nursing Immersion: Professional Practice & Praxis (6)

The goal of this course is to build autonomy in transitioning to the professional graduate nursing role. The course provides an opportunity for students to review patient care across the lifespan in a format that prepares the student for taking NCLEX. Students develop an increasing responsibility for planning and delivering patient care to a group of patients in a variety of healthcare settings. Full-Time Pre-Requisite(s): NURS 404, 428, 444, 451; Co-Requisite(s): NURS 452, NURS 461. Part-Time Pre-Requisite(s): NURS 452, NURS 461; Co-Requisite(s): None.

Lecture/Lab/Clinical Hours: 3+0+3

SECTION 3:

GENERAL ACADEMIC POLICIES AND PROCEDURES

General Conduct and Responsibility

The faculty of NSU value integrity. To support this value, the School of Nursing endorses an honor code based upon trust and integrity in others. With a commitment to professionalism, this code of conduct is an integral part of the School of Nursing and every student enrolled in the program is expected to follow the code of professional conduct. Students who break the professional conduct code are subject to the actions as defined in the Professional Behavior Deficiency policy located in this handbook. Honesty is a professional characteristic that is vital to the practice of safe nursing and is expected of all students. Misconduct of any type will not be tolerated as it lowers the standards of Professional Nursing Practice, and ultimately jeopardizes the safety and well-being of the public. The faculty of the School of Nursing is charged with establishing and maintaining standards of ethical, moral, and personal conduct for students in the program. It is the responsibility of the Dean, School of Nursing, or delegated agent or agents, to enforce all rules governing student affairs.

The Dean has the authority to administratively withdraw a student from the School of Nursing at any time if professional breeches of a legal, moral, ethical, health, social or academic nature occur. Students who are found in violation of professional conduct, may appeal the Dean's decision. Please refer to the student grievance section of this handbook.

In addition to the School of Nursing Honor code, all students must comply with Nevada State University Student Code of Conduct and Policies, which can be found at <https://nevadastate.edu/policy-category/student-affairs/>.

Good Academic Standing

The School of Nursing considers students to be in *Good Academic Standing* if they are currently

- Enrolled in assigned nursing courses;
- Meeting all educational requirements with a grade of C or above;
- On target to graduate within 150% of enrolled program length (full-time or part time);
- Do not have any pending professional behavior remediations.

School of Nursing Code of Professional Conduct

Students who major in Nursing at Nevada State University (NSU) are expected to demonstrate behaviors that are appropriate for the profession of nursing. Students must adhere to each of the following behaviors:

1. Demonstrate honest, trustworthy, and caring behavior at all times.
2. Attend all classes, labs, clinical rotations, and scheduled meetings.
3. Be respectful in oral, written, and electronic communications and in all interactions with others. This includes maintaining professional interactions with peers, faculty, staff, healthcare professionals, patients, and their families.
4. Maintain standards as defined by the Health Insurance Portability and Accountability Act regarding patient information. This involves protection of patient privacy in all forms, including but not limited to preventing unauthorized access of patient records, inappropriate verbal exchange of information, photography, screen captures, audio/video recording, paper documentation, social media, live streaming (e.g. Skype, FaceTime), etc.
5. Seek solutions to problems rather than engaging in blocking or blaming behaviors.
6. Exhibit no discrimination, violence, and/or bullying against any person or group including but not limited to those protected under federal and state law.
7. Collaborate with peers, faculty, staff, and healthcare professionals in all learning environments.
8. Establish ethical and caring relationships in accordance with ANA Code of Ethics and the 10 Caritas Processes™ with peers, faculty, staff, healthcare professionals, patients, and their families.
9. Demonstrate cultural competence in all interactions with peers, faculty, staff, healthcare professionals, patients, and their families.
10. When issues arise between students or between students and faculty that cannot be resolved, students should refer to “The Chain of Command for Student Grievances” located in the BSN Handbook (see table of contents for page number).

I understand I am responsible to adhere to these behaviors that will enrich my nursing education experience and allow me to be in good standing with the School of Nursing at Nevada State University. Non-adherence to these behaviors will result in disciplinary action up to and including dismissal from the program.

Rev 5/2022

Professional Behavior Remediation Policy

Any faculty/staff member who becomes aware of a potential breach of professional behavior by a student representing the NSU School of Nursing (SoN) will follow this process:

First Occurrence:

Faculty/staff must complete a Professional Behavior Deficiency Form (PBDF) in collaboration with the respective SON leadership representative:

- Theory setting: Assistant Dean
- Lab setting: Director of Health Science Lab, in consultation with the Assistant Dean
- Clinical setting: Director of Clinical Affairs, in consultation with the Assistant Dean

If at that time there is agreement that a breach of professional behavior did occur,

- Faculty/staff along with the SoN leadership representative(s) will meet with the student to discuss the unprofessional behavior within 3 business days of becoming aware of the incident and deliver the PBDF of the incident. Professional behavior at the meeting is expected.
 - A student has the right to submit written documentation regarding their interpretation and perception of the incident. Written documentation will be part of the student's PBDF documentation.
 - A student may choose to consult with and attend the meeting with a neutral third-party within the School of Nursing, for example, the student's faculty advisor.
 - Student's failure to meet within 3 business days will result in student's inability to continue attending class, lab, and/or clinical until after the meeting has occurred
 - Demonstration of unprofessional behavior during the meeting may result in dismissal from the program.
- The SoN leadership representative will provide a copy of the fully executed PBDF to the student, the faculty/staff involved, the student's advisor, and to the Assistant Dean or designee. If the occurrence is in the clinical/lab setting as opposed to the theory setting, the theory instructor of record will be notified that a Professional Behavior Deficiency has been identified, that the remediation process is in progress, and notified also upon process completion.
- A professional behavior deficiency may result in dismissal from the SoN as per the Dean's discretion. Notification of dismissal because of professional behavior deficiency will be made via official university communication. The likelihood of dismissal increases should a student be found to demonstrate a subsequent deficiency in professional behavior resulting in a subsequent occurrence at any time through program completion.
- The student will follow the remediation process as outlined below.

Criminal action will be handled in accordance with Nevada state or federal law and the Nevada State University Student Code of Conduct.

Student Remediation Process

The student will be required to present information about the professional code violation at a Conduct Committee meeting. The committee will consist of four faculty/staff from within the SON who are appointed by the Assistant Dean or designee. The student will research at least 2 articles from a peer-reviewed journal or recognized scholarly electronic resource addressing professional behavior in nursing. The student will then identify and suggest applications of alternative strategies to appropriately handle the situation. The student will state what he/she has learned during this process of introspection and how his/her behavior will change in the immediate future. The Assistant Dean or designee will schedule a meeting within 3-6 business days where the student will satisfactorily present their findings. In the event the Conduct Committee finds the remediation presentation unsatisfactory, the student will be given one opportunity to re-present in 3 business days before escalation to a subsequent occurrence. The following criteria define the minimal satisfactory content:

- Review/synopsis of incident
- Identification of the impact of the action in the learning environment and future professional practice environment
- Reflection of the impact on stakeholder(s) involved
- Review of literature related to the behavior violation
- Connection between literature findings and future behavior or decision-making related to professional expectations
- Identify behavior that will be changed immediately and sustained throughout the nursing program

Additional Guidelines

- 5-10 slides in PowerPoint (or similar) presentation
- Presentation in APA 7th edition format
- Approximately 10 minutes in length
- Dress attire will be business professional

Non-Compliance with Remediation Process

A student has the right to choose to be non-compliant with the remediation process. Non-compliance includes but is not limited to, refusal to sign PBDF or failure to submit a presentation.

In the event the student chooses to exercise their right to non-compliance, the student forfeits the opportunity to go through the remediation process and understands this will result in dismissal from the program. The Dean of Nursing has final authority on the decision.

Subsequent Occurrence:

A subsequent professional behavior violation is a serious offense. In the event of a subsequent occurrence, the faculty/staff must complete a Professional Behavior Deficiency Form (PBDF) in collaboration with the respective SON leadership representative:

- Theory setting: Assistant Dean
- Lab setting: Director of Health Science Lab, in consultation with the Assistant Dean
- Clinical setting: Director of Clinical Affairs, in consultation with the Assistant Dean

If at that time there is agreement that a breach of professional behavior did occur, faculty/staff along with the SoN leadership representative(s) will meet with the student to discuss the unprofessional behavior within 3 business days of becoming aware of the incident and deliver the PBDF of the incident. Professional behavior at the meeting is expected.

- A student has the right to submit written documentation regarding their interpretation and perception of the incident. Written documentation will be part of the student's PBDF documentation.
- A student may choose to consult with and attend the meeting with a neutral third-party within the School of Nursing, for example, the student's faculty advisor.
- Student's failure to meet within 3 business days without appropriate communication and valid reason will result in immediate dismissal from the program.
- Demonstration of unprofessional behavior during the meeting will be handled in accordance with the Nevada State University Student Code of Conduct.

The SoN leadership representative will provide a copy of the fully executed PBDF to the student, the faculty/staff involved, the student's advisor, and to the Assistant Dean of SoN or designee. If the occurrence is in the clinical/lab setting as opposed to the theory setting, the theory instructor of record will be notified that a Professional Behavior Deficiency has been identified, that the remediation process is in progress, and notified also upon process completion. The original form will be placed in the student's SoN file.

- The student will complete the remediation process as outlined above.
- The Conduct Committee will review and provide a recommendation to the Dean of Nursing, up to and including dismissal. The Dean of Nursing will have the final decision on dismissal.

A student dismissed as a result of professional behavior deficiency will be notified via official university communication.

Reviewed and approved with revisions – August 18, 2020

Reviewed and approved with revisions -- May 3, 2022

Reviewed and approved with revisions – August 20, 2024

Student Responsibilities Regarding University and SoN Regulations

Students are responsible for knowing and complying with the various regulations of the University and the School of Nursing. They are also responsible for familiarizing and updating themselves about information contained in each nursing course/clinical/lab syllabus, supplement, and schedule. It is the student's responsibility to be informed of general and special notices including examination schedules. Students are responsible for making arrangements for the completion of all work including makeup examinations and requirements for removal of an incomplete grade.

At the time of registration and throughout students' enrollment in NSU, it shall be their responsibility to keep the School of Nursing Office informed of current contact information: 1) name change, 2) local address, 3) telephone number 4) home address and 5) email address. This is essential so that schedules, official correspondence, and emergency messages will not be delayed or lost. Students are held responsible for all communication from the school offices sent to them at the address last given and may not claim indulgence on the plea of having moved their lodgings and, therefore of not having received the communication.

Plagiarism and Cheating

Plagiarism includes, but is not limited to, directly quoting, summarizing, or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own. The American Psychological Association (2020) defines self-plagiarism as the practices of presenting one's own previously published work as though it were new. An example of self-plagiarism is reusing portions of a previously submitted assignment for a new assignment. Cheating is the unauthorized giving or receiving of information in examinations or other course assignments. Student assignments are reviewed through "Turnitin," a software program on Canvas, for the detection of plagiarism and cheating. The grade of "0" or "F" will be given for any assignment in which plagiarism or cheating is discovered. This grade will seriously affect the final grade in the course. Evidence of such dishonesty will be kept on file and will not be returned to the student. Additionally, to meet the course outcomes, the student will need to redo the plagiarized assignment, without extra points for the redo assignment. Failure to successfully redo the plagiarized assignment may result in an incomplete ("I") course grade. Instructors have the responsibility to report such incidents to the Dean of Nursing and the Vice President of Student Affairs. Incidence of plagiarism and cheating are subject to the Professional Behavior Deficiency Policy course of action. Additional serious penalties may be imposed, depending on the nature of the incident. See the NSU policy on plagiarism and cheating at <https://nevadastate.edu/policy/current/academic-standards/> under University Policies.

Revised with faculty approval on 4/12/22

School of Nursing Course Grading Guidelines

Nevada State University School of Nursing uses the following grading system to evaluate the student's performance. Students must earn a grade of C or better in order to pass a nursing course; C- is not a passing grade. Grading criteria for the successful completion of each course are found in each course syllabus. Weighting of exams, papers, presentations, and other assignments will be determined by each instructor and posted in the syllabus.

The syllabus serves as a contract for the course. Students are accountable and responsible for the information provided in this document. Each student is expected to have read and understood the syllabus at the beginning of the semester, or to ask questions to clarify course requirements. Faculty reserve the right to provide additional assignments, information, and learning activities throughout the semester. Students are expected to refer to the syllabus periodically throughout the semester to assure they are following course policies.

Theory and Skills Lab Courses

An average of 75% on all exams must be achieved in order to pass a course. Failure to achieve this will automatically result in an overall grade of C- or lower. The final course grade, when a 75% is not achieved, will be based on the exam/quiz/knowledge check grade only, without addition of other assignments.

Theory and Skills Lab Grading Scale:

Grade		Quality Points
A	93-100%	4.0
A-	90-92%	3.7
B+	88-89%	3.3
B	83-87%	3.0
B-	80-82%	2.7
C+	78-79%	2.3
C	75-77%	2.0
C-	70-74%	1.7
D+	68-69%	1.3
D	65-67%	1.0
D-	60-64%	0.7
F	59% and below	0.0
I	-----	Incomplete
W	-----	Withdrawal

Skills Lab Courses

Students must successfully pass-off on all skill demonstrations, as well as achieve a 75% quiz/exam average in order to pass the course. Failure to successfully pass-off a skill demonstration or complete all

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assignments and required hours will result in a failing grade of C- or lower for the course even if student has above a 75% quiz/exam average.

Clinical Courses

- All clinical practice experiences in the School of Nursing are graded as Satisfactory/Unsatisfactory. At midterm, progress will be indicated as satisfactory or needs improvement (NI). All clinical outcomes for the final clinical grade must be satisfactorily achieved in order to pass the course. Any student receiving an unsatisfactory performance grade in clinical will receive a grade of “D” for the course or the final grade of the theory portion, whichever is lower.

Rounding

Students must achieve 75% on exam and summative quiz average, and on course average, before rounding occurs. Grades on exams are rounded to the hundredths. First example: 84.654 is recorded as 84.65. Second example: 74.349 is recorded as 74.35. The course grade, after all calculations have been completed from both theory and clinical, is rounded to a whole number as a final step, only if it is above 75.00%. First example: 82.48 is rounded to 82. Second example: 89.53 is rounded to 90. Third example: 74.88 is not rounded because it is not above 75.00%. Therefore, 74.88% is not a passing grade.

Should there be an instance when Canvas final grade calculation differs from the above rounding calculation, the instructor will be calculating the final course grades. The instructor-calculated grade will be sent to the Registrar.

Other Grades

- I = As per the NSU Incomplete (I) and Not Recorded (NR) Grade Policy, to receive an Incomplete in a course offered by the School of Nursing, the student must be passing the course with a grade of 75% or higher based on work completed and must have completed a sufficient portion of the course such that the remaining coursework (e.g., a final paper, final exam) can be completed before the beginning of the next term. A student with an Incomplete grade in a required nursing course cannot progress in the BSN program until the Incomplete is resolved; in some cases, students may be unable to register for the subsequent semester until the Incomplete has been resolved. A student cannot re-enroll in a course in which an Incomplete grade remains on record.
- W = “W” signifies that a course has been dropped or that a student has withdrawn from the university. The grade of “W” is not included in the grade-point average. An “F” is given to students who are failing when they withdraw from any course after the university drop date.

Students with a “W” in a required nursing course may not progress in the School of Nursing. They must go through the reinstatement process.

Exam Policy

I. PURPOSE:

The purpose of the Exam Policy is to establish standards in the NSU School of Nursing that will result in fairness, integrity, and professionalism.

II. POLICY:

Students are expected to take required scheduled exams according to each course outline provided by the assigned instructor. Students must follow the guidelines set forth in the Exam Policy regarding exam administration, missed exams, and examination reviews. The exam policy applies to all exams, quizzes, and knowledge checks that count toward the 75% exam average, dosage & calculation exams, ATI proctored assessments and other exams as determined by the instructor. Exams are not graded on a curve, and exam scores cannot be changed or replaced by extra-credit assignments. Students with an accommodation with the Disability Resource Center will schedule their exam start times at the same starting time as the rest of the class unless approved in advance by the instructor to begin at an alternate time.

All nursing exams (paper and electronic) are the property of the nursing program. Exams may not be copied, circulated, or removed from the designated area during test-taking or test review. A student who violates this exam policy will face disciplinary action, up to and including dismissal from the nursing program.

III. EXAM PROCEDURES:

- If a student who is not feeling well elects to sit for an exam, the student's exam effort cannot be rescinded. **Once the exam is opened by the student, the exam has begun.** All students are encouraged to use good judgment in deciding whether to sit for an exam.
- Students who determine they cannot sit for the exam due to illness, or another emergency, should immediately contact the instructor to inform them. The instructor will require documented evidence of the illness or emergency.
- A no show for an exam with no prior communication concerning missing the exam will result in a "0" grade for the exam unless the instructor accepts the extenuating circumstance that made the student incapable of notifying the instructor (e.g. car accident, incapacitation, or other serious situation making communication impossible). Such a circumstance will require proof/documentation of inability to communicate prior to the exam at the earliest possible opportunity.
- Students will arrive on time for their examination. Once testing is in progress no additional time will be allotted for late arrivals.
- All exams will be timed. Once time is up, no further answers can be recorded.
- In the event a student has received a subpoena to appear in court, has an approved bereavement day, is selected for jury duty, or has required military service, the student will need to meet with

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the faculty of record before the exam date to discuss the situation at hand on an individual basis. The student must be able to provide a copy of the subpoena, court documents or military orders.

- Nevada State University makes every reasonable effort to provide an environment conducive to testing. Students are permitted to use earplugs during testing. Audio devices of any kind are not permitted as substitutions for earplugs. It is the responsibility of the student to bring earplugs to the testing environment.
- Students with special accommodations requiring a special device must have documentation from the Disability Resource Center (DRC).
- Personal calculators are not allowed in the exam room unless the instructor approves.
- All personal belongings, including electronic devices will be placed in the front or back of the classroom during all exams.
- No hats or hoods may be worn during an exam.
- No cell phones, ear buds, smart glasses, or watches with computer screens (including iWatches) are permitted to be used (or on person) during scheduled exams. Cell phones must be turned off and placed away from the student's desk with other personal items.
- Food and drinks may be allowed at the discretion of the instructor. See the course syllabus.
- Students are not allowed to leave the exam room before completing the examination unless allowed by the instructor in instances of lengthy exams such as the comprehensive predictor. The instructor has the right to allow only one student to leave the exam room at a time.
- It is recommended that students use the bathroom before the test.
- Faculty reserves the right to answer or not answer questions raised during the exam period.
- Faculty reserves the right to establish a seating chart during scheduled exams and may ask a student to move his or her seat at any time.
- Students are not allowed to congregate in the hall outside the exam room, as it is very distracting to the students still taking an exam. Students are not allowed to reenter the classroom while other students are still taking the exam.
- To ensure the integrity of test administration, faculty will collect scratch paper, if used during examinations.
- Test item content and responses are confidential and are not to be discussed except during test review.

A. Paper and Pencil Exam Administration:

- Each student should fill out the answer sheet completely and put his/her name on the examination copy.
- Students must sign the Academic Honesty statement on the Exam cover sheet.
- Only #2 sharpened pencils and the examination materials are to be with the student. Students will be provided with a calculator, if required.
- When taking an exam, all answers should be recorded directly on the Scantron answer sheet unless otherwise specified.
- If the answer on the Scantron answer sheet and exam are different, the Scantron answer sheet is considered the student's final answer.

B. Online Exam Administration:

- All computerized testing will be proctored, and students are expected to be looking only in the direction of their own computer. Students who are observed looking at other computer screens will be verbally warned. If the behavior continues, the student's computer test will be terminated, and the student will receive a zero for that exam.
- If needed, access to the on-screen calculator will be allowed. Personal calculators are not permitted in the exam room.
- The only browser window allowed to be open during an exam is the one that is being used to administer the exam. Absolutely no other browser windows are to be opened before, during, or after an exam (including emails).
- If a problem with the computer occurs, raise your hand and the proctor will assist you.

IV. MAKE-UP EXAM POLICY:

- All students are expected to take examinations at the scheduled time. In the event of an extenuating circumstance, the student is required to obtain verbal or written approval from the instructor to be excused from the examination prior to the scheduled examination date.
- The student will contact faculty at least 24 hours before the scheduled examination to arrange the make-up examination. The faculty member will determine the date and time of the make-up examination. Failure to provide 24-hour advance notice to the instructor may result in a grade of "0" for the exam.
- Students who face emergency situations within the 24-hour period prior to the exam, are subject to the previously noted exam procedures regarding emergency situations or exam absences.
- Faculty reserve the right to administer the make-up examination utilizing an alternative format at their discretion (example: essay, oral, short answers).
- An examination may not be retaken by a student for the purpose of improving a grade.

V. EXAMINATION REVIEW POLICY:

- Exams will be reviewed at the discretion of the faculty.
- Rules pertaining to personal items during the exam administration period are the same rules that are used during the exam review period.
- Students are not permitted to tape record or to take notes during test reviews or to in any way copy or transmit exam content or answers.
- Students must remain in the classroom during the exam review until all exam booklets are collected by the instructor.
- Exams are not permitted to be taken from the room during exam reviews.

Approved by Nursing Faculty 1/31/17

Reviewed and approved with revisions 8/20/2024

Guidelines for the Use of Electronic Devices in the Academic Setting

1. Faculty of the School of Nursing (SoN) encourage the use of new technologies and application of the latest information in conducting patient care. Electronic devices may be used to research pertinent medical information and drug guides.
2. A personal camera is prohibited at all times while in a clinical care area or in a client's home. Students may not use personal cameras to take pictures of patients or pictures of anything related to clinical care.
3. Patient privacy is to be respected. Healthcare data that identify a patient is not to be removed or transmitted from the clinical site. Lab values and other assessment can be transferred to clinical paperwork as long as no patient names or identifying numbers are connected to the data. If there are any questions or concerns about whether or not certain data can be shared, stored, or transmitted, students agree to seek clarification. It is important to err on the side of caution.
4. Students acknowledge that under the Health Insurance Portability and Accountability Act (HIPAA) and its regulations, patient information is confidential. Students further acknowledge that health care providers have patient privacy policies which students are required to observe. Students who violate patient privacy information during clinical practicum with the use of electronic devices commit HIPAA violations and will be subject to the HIPAA infractions policy of the clinical agency and possible dismissal from the nursing program.
5. Electronic devices used in clinical or classroom setting will always be in airplane or silent/vibrate mode at all times.
6. Electronic devices in the clinical area or skills lab may be used to look up information about drugs, diseases, diagnostic tests, or other clinical information. Students may be required to explain why they are using electronic devices so that clients or staff understand the purpose of using the device.
7. No texting, emailing, or use of any electronic device of any type will be done in front of a client or clinical agency staff member, unless the student has expressed permission of the clinical agency and faculty member.
8. Faculty may validate that students are using electronic devices in the clinical area or skills lab for purposes related to their clinical training.
9. A written warning will be given for the first violation of using electronic devices for socializing during clinical time. A clinical failure will be given for the second violation.
10. Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may electronic devices. Be sure to disinfect/decontaminate them as needed.
11. No personal electronic devices are allowed during any exams. Students with special accommodations requiring a special device must have documentation from the Disability Resource Center.
12. Be respectful to the patient at all times and ensure that your entire attention is focused on the patient when you are in the patient's room. If you are using electronic devices at the bedside, inform the patient how this will help in their care.

Policy Regarding Social Networking

1. Social networking sites include, but are not limited to: Facebook, Twitter, Instagram, YouTube, Snapchat, Tiktok, LinkedIn, blogs, texting, etc.
2. SoN students shall not present personal opinions in networking sites that imply endorsement by the SoN. Students should be responsible in representing the SoN in the community and should be aware of situations that might compromise the reputation of SoN.
3. SoN students shall not use patients' names (including any identifiers such as initials, photos, etc.) and personal health information of patients in social media communications.
4. SoN students who engage in social media communications may not violate Nevada State University's academic policies or violate local, state, or federal laws and regulations.
5. In response to complaints about violation of this policy, SoN may look up profiles on social networking sites and may use the information in formal disciplinary proceedings against the student, which may result in suspension or dismissal from the program and/or the university.

Approved by SoN Faculty 5-10-11

Approved Revisions by SoN Faculty 10-12-21

Course Participation Online

Web Etiquette

Every student using email and participating in online discussions, should adhere to professional behavior when communicating on the Internet. The student should:

- Address the message to someone.
- Sign any message being sent.
- Write in a professional manner.
- Be very judicious when copying (cc:) an email to someone. It may be improper to copy or forward correspondence to another person.
- Avoid profanity and remember neither the internet nor email is entirely secure.
- Return emails in a timely manner. Avoid spamming – this is mass forwarding of an email
- Avoid slamming – this is the use of harsh words to others in a public forum.
- Avoid the use of caps as much as possible. The use of all capital letters is equated with yelling.

Guidelines for Effective Online Communications

Email:

1. Always include a subject line.
2. Remember without facial expressions some comments may be taken the wrong way.
3. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
4. Use standard fonts.
5. Do not send large attachments without permission.
6. Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
7. Respect the privacy of other class members.

Dialogues/Discussion Groups:

1. Review the dialogue/discussion threads thoroughly before entering the discussion.
2. Try to maintain threads by using the "Reply" button rather starting a new topic.
3. Do not make insulting or inflammatory statements to other members of the dialogue/discussion group.
4. Be respectful of others' ideas.
5. Be patient and read the comments of other group members thoroughly before entering your remarks.
6. Be cooperative with group leaders in completing assigned tasks.
7. Be positive and constructive in group dialogues/discussions.
8. Respond in a thoughtful and timely manner.
9. Adhere to the group agreed upon due dates for assignments.

Time Guidelines for Online Class Participation

Optimal success and grades in online courses and programs correlate with adequate time and effort devoted to study. While online programs offer more scheduling flexibility, rigor and time requirements are similar to on-campus courses.

Generally, students should spend one hour online weekly for each credit hour. For example, for a 3-credit course, students should spend 3 hours each week online. Additionally, students should plan approximately 3 hours of outside study (reading, research, etc.) for each credit hour (for example, 9 hours/week for the three-credit course). These time frames are approximations. Students may need more or less time depending on their familiarity with course materials, computer skills, and general academic abilities. Students should self-assess their individual abilities and plan study time accordingly.

Guidelines for Testing Online

Students are expected to demonstrate academic integrity when taking tests online. Each online quiz has a time limit set by the instructor and may use online proctoring software. When taking an online test, students are expected to test honestly, ethically, and confirm that the answers are all their own. Unless otherwise specified, online tests are not open book, nor are open notes, and students are not to receive assistance from other resources including the Internet, classmates, or others. Students should understand that they may not copy or print the questions from online quizzes for any purpose.

Preventing Cheating by Sharing Computers

Students should not loan out personal/mobile/smart technological devices (e.g. computers, cell phones, tablets, any smart device) to other students for NSU exams or for other academic use. Such usage during any official NSU function (e.g., during exams) that could create problems in an academic environment may be constituted as academic dishonesty. Any documentation of a dual login with matching IP or user IDs during exams may result in a grade of zero. Makeup exams are at the discretion of the instructor.

Any student that needs their own computing device should contact their instructor prior to any exam at least 48 hours so arrangements can be made. The student will borrow a computer from the NSU Instructional Technology (IT) department, depending on availability. The borrowed computer from the IT department is subject to their loan rules and the student is aware of such rules when it is obtained.

Academic Student Grievance in the School of Nursing

It is expected that academic disputes are conducted in a professional process and collegial manner. Students who have an academic dispute need to attempt to resolve the dispute with the involved faculty member. If the dispute is not resolved at this meeting, the student will seek advice of his/her faculty advisor. Following this, the student may make an appointment with the Assistant Dean (for concerns related to a theory course), the Director of Clinical Affairs (for concerns related to clinical/community sites), or the Director of the Health Science Lab (for concerns related to labs). If the dispute is still not resolved, the student may make an appointment with the Associate Dean. If resolution is still not reached, the student should schedule a meeting with the Dean of Nursing. If no resolution is reached, the student may submit a formal written complaint to the NSU Office of the Provost

For all academic grade grievances, including theory, lab, and clinical courses, students will use the following NSU Grade Appeal Policy and Procedure:

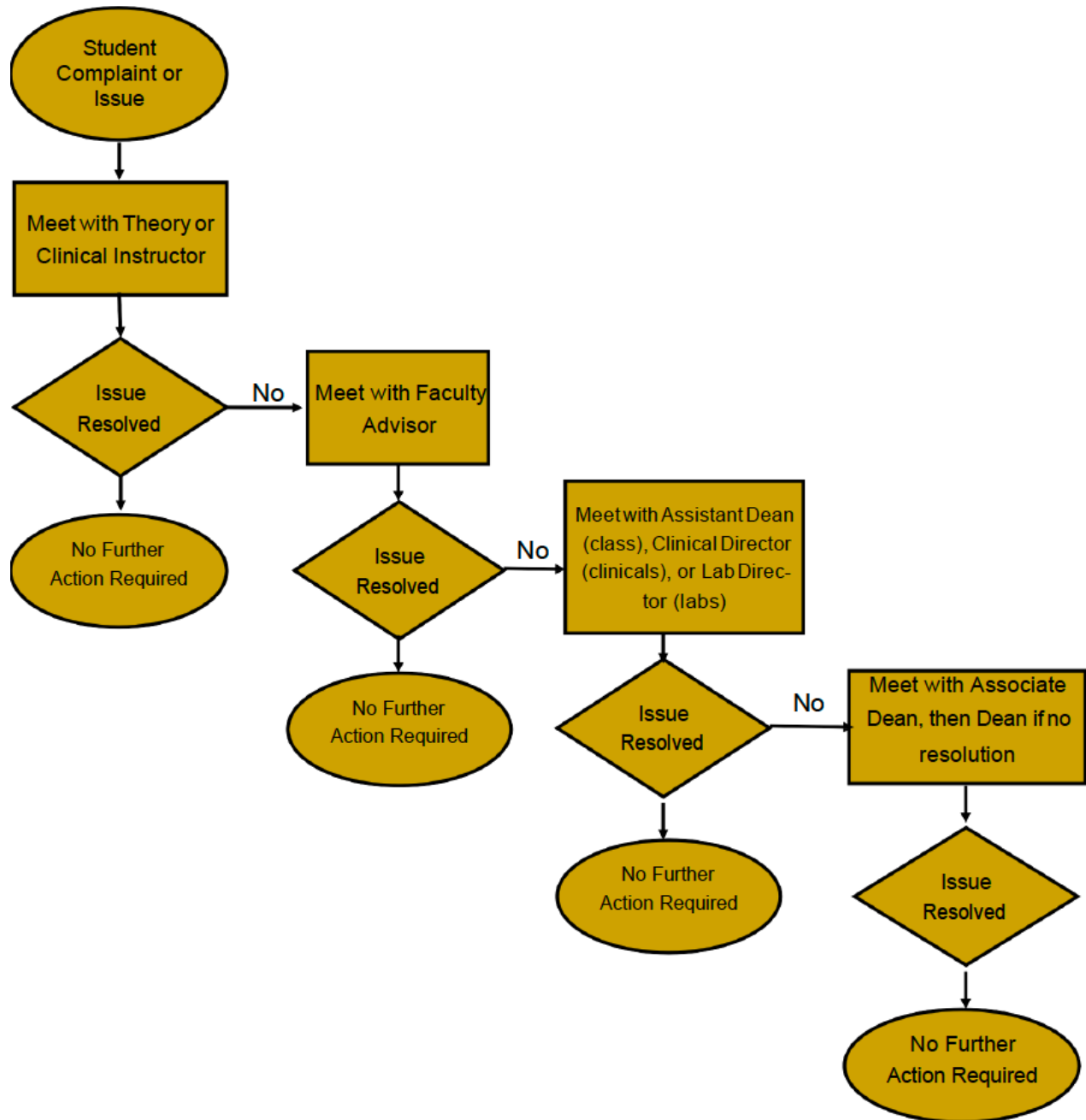
Grade Appeal Policy and Procedure

The grade appeal procedures are applicable only to examine a student's claim of an unfair academic evaluation made by the instructor. The academic evaluation, resulting in grade assignment, will be subject to appeal if the instructor's evaluation is based on any factors other than the student's performance in the course and/or adherence to course requirements.

There are two levels of the grade appeal process, the Department Level Grade Appeal, and the University Level Grade Appeal. In the event a student has a dispute with the grade received in a course, s/he shall discuss the accuracy of the grade with the instructor. If the student and instructor do not agree that the grading criteria were applied appropriately to the final grade, the student can proceed to file a Departmental Grade Appeal Form, located in the Office of the Registrar. Should the decision of the Department Level Grade Appeal be contested by the instructor and/or student, a University Grade Appeal Committee will be created by the Provost to review the contested grade appeal.

The entire Grade Appeal Policy and Procedure, including the deadline to submit a grade appeal, is located in the NSU catalog at <https://nevadastate.edu/policy/current/grade-appeal-policy/>.

Chain of Command for Student Grievances



Other School of Nursing Policies

Impaired Nursing Student

Student learning occurs in a variety of educational settings with interactions between students, faculty, patients, and others. Faculty has a responsibility to assess and make a professional judgment with respect to each student's capability for participation in the learning environment. Impaired performance includes, but is not limited to, the functioning of a student due to chemical dependence or abuse, mental illness, emotional problems, extreme fatigue (lack of sleep), or other circumstances that cause the student to be unable to properly perform his/her tasks and responsibilities in the classroom, learning skills laboratory, or clinical practicum setting. The faculty member's obligation is to provide for the safety of patients, the public, other students, and the student who is suspected of being impaired.

If a faculty member makes a professional judgment that a student's physical and/or psychological condition has impaired his/her ability to provide safe, effective patient care or otherwise to perform in accordance with course-specific behaviors, the student will be immediately removed from the educational setting. The faculty member will immediately inform the Dean or designee (currently the Assistant Dean of Nursing) of the incident and the accompanying circumstances. The faculty member or the Dean or designee of the School of Nursing has the right to require that the student undergo drug and/or alcohol testing for verification of possible impairment at the student's expense, and authorization must be provided for the faculty member or Dean/designee to receive these test results. The drug and/or alcohol testing must be completed within 6 hours. If a student refuses to test for drugs and/or alcohol within the 6-hour timeframe, the results are assumed to be positive. If in a clinical practicum setting, clinical agency policies must also be followed. The faculty will document the incident and submit it to the Dean or designee of the School of Nursing within 24 business hours of the incident. A mandatory appointment will be arranged with the Dean of Nursing or designee.

Students will be provided with information for professional evaluation and treatment resources if this is not in process and the cost will be assumed by the student. The process is strictly confidential; however, it is necessary for the Dean of the School of Nursing or designee to have knowledge of any recommendations from the evaluation. The student will need to sign a release of information so that the recommendations may be released to the Dean of the School of Nursing or designee.

It is the responsibility of the student to follow the recommendations of the treatment plan. If the recommendations are not followed, the student may be dismissed from the program. Habitual impairment is cause for disciplinary procedure, as are those students identified as impaired or potentially impaired who are unwilling to be rehabilitated.

Absence and Tardy Guidelines for Theory Courses

Students should refer to the course syllabi for all of their courses to ensure compliance with specific guidelines for course absences, tardiness, exam schedules and assignments. The course instructor is charged with ensuring that all students are in compliance with the structure of the course and the

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accountability of students who are not compliant. Attendance and participation in class are professional behaviors students are expected to adhere to while at Nevada State University.

In addition, evidence of attendance and participation within the first two weeks of each semester is required for students to receive financial aid disbursements. Lack of attendance in those first two weeks will result in the student being administratively withdrawn from a course.

Evaluation of Curriculum and Faculty

Students' suggestions for development of the nursing curriculum and creation of School of Nursing activities are welcomed by the Faculty. Students' active participation in the learning process is essential. The faculty invite students to co-create the learning environment at NSU by participating in committees, task forces, and other participative groups.

Each student will be given the opportunity to evaluate the course and instructor at the end of the term. Instructors do not receive evaluation information until after the course has closed and grades have been entered. When doing the evaluations, thoughtfully consider the overall class experience, including areas that have been excellent as well as those that have room for growth or improvement. Evaluations need to be as objective and constructive as possible. Learning to evaluate performance of self, colleagues, program effectiveness and educational programs is an integral part of being a professional.

Application for Graduation

All students need to apply for graduation as required by the Registrar's office. An application form must be completed by the student. It is the student's responsibility to meet the advertised application deadlines and the Registrar's office receives the completed application on time. Failure to adhere to the advertised deadline will result in the student's name not appearing in the commencement program. If you do not anticipate graduating in the semester for which you originally applied, you must complete a Graduation Update Notification form with the Registrar's Office. For more information related to applying for graduation, go to the website: <http://faq.nsc.edu/FAQ/index.php/knowledge-base/when-and-how-do-i-apply-for-graduation/>

Transcripts for RN Licensure

The Nevada State Board of Nursing (NSBN) requires that an official transcript containing the posted degree be sent directly from NSU to the NSBN. Students are responsible for ordering his/her/their transcript after graduation. Instructions for ordering transcripts are located at <https://nsc.edu/registrar/transcripts/>.

Pinning Ceremony

The symbolism of the nursing pin relates to the customs established in the 1600's when the privilege of wearing a coat of arms was limited to noblemen. As centuries passed, this custom was passed to schools and craft guilds. Florence Nightingale attempted to capture the spirit of wisdom, strength, and courage that pins represent when she chose the Maltese Cross as a symbol for the first nursing school graduates (Erickson, 2016). As nursing schools developed, each school chose a unique pin. Faculty and students designed the Nevada State University school pin. The Pinning Ceremony heralds the completion of the

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Nursing Program and represents entry into professional practice. Students who have successfully completed all NSU School of Nursing courses and/or other graduation requirements will participate in the pinning ceremony.

During each Pinning Ceremony, a student from each cohort is recognized with the School of Nursing's Sherri Coffman Nursing Excellence Award and the Beverly Canfield Award. The awards were created to recognize excellence, dedication to the profession, and a demonstration of transpersonal caring by students who are transitioning into the profession of nursing.

Sherri Coffman Nursing Excellence Award

The nursing faculty members vote to honor one nursing student from each graduating cohort with the Sherri Coffman Nursing Excellence Award. The following criteria are used to determine eligibility for this award.

- Academic distinction with a cumulative grade point average of 3.50 based on required nursing courses
- Revealed professional behaviors in leadership, critical thinking, and communication
- Illustrated the meaning of teamwork in theory and clinical
- Exhibited caring behaviors with peers, faculty, and patients
- Showed respect to self and others
- Demonstrated advocacy for patients, the profession, and the nursing program

Beverly Canfield Award

Beverly Canfield was a pediatric nursing instructor at NSU who served her country and community. Beverly was humble, kind, and intelligent. She was admired by students for her caring attributes and is greatly missed by her fellow faculty.

Graduates vote to give this award to a graduating member of their own cohort. Students will be emailed a link to a survey approximately 6-weeks prior to the Pinning Ceremony to nominate one of their fellow classmates. The following criteria are used to determine eligibility for this award:

- Demonstrated caring in clinical practice within their cohort
- Modeled professional behavior in clinical practice and in university activities/classes
- Demonstrated involvement in student organizations
- Served as a class role model
- Promotes unity
- Is always willing to go the extra mile and help those in need
- Has a positive attitude
- Demonstrates genuineness

Eligibility

Students who have successfully completed all Nevada State University (NSU) School of Nursing courses and/or other graduation requirements are eligible to participate in the Pinning Ceremony.

Event

The Pinning Ceremony for (Full-Time [FT], Part-Time [PT] and Post-Licensure cohorts combined) will occur each semester.

Venue/Location

Selection of the venue will be a joint decision between the Student Affairs Committee (SAC) and (SON) leadership. Scheduling and finalizing the venue will be the responsibility of the SON Administration and the SAC. If off campus, NSU Events office will be notified upon the securing of the venue.

Date

The Pinning Ceremony preferably takes place on the Thursday following the end of a semester; the date will be confirmed in coordination with venue selection. The date and venue will be secured as far in advance as possible, preferably 8 weeks. The SON Administration or Program Officer will advise the SAC when the venue has been reserved.

Pinning Advisor

The Pinning Advisor(s) will be named by the SAC for each graduating cohort and responsible for the following:

- Present graduating cohorts with ceremony date and overview
- Review student speaker speech and cohort media presentation for content and time (3 minutes each)
- Set due dates and definitions for speech and presentation
- Act as liaison to the SAC

Student Nursing Association

SNA will be responsible for the following:

- Staffing and presentation of audiovisual presentation and maintenance in coordination with venue devices
- Entrance door hosting
- Hosting and seating assistance
- Handling Facebook live feed (when applicable)
- Supplemental set-up and clean-up

Student Liaisons

The student liaison will be named by the Pinning Advisor and will be responsible for the following:

- Cohort communication with Pinning Advisor(s)
- Review of dress code with cohort
- Guest list management
- Reciting pledge
- Leading cohort into the Pinning Ceremony
- Ensuring video presentation is prepared (up to 3 minutes long)

Attendees

The following attendees may be present during the Pinning Ceremony:

- NSU SON Faculty (Full-Time Faculty & Staff, Part-time Instructors, adjunct faculty)
- Graduating Students (Full-Time, Part-Time, Post-Licensure)
- University Administration (invitation determined/distributed by the SAC). Invitation will be the responsibility of the chair of the SAC
- Community VIPs and honored guests as invited by the SAC
- Invited guests of graduates. If seating is limited and tickets are required, a specific set number of tickets for guests of graduates will be determined by the SAC

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Speakers

- Each cohort will select one student as their student speaker (up to 3 minutes each)
- Student speeches must be approved by the cohort's Pinning Advisor
- A member of university leadership and Dean of SoN may be invited to speak (up to 5 minutes each)
- SAC may select a community member or faculty member to speak

NSU SoN Nursing Pin

- The unique Nevada State SoN Pin can be purchased by students at the NSU bookstore or wherever directed by SAC to do so.

Pinner

- SAC will select the pinner(s). Pinner(s) will be an RN.

Dress Code

- Professional dress is expected.
- Graduates may not identify themselves as a Registered Nurse (RN).
- For safety reasons, modest heels are recommended.
- Students may contact the pinning advisor for questions related to the pinning dress code.

Miscellaneous

- The Master of Ceremony will be named by the SAC.
- Ex-Officio members of the SAC provide support in planning and executing the event.

Program

The Pinning Ceremony Program will be created and printed by assigned SoN administrative support team member with the following formatting:

- Master of Ceremonies
- Graduate Processional
- Welcome
- Leadership Speaker
- Graduate Speaker
- Video Presentation
- Faculty Speaker
- Sherri Coffman Nursing Excellence Award
- Beverly Canfield Award
- Pinning
- Nursing Pledge
- Graduate Recessional

Reviewed and approved with revisions – August 18, 2020

Reviewed and approved with revisions – April 12, 2022

Non-Discrimination Policy

Nevada State University nursing students will promote a positive image and be nonjudgmental in their attitudes in all interactions with clients, community, and clinical agencies, each other, and NSU faculty and staff. Students will not refuse clinical assignments solely based on the race, gender, gender identity, sexual orientation, cultural origin, religion, or medical condition of the clients.

Employment

Some students may be employed during their education experience. It is recommended that students keep extra work hours to a minimum during the academic semesters. Participation in employment orientation or work is not considered to be an approved absence from nursing classes, exams, or clinical experiences.

Students may be employed as nurse apprentices, performing functions for which they have been trained by the institution and for which the institution has a clearly discernible policy either in writing or precedent, defining the scope of these functions. Any individual not licensed in the State of Nevada to practice professional nursing, and who engages in such practice, is doing so illegally and may be prosecuted accordingly. Supervision by a professional licensed nurse does not provide protection to the student or make the student's actions legal.

Students should be aware that (1) the School of Nursing assumes no responsibility for their activities as employee of an agency; (2) they are personally responsible and liable for any activity in which they participate while employed; (3) professional liability insurance purchased for students by the School of Nursing is only valid in their student role, not their employment role; (4) individuals who practice illegally may jeopardize their future since persons who are convicted of a violation of the Nurse Practice Act may not be eligible to write the NCLEX examination and subsequently receive licensure.

Students employed in an agency have responsibility, personally and professionally, to engage in only those activities which fall within their job description as non-professional workers (i.e. nurse apprentice). They have a responsibility to refuse to participate in activities which they have not been legally licensed to perform (i.e. assuming total responsibility for a division, certain technical skills, etc.).

Use of NSU Portal for SoN Communication

Students should check the NSU Portal (my.nsc.edu) on a regular basis for program announcements.

Student Email Policy

As per NSU IT 4 Student Email Policy,

Official email communications are intended to meet student, faculty, and staff academic and administrative needs within the campus community. Unless otherwise prohibited by law, the University and its faculty may communicate with students officially by email and will expect that such email messages will be received and read in a timely manner. This policy stipulates that all formal communication will be sent to students using the official issued University email address.

Conditions for Nursing Students Requesting Transfer from an Outside Program

Below is a list of conditions to be met by students who want to transfer from another BSN nursing program, in a regionally accredited university, into the NSU School of Nursing:

- Students must submit a letter from their previous Dean or Director, stating their good academic standing when they left the previous nursing program.
- Students must have been involved in clinical courses within one year of the date they would begin nursing courses at NSU.
- Students must meet all current GPA requirements for admission to the School of Nursing, including overall GPA and nursing specific GPA.
- Students must meet all prerequisite course requirements before beginning the nursing program. They must have a realistic plan to complete prerequisite courses and still be able to begin NSU nursing courses within the time frame outlined in # 2 above.
- Students must have had an initial meeting with recruitment for an unofficial degree audit of transcripts.
- If all of the above requirements are met, transferring student can set up an appointment to meet with a NSU pre-nursing academic advisor for evaluation of transcripts and degree audit reports (DARS). Contact 702-992-2160 or advising@nevadastate.edu to set up appointment.

Students who meet the above criteria can make an appointment with the School of Nursing by emailing nursing@nevadastate.edu or by calling 702-992-2850 to set up an appointment. Students must bring to that appointment:

- An unofficial transcript from the transferring institution
- A note from NSU academic advising certifying that the student was seen and completed the transcript evaluation (see #5, #6).
- Unofficial transcript must list nursing courses from the previous BSN program. Additional information including completion dates, course syllabi with topical calendar and schedule for each nursing course completed must also be provided.
- Information on number of clinical hours completed for all clinical courses completed from the previous nursing program.
- A formal (written) request for transfer into the NSU School of Nursing. This should include:
- Preference of Full-time or Part-time Track at NSU.

After thorough review of provided materials (may take up to 14 days), the student will be contacted with results of the transfer request. Courses completed as part of another program are not guaranteed transferrable to fulfill program requirements. Decisions for course equivalency are at the discretion of the Dean of the SoN or designee following transcript and syllabi review.

If all of the above criteria are met, the Dean of SON may determine eligibility based on an evaluation of all factors including equivalency of course work completed. Transfer into the SoN nursing program is on a space available basis. Despite meeting all of the above conditions including approval from the Dean, a student will not be able to transfer if there is no space in an appropriate cohort. This determination cannot be made until shortly before the semester begins.

Approved by SON faculty 3-14-11

Revised by LL 7-14-15

Dismissed Students Including Those Not Eligible for Reinstatement

Students dismissed from the Nursing program will have their nursing major code changed by the Registrar. These students are **required** to drop their nursing classes for the upcoming semester. The School of Nursing recommends these students meet with a Pre-Nursing Academic Advisor to determine steps for re-applying to the Nursing program or to determine other majors of interest.

Readmitted Students

Students who reapply and are readmitted to the program for any reason must complete all SoN program requirements as part of their new admission cycle. Any required course previously completed must be retaken as part of the student's new admission cycle timeline.

The NSU SoN BSN program is a wholistic program experience that prepares student nurses for licensure, building upon nursing competencies as a student progresses through the program until completion.

NCLEX Preparation

NCLEX-RN Candidate Information

The application process for initial licensure by examination has several steps. During the final semester, students will be given specific instructions to assist with this process. The School of Nursing will provide instructions about the Nevada State Board of Nursing requirements for licensure. The Nevada State Board of Nursing determines candidate eligibility for the NCLEX. Students who are concerned about eligibility should contact the Nevada Board of Nursing. Candidates who desire to take the NCLEX™ in another state should contact that state's Board of Nursing to determine eligibility and testing requirements.

ATI Content Mastery Series Proctored Exam Policy

Promoting Success on NCLEX

The National Council Licensure Examination (NCLEX-RN) is a standardized exam that each state board of nursing uses to determine whether or not a candidate is prepared for entry-level nursing practice. The School of Nursing recognizes the importance of success on the licensure examination, and therefore uses measures to assess academic readiness for the NCLEX-RN and to promote NCLEX-RN readiness.

To help students successfully pass the National Council Licensure Examination (NCLEX-RN) exam, the School of Nursing contracts with the Assessment Technologies Institute (ATI). ATI provides a comprehensive coaching, mentoring, and remediation online learning system that improves prospects to pass NCLEX-RN. However, it does not automatically guarantee success. Faculty assign activities in ATI for students to complete as part of their nursing courses.

ATI provides standardized assessment tests that provide feedback to students and faculty regarding readiness for the NCLEX-RN in specific content areas, at that point in time (e.g. at the end of the specific course).

ATI developed a set of recommended benchmarks for student performance on each of the eight RN Content Mastery assessments:

A student meeting the criterion for **Proficiency Level 1** meets the minimum level of knowledge and expectations for NCLEX-RN standards in the specified content area.

A student meeting the criterion for **Proficiency Level 2** meets a satisfactory level of knowledge in the specified content area and is fairly certain to meet NCLEX-RN standards in the content area.

A student meeting the criterion for **Proficiency Level 3** meets a high level of knowledge in the specified content area and is likely to exceed NCLEX-RN standards in the content area.

Initial Proctored Assessment Grades

Students are required to participate in ATI testing by completing specified content mastery tests. In each course offering an ATI Content Mastery proctored assessment except NURS 484 Nursing Immersion, the

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assessment will count for 10% of the course grade. On the first administration of the content mastery proctored assessment, students who meet program benchmarks of Level 2 or Level 3 will achieve the following grades:

- Level 3 will result in 100%
- Level 2 will result in 88%

Students who score Level 1 or < Level 1 have NOT met the program benchmark and will be required to complete the ATI Retake Proctored Assessment before receiving a grade for ATI in the course.

In the final semester of the nursing program, the proctored Comprehensive Predictor test will be administered in NURS 484. A target score will be identified based on students' probability for passing the NCLEX-RN exam. Students who do not achieve the target score on first attempt will meet with the course instructor to develop an individualized remediation plan. Students will be given two (2) opportunities to achieve the target score. If by any chance the student did not achieve the target score on the second attempt, the second score will be used to calculate points contributing to the final grade.

ATI Remediation Process

Nursing faculty believe in life-long learning and that students who achieve the benchmark (Proficiency Levels 2 and 3) continue to learn about the nursing subject. Thus, all students will need to remediate...some more than others. All students should complete a Focused Review to determine missed topics. From the list of "Topics to Review," each student achieving Level 1 or < Level 1 will complete active learning templates by hand (handwritten) and then submit to the instructor. Failure to complete the remediation process will result in a lower grade for the ATI assessment component and/or an incomplete grade in the course as noted in course syllabi. **See each course syllabus for specifics.**

- **Proficiency Level 3:**
Students are encouraged to complete a Focused Review after the assessment. No active learning templates are required. No submission is required. No retake is required.
- **Proficiency Level 2:**
Students are required to complete a Focused Review after the assessment. No active learning templates are required. *Students must submit proof of completing a minimum of two hours work within the Focused Review*, into the drop box by the date set by the instructor. No retake is required.
- **Proficiency Level 1:**
Students are required to complete a Focused Review after the assessment. Complete **twelve (12)** active learning templates based on "Topics to Review". *Students must submit: (1) proof of completing a minimum of two hours work within the Focused Review, (2) copies of the 12 handwritten templates*, into the drop box by the date set by the instructor.

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The retake exam is required. If a Level 2 is not achieved on the retake assessment, students must successfully complete additional active learning templates based on “Topics to Review” by the date set by the instructor.

Students will receive an “Incomplete” grade in the course until obtaining a Level 2 or completion of the second remediation.

- **Proficiency < Level 1:**

Students are required to complete a Focused Review after the assessment. Complete **fifteen (15)** active learning templates based on “Topics to Review”. *Students must submit: (1) proof of completing a minimum of two hours work within the Focused Review, (2) copies of the 15 handwritten templates*, into the drop box by the date set by the instructor.

The retake exam is required. If a Level 2 is not achieved on the retake assessment, students must successfully complete additional active learning templates based on “Topics to Review” by the date set by the instructor.

Students will receive an “Incomplete” grade in the course until obtaining a Level 2 or completion of the second remediation. If a student fails out of the program, a grade will be assigned for the course instead of an incomplete.

****All students needing to complete second round templates (Level 1 / < Level 1 ATI retakes), are to develop completely different templates from the original set.**

Retake Proctored Assessment Grades

The grades for students who initially scored Level 1 or < Level 1 on the Proctored Assessment will be determined by their scores on the Retake Proctored Assessment, as follows:

- Level 1 improving to Level 3 = 88%
- Level 1 improving to Level 2 = 75%
- Level 1 remaining at Level 1 = 70%
- Level 1 decreasing to < Level 1 = 60%

- <Level 1 improving to Level 3 = 88%
- <Level 1 improving to Level 2 = 75%
- <Level 1 improving to Level 1 = 70%
- <Level 1 remaining at < Level 1 = 60%

Students scoring Level 1 or < Level 1 on the Retake Proctored Assessment must continue remediation as described above in ATI Remediation Process.

Approved by faculty 3-13-2018

Reviewed and approved by faculty 8-20-2024

Retention / Progression Policy

To be eligible to progress within the nursing curricula, students must meet the following requirements:

- Maintain at least a 2.0 cumulative grade point average and achieve grades within nursing courses of no less than a “C”
- Demonstrate safe clinical practice (refer to Safe/Unsafe Clinical Practice policy in this handbook)
- Remain in good standing with Nevada State University and School of Nursing policies
- A student must pass both theory and practice course components to advance to the next academic session. If a student fails one course component, they will be required to complete both components again the next time they are offered.

Withdrawal from Nursing Courses

Students wishing to withdraw from any nursing course or from the School of Nursing for the remainder of a particular semester must meet with the Assistant Dean regarding their intent to withdraw. After meeting with the Assistant Dean, the student must send a written notification of intent to withdraw to the Program Officer/NSHE Specialist III. Such students will be required to also withdraw from associated nursing courses (co-requisites). As per the Reinstatement Policy, the Reinstatement Guidelines do not apply to students who have failed/withdrawn from two or more nursing courses or students who are terminated from the Nursing Program. Those students must reapply to the program. Refunds of tuition and fees will be handled through the Cashier’s Office according to University policy.

Should a student requesting a withdrawal from nursing courses, or the program, believe that their request is based on extenuating circumstances and their intention is to continue in the program, the student must schedule an appointment to meet with the Assistant Dean to discuss the process for approval of a leave of absence (see Leave of Absence Request section below) with requirements for reinstatement into the nursing program.

***Note:** Nursing students should not drop or add courses without consulting the Assistant Dean to discuss ramifications of the withdrawal since doing so may jeopardize a student’s ability to fulfill program requirements for graduation.*

Transfer Request to a Different Cohort

A student’s request to transfer in between the tracks (Full-Time and Part-Time) is dependent upon space availability and operational resources for students with documented extenuating circumstances. Students considering a request for cohort transfer may meet with the Assistant Dean or designee within the SON. All requests for transfer with supporting documentation should be emailed to the Program Officer/NSHE Specialist III. The Dean of Nursing or Dean’s designee will make the final decision regarding cohort transfers.

Students requesting a cohort transfer must submit their request by the following deadlines:

Section 3: General Academic Policies and Procedures

- November 15 for Spring semester
- March 15 for Summer semester
- July 15 for Fall semester

Requests submitted after these dates may not be considered.

Reviewed and approved with revisions – August 18, 2020

Leave of Absence Request

All students enrolled in full-time and part-time cohorts in the School of Nursing must register for fall, spring, and summer semesters based on their cohort plan until all degree requirements are completed, unless registration is waived via an approved leave of absence (LOA). Students enrolled in the Full-Time Summers Off (FTSO) cohort must register for fall and spring semesters based on their cohort plan until all degree requirements are completed unless registration is waived via an approved leave of absence (LOA). Students should meet with the Assistant Dean prior to requesting a LOA. Students who find it necessary to interrupt their program of study because of medical necessity or other emergency reasons (immediately urgent, unforeseeable, posing an immediate risk, and outside of the student's control) must submit a leave of absence request in writing to the Program Officer/NSHE Specialist III. The request must be made at the earliest opportunity related to the semester in which the leave is intended. There must be sufficient documented evidence provided that circumstances, medical or otherwise, exist which make it impossible or difficult for the student to continue with a program of study; and there must be documented evidence that once these circumstances are resolved, the student would be able and committed to continuing the program of study.

The leave of absence may be granted for up to two semesters, including summer semester for FTSO cohort students, or approximately eight months, counting all fall, spring, and summer semesters regardless of the student progression track. An LOA can only be granted to students who are in good academic standing per the discretion of the Dean or Dean's designee. If students do not register for the third semester, they will be dismissed from the program.

Requests for a voluntary leave of absence will be reviewed by School of Nursing administration. The student will be notified in writing if the LOA is approved.

It is the student's responsibility to review the information regarding refunds of tuition and fees and financial aid obligations.

A student returning from a leave of absence must contact the Program Officer/NSHE Specialist III through written notification at least ninety days prior to the beginning of the semester in which student intends to return. Approved leave of absence for medical or psychological reasons must also be accompanied with a written notification from a physician / health care provider / psychiatrist stating that the student is cleared to resume the course of study including participation in clinical activities, provided to the NSHE Specialist at least a week prior to the beginning of the returning semester. Re-entry to the program after a voluntary LOA will be contingent upon space availability.

Reinstatement Purpose, Policy, and Guidelines

Purpose of the Reinstatement Process

The policy and guidelines outlined in this document provide consistency for students who wish to be reinstated into the Nursing Program following a course failure.

Nursing majors in the first semester of the core nursing courses, who withdraw/fail are not eligible for reinstatement. They may, however, apply for admissions as a new applicant during future admission cycles.

Reinstatement Policy

A student in the second semester or beyond who fails to successfully complete a required course in the nursing curriculum is terminated/dismissed from the nursing program. Once terminated, a student who wishes to be reinstated must follow the process for program reinstatement.

Reinstatement is always contingent upon space availability in the requested program.

If a student is currently appealing a grade, s/he may simultaneously request Reinstatement. However, grade appeal is a separate process. The Assistant Dean of Nursing or designee will counsel the student about both grade appeal and reinstatement and the pros and cons and timelines for both. Reinstatement may occur prior to the resolution of a grade appeal.

The Reinstatement Guidelines do not apply to students who have withdrawn without approval or failed two or more nursing courses or students who are terminated from the Nursing Program for any reason. Students who have been terminated need to apply for admission during a future admission cycle and start a new program should they wish to complete the BSN program. Students previously terminated must take all program coursework including all NURS courses previously passed.

Students who have a failure in any nursing course, who have been reinstated to the program one time, will not be eligible for a second reinstatement. Students who withdraw with approval because of documented extenuating circumstances should follow the Leave of Absence policy.

Time Frame for Reinstatement

Students are encouraged to return to the Nursing Program as soon as possible, with no more than two semesters, including summer semester, out of the program. It is the responsibility of the student to apply/be approved for reinstatement no later than two semesters from the date of the letter of removal/withdrawal or the date of course failure. Students who have been out for more than two semesters without applying for reinstatement will no longer be eligible for such reinstatement and will need to reapply to the program.

The Program Officer/NSHE Specialist III in the School of Nursing must receive the student's letter requesting reinstatement on or before the indicated deadline(s):

Section 3: General Academic Policies and Procedures

- The Monday after the last class in Fall Semester for a Reinstatement Committee meeting for enrollment in Spring Semester
- The Monday after the last class in Spring semester for a Reinstatement committee meeting for Summer session
- The Monday after the last class in Summer Semester for a Reinstatement committee meeting for enrollment in Fall Semester

Student Documentation

A student who wishes to be reinstated must submit a written request for reinstatement to the Program Officer/NSHE Specialist III in the School of Nursing. The request must include the following information:

1. General reason for the failure
 - Health problems which resulted in failure to meet course requirements should be resolved before reinstatement. The School of Nursing requires a medical release addressing specific resolution of factors that contributed to failure prior to reinstatement.
 - Personal problems which resulted in failure to meet course requirements should be resolved prior to reinstatement. The student should submit supporting evidence of resolution of factors that contributed to the failure.
2. Narrative description of how circumstances have changed since the student failed from the program.
3. Detailed plan of action for future success in the program. Outline steps that will be taken to ensure success in the program, including plans to meet course requirements, detailed study schedule and meetings with advisor or course tutor.

This documentation can be submitted by email to the Program Officer/NSHE Specialist III. It is suggested that the document be made in MS word and sent as an attachment.

Reinstatement Committee Guidelines

The committee consists of four full-time academic faculty. Administrative faculty and staff are excluded. One member must be an academic faculty from outside of the School of Nursing and three members will be full-time School of Nursing faculty. The Associate Dean appoints the members of the committee and the Chairperson of the committee.

Three members of the committee constitute a quorum. If a committee member is unable to attend, a proxy will be appointed by the Associate Dean.

Each member of the committee has a vote, with the exception of the Chairperson. A simple majority vote will be used. Votes will be documented in the minutes of each meeting by name of each committee member. If there is a conflict of interest, an alternate member will be appointed by the Associate Dean.

Meetings

Meetings will be called at the end of each academic semester/session based upon receipt of student reinstatement requests.

Responsibilities of the Program Officer/NSHE Specialist III in the School of Nursing

Provide the student with a copy of the reinstatement process, discuss the policy and process with the student, collect the student and faculty materials, and forward the appropriate materials to the Chairperson of the Reinstatement Committee.

Those materials will include, but not limited to:

1. Student request as listed above (See Student Documentation). This request may be submitted via email and the signature omitted if sent from the student's NSU email address.
2. Faculty recommendations for reinstatement submitted by Faculty to the Program Officer/NSHE Specialist III.
3. Student's current degree audit report.
4. All learning contracts, clinical evaluation, and memorandums to file, if applicable

The Program Officer/NSHE Specialist III will attend the committee meetings in an advisory capacity to clarifying issues or questions that the committee members may have about documentation and the reinstatement process. The Program Officer/NSHE Specialist III in the School of Nursing does not vote during the meeting/process.

Faculty Recommendations

Notify student of course failure and refer student to "*Reinstatement Purpose, Policy, and Guidelines*" policy in the BSN Student Handbook, advising student to read thoroughly. It is the responsibility of the faculty for the course(s) in which the student failed to submit to the Program Officer/NSHE Specialist III notification of student course failure and a recommendation of support or non-support of the student's eligibility for reinstatement. This recommendation must include information that will assist the committee in making a decision and should include:

- Any condition of reinstatement needed to facilitate future student success.

A recommendation of non-support must include information that will assist the committee in decision-making, including a description of factors that would seriously affect the student's ability to successfully complete the course or program.

Recommendations of the Committee

The votes of the committee are in the form of a recommendation in writing from the Chairperson of the committee to the Associate Dean or designee. This recommendation must be forwarded to the NSHE Specialist III immediately following the committee meeting.

The committee may recommend:

- Eligibility for reinstatement without conditions.
- Eligibility for reinstatement with conditions. In this case, the committee must outline the conditions (complete a study skills course and/or an independent study which requires satisfactory performance of specified nursing skills before beginning the next required nursing course in the curriculum, for example). Condition must be trackable within normal operational

Section 3: General Academic Policies and Procedures

procedures. Otherwise, the committee chair will assign a committee member to confirm completion of condition and to notify Program Officer/NSHE Specialist III when condition has been fulfilled.

- Denial of the request for reinstatement, along with rationale for the decision.

If the committee recommends reinstatement, such reinstatement is contingent upon space availability. Eligibility for reinstatement does not guarantee reinstatement and students may be offered reinstatement into any program track (FT, PT, FTSO, FTNS, etc.). If more students are recommended for reinstatement than the number of available spaces, the committee will rank the students on the basis of the strength of each student's case. Priority indicators include but are not limited to nursing program GPA, reason for reinstatement, thoughtful and realistic plan of action for success, number of learning contracts, attendance records, and ATI proctored exam scores. Students who were recommended for reinstatement, but no space was available must contact the Program Officer/NSHE Specialist III by the above-mentioned reinstatement deadlines in order to inquire about space availability in the upcoming semester and to confirm interest in continuing in the program.

Reinstatement eligibility expires one year from the date of student failure of a course. **A student may be reinstated only once.** A student who was not reinstated is eligible to reapply for program admission as a first-semester student. Students who have been reinstated once and are dismissed from the program are ineligible for a second reinstatement but are eligible to reapply to the nursing program. Students who are readmitted to the program must complete all program requirements including retaking any previously completed courses.

Notification of the Student

The Associate Dean or designee will notify the student in writing of their decision and space availability. A copy of the letter will be sent to the Pre-Licensure Director, Director of Clinical Affairs, Director of Lab, Dean, Program Officer/NSHE Specialist III, Assistant Dean, Nursing Faculty Advisor, Registrar, Chairperson of Reinstatement Committee.

Students who are reinstated must ensure that all health documentation, drug screens, etc., are completed/updated as necessary to be in compliance with existing policies/agreements in the School of Nursing and our site-specific clinical/community locations.

The decision by the Associate Dean or designee, upon recommendation by the Committee, is final and cannot be appealed. - Reviewed and approved with revisions - August 18, 2020

Student Success Plan Policy

A Student Success Plan is a plan developed by a student with a Nursing Student Success Center (NSSC) Academic Success Coach to improve study skills, time management, or other areas that will contribute toward academic success. Success plans may be developed for any student in the SON regardless of course performance. A success plan can be utilized in theory, lab or clinical settings. A success plan is primarily a student generated document.

Students with an Exam Score Average Below 75% in Theory Courses

After each exam in theory courses, students with an exam score average below 75% (including after the first exam) will be notified via email that they are required to meet with an NSSC Academic Success Coach to develop a Student Success Plan. Prior to these meetings students should assess their performance and be prepared to discuss their plans for improvement.

During the success plan meeting, students will create goals, which may be related to time management, improvement in study habits and strategies, taking advantage of SI or other campus resources, or meeting with their professor or faculty advisor (this list is not exhaustive). The discussion and goals during these meetings will be electronically documented in the Scorpion Success Network (SSN).

Students who feel their concerns are more content related or have specific questions for their course professors can make a goal/action item on the success plan to meet with their professor. For these students, the NSSC will email the professor to inform them the student will be contacting them.

Professors may perform outreach at any time to support students or encourage them to meet, and students are always welcome to communicate with their professors about their needs. But a student meeting with a professor does not replace the required success plan meeting with an NSSC Academic Success Coach.

Students who have already created a success plan and remain below 75% average after the 2nd or 3rd exam, must meet with an NSSC Academic Success Coach and may be required to meet with their professor.

Dosage Calculation Exams

Students who do not pass the dosage and calculation exam on the first or second attempt will meet with the instructor for remediation. Each of the three exams will be given approximately one week apart (a minimum of three business days and maximum of ten business days) to provide students appropriate time to prepare and remediate. Please note that this policy does not apply to the NURS 315 Dosage and Calculation course.

Students with two failures on a dosage calculation test are required to develop a Student Success Plan with an NSSC Academic Success Coach. Students must contact the NSSC to schedule an appointment to develop the success plan. Success plans are electronically documented in the Scorpion Success Network (SSN).

Success Plans are Important for Reinstatement

Successful student success plans support the reinstatement process. Should a student request reinstatement to the program, the reinstatement committee will review all documentation in the student's record including success plans located in the Scorpion Success Network (SSN). Lack of completed success plans when they were required will reflect negatively upon the student.

Disclaimer for Success Plan Policy

Students are responsible for their own exam scores and course performance. Lack of notification from the NSSC or professor regarding exam performance or course status is not an excuse for poor course performance. Students are encouraged to be proactive and contact the NSSC at any time for support.

Student Learning Contracts (Theory, Lab, and Clinical)

Similar to a success plan, a learning contract can be used by a SON staff or faculty member to help a student be successful in their course (theory, lab or clinical settings). The learning contract is a faculty/staff generated document for the student's success. Learning contracts outline specific areas where the student needs to improve academically and/or behaviorally. Failure to satisfactorily comply with the learning contract may result in failure of the course and/or professional behavior deficiency. Learning contracts are to be created in consultation with the leadership representative in the Chain of Command over each academic setting (theory, lab, or clinical).

Reviewed and approved with revisions – August 18, 2024

Scorpion Success Network

The Scorpion Success Network (SSN) is an early-alert and note taking tool that can be utilized by faculty and staff. SoN faculty and staff are to file documents in the SSN including but not limited to learning contracts and success plans. SoN faculty may create an e-alert/flag for a student who is struggling. The NSSC will monitor these alerts and appropriately reach out to offer support to students. Alerts for students in the SSN is a resource, in addition to the Success Plan Policy, faculty and staff within the SoN can use to help students succeed.

Faculty Advising Model

Purpose

This Nevada State – School of Nursing (SoN) Faculty Advising Model cultivates the co-creation of a caring-trusting, mentorship relationship between the SoN Faculty Advisor and Advisee.

Advising Model

Pre-Licensure

The SON has adopted a *developmental advising model* which “combines theories of student and adult development while establishing a caring relationship that flourishes using principles of negotiation and shared responsibilities” (Taylor & Perry, 2019, p. 285).

Caritas

The developmental advising model organically embeds Caritas #4 the co-creation of trusting-caring relationships as well as Caritas #7 engaging in a genuine teaching and learning environment to result in a relationship between advisor and advisee representative of authentic presence and connectedness (Taylor & Perry, 2019).

Model Outcomes

- Fostering a caring culture in the School of Nursing that supports academic advising and mentorship as a co-created responsibility essential to the educational experience and student success.
- The promotion of self-reflective practices integral to personal and professional growth.
- Mentorship through exploration of personal and professional activities that are consistent with advisees’ aspirations, interests, strengths, and values.
- Dissemination of resources to advisees as needed to support holistic growth and development across the academic journey.
- Maintenance and/or improvement of current student satisfaction scores, graduation, and retention rates.

Advisor/Advisee Assignment

All students (hereafter referred to as advisees) are assigned a faculty advisor upon admission to the School of Nursing.

- Each entering cohort (32 students) is assigned to one designated faculty.
- It is the intention of the School of Nursing that students will remain with the same advisor for the duration of their academic journey.
- Should there be exceptions to this intention, students will be informed of their new advisor.

Faculty advisors, depending on contract type and off/light semester, will be partnered with a co-advisor.

- Co-advisor will be available to partner’s advisees during partner’s designated off/light semester and vice versa.
- When designated advisor is on contract, however, advisees are to be referred to designated advisor should they reach out to the co-advisor.

Sources

Robinson, M., Mole, J., Hiller, R., Swenson, J., & Harrington, A. (2018). Holistic academic progression for nurses: An interprofessional model. *Journal of Community and Public Health Nursing*, 4(1), 211. doi: 10.4172/2471-9846.1000211
Taylor, D., & Perry, L. (2019). Eliciting understanding of faculty advising role using Caritas Processes. *International Journal for Human Caring*, 23(4), pp. 284-294. doi: 0.20467/1091-5710.23.4.284

Student Records

Student records are stored in the Scorpion Success Network and/or secure locations within NSU electronic record systems. The School of Nursing adheres to the Family Educational and Privacy Act of 1974 (FERPA) relating to all records requests. Students over the age of 18 wishing to be granted access to their SoN student records must make a request to the Program Officer/NSHE Specialist III in the School of Nursing. School of Nursing student records are maintained in accordance with the NSHE Records Management Program and Records Retention Schedule.

Student Registration

Students will be informed via email by the Clinical Administrative Assistants regarding assigned clinical and skills laboratory sections prior to the start of the semester.

Enrollment in a Minor While in the Nursing Program (Full-Time Students)

Due to the rigor of the nursing program and the demands of clinical training, students are strongly encouraged to complete any minor or additional coursework prior to program entry. We understand that some students may wish to pursue additional coursework while enrolled; however, because this may impact clinical scheduling and overall success, students are asked to communicate these plans in advance. Requests to take additional coursework will be considered on a case-by-case basis and are not guaranteed. Full-time nursing students should share any planned additional coursework, including course schedules, with the Director of Clinical Affairs prior to enrollment, as failure to do so may affect clinical placement, progression, or overall standing in the nursing program.

Cancellation of Nursing Courses or Change in Course Offering Schedule

The School of Nursing has the right to cancel any course with insufficient enrollment or other operational challenges. Additionally, the School of Nursing has the right to change the day and time of course offerings as deemed necessary to meet operational needs.

SECTION 4:

CLINICAL AND LABORATORY POLICIES AND PROCEDURES

Clinical Practice Experience Defined

Clinical practice experiences are offered in a variety of settings to support meeting course objectives. The program is responsible for identifying and arranging clinical opportunities and clinical site placements throughout the BSN program. A clinical site is where clinical practice experiences, which are planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level, are conducted. The purpose of clinical, community and lab experiences are to strengthen the transfer of didactic knowledge into the clinical and lab practices. Safety is the premier concern for all stakeholders. In an effort to uphold this commitment to the community, absences, tardiness, unprofessional behavior, unpreparedness, and skill deficiencies severely jeopardize student placement and progression in the clinical, community and lab sites.

Clinical Site Orientation

Clinical site orientation and computer training is mandatory for all clinical site rotations. The office of the NSU School of Nursing Director of Clinical Affairs will communicate the training dates/times prior to the start of the semester. Failure to comply with these activities may result in a delay of start or interruption of progression of the student due to failure to be prepared for clinical/community rotation and compliance with site-specific required documentation of practice partners of NSU's School of Nursing.

Clinical Practice Experience Assignments

The office of the NSU School of Nursing Director of Clinical Affairs assigns all clinical practice experience assignments to all clinical/community sites based upon site-specific requirements, existing health documentation profiles at specific sites and in collaboration with sites and their administration. The office of the NSU School of Nursing Director of Clinical Affairs makes the final decision for all clinical/community assignments. Due to the nature of timely submission of all required documentation to the sites, the final site placements cannot be appealed.

Faculty Supervision of Students

Students in the NSU School of Nursing are supervised by faculty in a variety of settings including the skills lab, simulations, and clinical agencies. Regardless of the format, faculty are responsible for providing students with the supervision needed to provide an enriched learning environment while at the same time ensuring the provision of safe, effective nursing care.

Students will subsequently receive feedback from faculty in a variety of ways including individual/group discussions, examinations, clinical evaluations, and written assignments. This feedback may be delivered in person or in electronic format in Canvas; students are therefore encouraged to check the Canvas site for all courses often.

Professionalism

Client Confidentiality

The rights of clients must be adhered to at all times. Students are expected to exercise extreme caution in keeping all client information strictly confidential. No key client markers or identifiers (patient name, birthdate, parent's name, etc.) should be used in any form. Client records at clinical sites and agencies must not be photocopied, emailed, or faxed for classroom purposes. Students are expected to know and follow HIPAA policies on client confidentiality. Violation of HIPAA guidelines is considered a critical incident and can result in course failure and/or dismissal from the nursing program due to lack of professional accountability.

Interpretation/Translation

If students or faculty who are not trained as health care interpreters try to interpret in health care settings, errors in understanding and/or communication may occur, which is a risk to the patient and a liability to the healthcare setting, the healthcare provider, and Nevada State University. Students and faculty must adhere to the healthcare settings policy on interpreting/translation.

School of Nursing Dress Code Policy

A professional image is key to gaining and maintaining the respect and sacred trust of our patients, their families, and the community. In addition to representing the Nevada State University School of Nursing (SoN), you are representing the entire profession of nursing. Many dress code requirements are directly related to the patients' and your own personal safety and are in compliance with facility site policies.

Clinical, Simulation, and Laboratory Dress Code

General

- Students should purchase two sets of scrubs. Scrub bottoms with ties must not appear below the uniform top. Scrub bottoms must not drag on the floor.
- Any shirt worn under the uniform top must be white and emblem and word free
- No jeans or shorts of any color or type.
- No t-shirts, tank tops, halter tops, midriff, or sleeveless tops. No athletic or exercise sweatshirts or pants of any type. Special attire may be required for certain courses and will be specified in the course syllabus.
- Clothing must be freshly laundered and wrinkle-free.
- No visible undergarments.
- Dresses, skirts, skorts must be knee length.
- No gum chewing in the laboratory, simulation, or clinical setting.
- Tobacco usage or use of electronic cigarettes ("vaping") at the clinical sites is based on facility policy.
- Make-up should be natural, subdued, and convey a professional image.

Section 4: Clinical and Laboratory Policies and Procedures

- For infection control purposes, reusable handkerchiefs should not be used in the clinical, laboratory, or simulation settings.
- Special consideration relating to professional image should be noted by the student while in Nevada State SoN uniform.
- Clinical site dress code always supersedes the SON dress code and the strictest will be enforced.

Identification

- School or facility-issued picture identification must be worn prominently at all times while in the clinical, laboratory, simulation, open lab, or SoN-related function.
- School-issued picture identification is to be worn at or above waist level on the uniform top in accordance with facility/clinical policy.
- School-issued picture identification must be in good condition, not faded, and intact.

Hygiene

- Stringent personal and oral hygiene is expected.
- Any strong odors or fragrances are not permitted. This includes cigarette smoke, body odors, lotion, perfume/cologne, cosmetic or hygienic products, etc.
- Nails must be clean, trimmed, and short. No nail polish or false nails of any kind.

Footwear

- White or black clean leather, athletic, or similar shoes. Closed-toe and closed-back.
- Shoes must be regularly cleaned and in good condition.
- No canvas shoes.
- Socks that cover the entire foot must be worn.
- Oversized or colored logos, lights and adornments are not permitted.

Body Art, Adornments, and Jewelry

- One plain band ring is permitted.
- Hanging jewelry, medallions, or chains are not permitted.
- Small (less than 5mm) plain stud piercings in the earlobes are permitted.
- Small stud piercings in the ears are permitted.
- A single stud nose piercing is allowed. Visible piercings in all other locations are not permitted. This includes but is not limited to labrets, Monroe, facial, or tongue piercings.
- Non-stud piercings are not permitted. This includes but is not limited to rings, hoops, stretchers, bars, barbells, and tapers.
- Retainers for piercings and gauge earrings must be used and be similar to the student's own skin tone or clear.
- Gauge earrings are permitted if placed prior to the start of nursing school. The student shall not increase gauge size while in the nursing program.
- Visible body modification implants (e.g., deep piercing, extraocular, flesh staple/plating/pocketing, horns, subdermal or transdermal) without medical necessity are not permitted.
- Ornate or elaborate wristwatches (e.g., covered with real or simulated jewels, or a smartwatch) are not permitted.

Section 4: Clinical and Laboratory Policies and Procedures

- Tattoos that are offensive, suggestive, obscene, sexually explicit, vulgar must not be visible within clinical and lab setting.
- If a patient at a clinical site feels a tattoo is offensive with no further questions asked the student will be required to cover the tattoo.
- Clinical site dress code always supersedes the SON dress code and the strictest will be enforced.

Hair & Head

- Must be clean, neat, not interfere with infection control and contained and above the shoulder.
- Students without established beards, facial hair, or mustaches will be clean-shaven. Facial hair must be short and neatly trimmed. Facial stubble is not permitted at the beginning of the clinical shift.
- Haircuts such as mohawks and heavy spikes are not permitted.
- Hats, bandanas, shower caps, visors, do-rags, or any head covering are not permitted unless for medical conditions, established religious or cultural customs, safety purposes, or is part of the department dress code.
- Hair adornments and stays must be monochromatic, plain, not dangle, and convey a professional image.
- Clinical site dress code always supersedes the SON dress code and the strictest will be enforced.

Emblems

- Buttons, pins, badge holders, or other worn adornments that contain advertising, profanity, vulgarity, or impair a therapeutic relationship or communication are not permitted.

Uniform Type Descriptions

All general and specific requirements related to dress code, as defined above, apply to the uniform descriptions.

Uniform-Professional Dress

- Pressed slacks. Skirts, knee length.
- Button-down shirt/blouse and blazer or suit jacket. Ties are recommended.
- Loafers or lace-up dress shoes, or closed toe or peep-toe heels (1-2.5 inches)
- Deep V-neck tops must have a modest camisole.
- Undergarments must be worn and not visible through outer clothing, to include bra straps.
- Appropriate identification badges.

Uniform-Business Casual Dress

- Shirt or blouse with collar or polo style.
- Slacks, chino cloth pants (e.g. khakis), wrinkle-free or skirts, knee length.
- Loafers or dress lace-up shoes, or closed toe or peep-toe heels (1-2.5 inches) depending upon occasion.

Section 4: Clinical and Laboratory Policies and Procedures

- Sleeveless tops are permitted. If “spaghetti” straps are worn you must have a jacket or sweater over it. At other times, a blazer or sweater is optional.
- Appropriate identification badges.

Uniform – Acute Care Clinical/Simulation/Laboratory

- Pewter grey scrubs with NSU embroidery with pewter grey uniform slacks/pants. Scrubs should allow for freedom of movement to perform required tasks. NSU-approved scrub dresses/skirts will be considered for cultural or religious reasons. If a dress or skirt is worn, hosiery must be worn.
- White or black shoes and with socks that cover the entire foot must be worn.
- Short pewter grey scrub coat or black jacket (purchased from SNA) with NSU embroidery. Wearing the lab/scrub coat or black jacket is optional.
- Appropriate identification badges.

Uniform – Preclinical/ Open Lab

- Acute Care Clinical/Simulation uniform and wearing official NSU short pewter grey scrub coat Community Health/Mental Health attire also permitted in *open lab practice area* only (see below).
- Appropriate identification badges.

Uniform – Community Health/Mental Health

- Black polo shirts with NSU embroidery will be obtained from the NSU vendor. A plain black long sleeve shirt may be worn under the polo shirt for cold environments.
- The midriff and/or cleavage will not show including when the student extends arms fully up or when the student bends over.
- NSU scrub pants - wrinkle-free.
- No oversized logos or emblems, except the NSU logo, are permitted.
- Shirts and pants should be thick and loose enough that undergarment lines are not visible.
- If allowed at the community/mental health clinical site, short pewter grey scrub coat or black jacket (purchased from SNA) with NSU embroidery. Wearing the lab/scrub coat or black jacket is optional.
- Appropriate identification badges. In the psychiatric clinical setting, the last name on the name badge must be covered with black tape. Student Nurse credentials (S.N.) must be visible.
- White or black clean leather, athletic, or similar shoes. Closed-toe and closed-back. Socks that cover the entire foot must be worn.

Revised and approved by Faculty 04/08/2025

Standards of Practice

A student may be withdrawn from the BSN program based on unsatisfactory clinical competence and violation of standards of practice. The Nevada State University School of Nursing abides by the rules and regulations of the State of Nevada Nurse Practice Acts. Students enrolled in the School of Nursing are expected to follow the BSN program and the American Nurses Association standards of practice in their

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clinical practice. The professional responsibilities of students enrolled in the School of Nursing include the following:

- Demonstrate the ability to critically assess and evaluate one's own performance while incorporating feedback from faculty, agency personnel, and other students.
- Demonstrate an awareness of and sensitivity to the values, attitudes, and feelings of self and others.
- Be self-directed in setting learning goals and in the delivery of nursing care.
- Treat clients regardless of age, gender, social status, ethnicity, national origins, or diagnosis.
- Accept responsibility and accountability for one's own nursing decisions and actions.
- Recognize the significance of formulating a personal philosophy of caring in nursing practice.
- Utilize effective communication, problem-solving, and negotiation skills with clients, health team members, faculty, and community partners.

Clinical Clearance

Nevada State University School of Nursing uses an online databank to facilitate the completion of required health evaluations, clearance information and other documents. All students must create an account with the online databank when prompted to do so. Students are responsible for submitting and ensuring that all the required information has been submitted to the online databank. The costs associated with these clinical requirements are the responsibility of the student. Students will be notified of non-compliance to the required clinical health evaluations and other related documents by the online databank.

Failure to complete the requirements by the established due dates may result in the student not being allowed to participate in the scheduled clinical activities and may result in a delay in completing the nursing program or dismissal from the nursing program.

All students must complete a background check before attending the first scheduled clinical practicum. The Director of Clinical Affairs' office will provide students with a date to complete their initial background check. The cost associated with this requirement is the responsibility of the student. If a background check expires or a new background check is needed due to clinical site requirements, students will be required to renew the background check and pay the associated cost. Please note: A charge or a conviction of a felonious act may prevent students from attending a clinical practicum setting resulting in the inability to fulfill clinical objectives, which could result in failure of the course and/ or dismissal from the nursing program.

Health, CPR, & Insurance Requirements

Clinical course requirements for health, PPD, CPR certification, and health insurance must be current through the last day of clinical for the semester enrolled. Health documents, including CPR, TB, and tetanus, cannot expire during a clinical rotation. If any of these documents are scheduled to expire during

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a clinical rotation, the student must update them prior to the start of clinical. Specific site requirements must be adhered to based on student site assignment, if applicable. Non-compliance with School of Nursing and/or site-specific requirements may result in the student not being able to attend clinical/community/laboratory learning experiences resulting in the inability to successfully complete the course. Students will sign consent to have health records forwarded to the clinical sites.

All students must submit evidence of the following in order to attend a clinical course in the BSN Program:

1. A completed Health History Form and a physical examination conducted by a physician, nurse practitioner, or physician assistant within six months of the first day of the semester in which the student is enrolled in NURS 344 (the first clinical rotation). These requirements only need to be repeated if the student is returning from a Leave of Absence (LOA) or has been re-admitted to the nursing program, thereby restarting their clinical compliance timeline.
2. Negative Tuberculosis (TB) blood test (annual)
 - a) Choose one:
 - i. QuantiFERON®-TB Gold Plus (QFT-Plus) or
 - ii. T-SPOT®.TB test (T-Spot)
 - b) Evidence of chest x-ray and medical follow-up, within 6 months, for those with past history of positive TB reactivity. All students with a history of a positive TB blood test must complete the yearly TB signs and symptoms questionnaire available in the nursing program office.
3. Immunity to measles, mumps, rubella, tetanus and diphtheria, hepatitis B, and varicella must be demonstrated by the following:
 - Mumps vaccine (2 doses), positive titer, or born before 1957
 - Rubella vaccine (2 doses), positive titer, or born before 1957
 - Rubeola vaccine (2 doses), positive titer, or born before 1957
 - Tetanus and diphtheria: inoculation within past ten (10) years
 - Chickenpox (Varicella): immunization (2 doses), or positive titer
 - Hepatitis B: Evidence of a positive antibody titer, a completed series of two/three injections of vaccine, or a signed declination form (see below).
 - Note regarding Hepatitis A: Vaccination for Hepatitis A is not required upon entry into the nursing program; however, some clinical sites may require the vaccine and the student will be required to submit proof of vaccination.
4. Completed series of COVID-19 vaccine and clinical site specific.
5. Flu Vaccine (seasonal) and clinical site specific.
6. Current CPR certification: The American Heart Association's Basic Life Support (BLS) for Healthcare Providers is required and must be in effect through the last day of clinical for the

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semester enrolled. Students are responsible for maintaining current certification and must bring any change in expiration date to the attention of the School of Nursing Director of Clinical Affairs' office. A copy of the front and back of the card is required and it must be signed by the student.

7. Negative ten panel drug screen

- The Director of Clinical Affairs' office will provide students with a date to complete their initial drug screen. If an additional drug screen is needed due to clinical site requirements, students will be required to complete additional drug screen testing and will be required to pay the associated costs.
- **A POSITIVE DRUG SCREEN RESULT**
An individual who has a positive drug screen result that is not due to a prescribed medication will be dismissed from the nursing program. The student would be eligible to reapply to the nursing program should they choose to do so at a later date.
- **A POSITIVE DRUG SCREEN RESULTS DUE TO PRESCRIPTION USE**
If a student claims that the positive drug screen result is a result of prescription use, the student will be requested to arrange for the prescriber to provide the following information to the Dean or designee: the prescriber's statement detailing the drug, dose, frequency, effect, expected duration of treatment, any indications of abuse of the prescription drug(s), and any contraindications to being in the clinical practicum setting while on this drug.
If the student is unable to have the prescriber forward such information to the Dean or designee regarding the drug, the test will be treated as positive and unexcused, and the student will be dismissed from the nursing program. The student would be eligible to reapply to the nursing program should they choose to do so at a later date.
- **AN INCONCLUSIVE DRUG SCREEN RESULT**
An individual who has an inconclusive drug/alcohol test must:
 1. Repeat the drug screen within 24 business hours of being notified of the results at the student's expense. Failure to do so may result in program dismissal.
 2. If the second drug screen result is also inconclusive the student will need to meet with the Dean of Nursing or designee to discuss the results and determine if the student will be allowed in the nursing program.

Hepatitis B Vaccine

Students are required to have completed the hepatitis B vaccine series (two injections or three injections) or to have signed a declination form prior to going to clinical sites.

Students who sign the immunization declination (refusal) form due to medical or religious reasons which preclude immunization will be exempt from the policy upon signature of a health care provider. However, some clinical sites may not accept a declination for the Hepatitis B vaccine and vaccination may then be required. Students who show evidence of an immune response will be exempt from the vaccine series.

Hand Hygiene

Hand hygiene (i.e. hand washing or use of alcohol-based hand rubs) is the most important step in the prevention of spreading germs to others and ourselves. The Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO) recommend cleaning hands at specific times and in a specific way. Students will perform hand hygiene as recommended by the CDC and WHO.

Students will wash their hands after touching blood, body fluids, secretions, excretions, and contaminated items, whether or not gloves are worn and/or immediately prior to any patient interaction or nursing intervention. Perform hand hygiene immediately after gloves are removed, between patient contacts and when otherwise indicated to avoid transfer of microorganisms to other patients or environments. It may be necessary to wash hands between tasks and procedures on the same patient to prevent cross contamination of different body sites.

Alcohol-based hand rub will be used between patient contact. When using an alcohol-based hand rub, apply product in the amount recommended by the manufacturer to palm of one hand and rub hands together, covering all surfaces of hands and fingers, until hands are dry. Alcohol-based hand rubs significantly reduce the number of microorganisms on skin, are fast acting and cause less skin irritation.

The use of gloves does not eliminate the need for hand hygiene. Likewise, the use of hand hygiene does not eliminate the need for gloves. Gloves reduce hand contamination, prevent cross-contamination, and protect patients and health care personnel from infection.

Standard Precautions

Since potential diseases in a patient's blood and body fluids cannot be known, blood and body fluid and substance precautions recommended by the CDC should be adhered to for all patients. These precautions, called "standard precautions," should be followed regardless of any lack of evidence of the patient's infection status. Standard precautions will be the minimum standard of practice throughout the School of Nursing. Routinely use barrier protection to prevent skin and mucous membrane contamination with the following: secretions and excretions, except sweat, regardless of whether or not they contain visible blood, body fluids of all patients and specimens, non-intact skin, and mucous membranes.

Wear gloves (clean non-sterile gloves are adequate) when touching blood, body fluids, secretions, excretions, and contaminated items. Put on clean gloves just before touching mucous membranes and non-intact skin. Change gloves between tasks and procedures on the same patient after contact with material that may contain a high concentration of microorganisms. Remove gloves promptly after use,

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before touching non-contaminated items and environmental surfaces and before going to another patient. Perform hand hygiene immediately to avoid transfer of microorganisms to other patients or environments.

Wear a mask and eye protection or a face shield to protect mucous membranes of the eyes, nose and mouth during procedures and patient care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Wear a gown (a clean nonsterile gown is adequate) to protect skin and prevent soiling of clothing during procedures and patient care activities that are likely to generate splashes or sprays of blood, body fluids, secretions or excretions or cause soiling of clothing. Select a gown that is appropriate for the activity and amount of fluid likely to be encountered. Remove a soiled gown as promptly as possible and wash hands to avoid transfer of microorganisms to other patients or environments.

Universal Precautions

Universal precautions is an approach to infection control that requires the application of blood and body fluid precautions for all patients and patient specimens regardless of diagnosis. Universal precautions will be the minimum standard of practice throughout the School of Nursing. Whenever possible, Body Substance Isolation will be used. Body Substance Isolation takes Universal Precautions one step further and requires the same barrier precautions for all moist body substances and surfaces. All human blood and body fluids will be handled as if they are infectious.

Blood Borne Pathogen Exposure

Students must have satisfactorily demonstrated skill in using nursing personal protective equipment and procedures before receiving a patient clinical assignment.

An NSU nursing student who has a blood exposure while in a clinical agency is treated in a similar manner to any type of accident that occurs within the agency. The student should immediately notify the clinical faculty who will then immediately notify the supervisor within the health care facility where the accident occurred and the School of Nursing Director of Clinical Affairs. It should be noted that the institution or agency where exposure has occurred has no responsibility to provide any testing or treatment related to the exposure. As much information as possible about the source patient should be collected (e.g. HBV antigen, HCV, and HIV antibody status and RNA viral load). The agency in which the exposure occurred may or may not pay the cost of the lab draw on the source patient. The clinical agency will usually require the completion of an incident report and will usually ask for permission from the source patient to test for blood borne pathogens. The clinical instructor and the student will complete appropriate documentation at the clinical agency site and the NSU incident report forms. These forms are available from the School of Nursing – Office of the Director of Clinical Affairs. The clinical faculty will forward all forms to the School of Nursing Director of Clinical Affairs and copies will be placed in the student's file.

The affected student should report to their health provider to discuss prophylaxis treatment. When indicated, the Centers for Disease Control (CDC) recommends initiating post-exposure prophylaxis against HIV as close to the time of exposure as possible, ideally within one hour and continuing for 4 weeks.

Health Insurance

It is required that all nursing students be covered by an accident and health insurance policy that is in effect at all times that the student is participating in School of Nursing related activities. Students are responsible for any cost incurred for all health care costs related to illness, accidents, harm sustained to one's own self and not to patients. It is the student's responsibility to maintain current coverage and is responsible for submitting proof of health insurance coverage into the online databank each semester. This must be submitted prior to clinical attendance.

Liability Insurance

Professional liability insurance is provided for each nursing student by the university, which spans the semester of course.

CLINICAL AGENCY DISCLAIMER

While assigned to clinical agencies, students are not considered employees of the agency and will not be covered by Workman's Compensation, or malpractice insurance policies of the agency. Students are also not considered employees of Nevada State University and will not be covered by the University's Workman's Compensation policy. Students must abide by existing rules and regulations of the Clinical Agency during their clinical assignments.

Health Document Requirements Each Semester

After admission to the nursing program, students must update and submit health documents for each upcoming semester well in advance so that the school can send documents to the hospitals and agencies where students will be practicing.

All documents are due in the online databank, or if requested, submitted to the School of Nursing Clinical Administrative Assistant no later than four (4) weeks before the first day of the upcoming semester.

Following are the items that must be kept current, and updated, if necessary, so that they do not expire before the end of each upcoming semester:

- **Copy of health insurance card** (Must provide a copy each semester even if there have been no changes to your insurance.)
- **CPR card** (If your card expires before the end of the upcoming semester, you must have it renewed and provide a copy of your new card no later than 4 weeks before the first day of the upcoming semester.)
- **TB test** Annual negative QuantiFERON®-TB Gold Plus (QFT-Plus) or T-SPOT®.TB test (T-Spot). Evidence of chest x-ray and medical follow-up, within 6 months, for those with past history of positive reactivity.
- **Annual flu vaccination** during flu season (October-April). Do not get the flu shot before August 15.

It is the student's responsibility to check their individual online databank account to ensure that all requirements are up to date. Failure to complete the requirements by the established due dates will result in the inability for the student to attend scheduled clinical activities and may result in a delay in completing the nursing program or dismissal from the nursing program.

Equipment

A stethoscope is required. Since you will be using this equipment throughout your lab and clinical practice experiences at the School of Nursing and during your career, we recommend you purchase a quality stethoscope. The stethoscope you purchase must have a diaphragm and a bell. Stethoscopes with shorter tubing have a better quality of sound. A watch with a second hand is required and must be worn during all clinical experiences. Other required and optional equipment that will be needed during the program includes:

- Bandage scissors (required)
- Pen light (required)
- Hemostat clamp(s) (optional)

Clinical/Community/Laboratory Tardiness and Absence Policies

Rationale

Students are required to attend all clinical, simulation, and lab activities. The purpose of clinical, simulation, and lab experiences is to strengthen the transfer of didactic knowledge into clinical and lab practices. An absence and/or tardiness severely compromise the necessary development and assessment of the requisite knowledge, skills, attitudes, and critical clinical judgment/reasoning in the development of building a professional nursing practice. Further, an absence and/or tardiness from scheduled clinical/simulation/lab experiences place the student at risk to successfully meet the required course outcomes. **Clinical and lab hours are precisely calculated, and all hours must be completed to pass the clinical or lab component of the course. Tardiness, absences, and early departures from the clinical or lab site will result in the need to make up the missed clinical or lab hours.**

Clinical Paperwork

Clinical paperwork is due after each clinical shift as defined by the course syllabus. Clinical paperwork plays a significant role in demonstrating a student's understanding of the clinical practice experience, therefore it is imperative that the clinical paperwork be submitted in a punctual manner. Late paperwork is defined as being more than one minute late past the due time as designated by the syllabus and Assignment Dropbox. Paperwork will not be accepted after 7 days past the designated due date/time and will result in a learning contract. If paperwork is late, the following will occur:

- A verbal warning will occur with the first late submission
- A learning contract will occur upon the second late submission
- If the student is late with three (3) clinical paperwork submissions, the 3rd occurrence will result in a 5% grade reduction of the final course grade.
- If the student is late with four (4) clinical paperwork submissions, the 4th occurrence will result in failing the clinical/lab component of the course, which ultimately means failing the entire course.

Time Management

Time management is a required professional skill. Punctuality is mandatory in professional workplaces. Students must arrive on time for clinical/community/simulation/lab experiences and they must stay for the entire time allotted for that clinical/community/simulation/lab experience. Appropriate and organized information related to patient care are communicated to students at the start of each clinical/community/simulation/lab experience. Thus, tardiness or early departure from clinical/community/simulation/lab experiences jeopardizes the student's ability to give safe nursing care. Additionally, it reflects poor professional commitment by the student, which directly reflects back to the School of Nursing. These breaches may place the School of Nursing in jeopardy of ongoing clinical/community/lab experiences with existing sites. An absence requires notification to the clinical instructor for extenuating circumstances such as illness, military duty, jury duty, or death in the immediate family. Students are expected to seek health care when illness occurs and to follow directions for properly notifying their clinical instructors of an episode of absence; caution must be used during the clinical experience for the protection of patients as well as the student. All students are responsible for

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notifying their assigned clinical or lab instructor of an absence at least one hour prior to the scheduled start time, as directed by the course syllabus. If the absence is an extended period of time (greater than one week), a referral to the Director of Clinical Affairs will be required for further review and action. Any absence involving two or more clinical days requires a letter from the student's health provider confirming the student is ready to return to the clinical setting without restrictions. After an episode of absence related to surgery, injury, hospitalization, health related procedure, or serious illness, a letter from the student's health provider is required confirming the student is ready to return to the clinical setting without restrictions.

The following progression of actions will occur for tardiness and/or absence in clinical/community/simulation/lab:

Tardiness

Due to the critical nature that clinical skills are delivered in a punctual manner, tardiness is defined as being more than seven minutes late past the start time as designated by the clinical/ lab schedule instructor. If a student is late, the following will occur:

- A verbal warning will occur on the first day of tardiness
- A learning contract will occur upon the second day of tardiness
- If the student is late for three clinical/community/lab rotations, the 3rd occurrence will count as one full day of clinical/community/lab absence and a 5% reduction will be made in the final course grade.
- If the student is late for four clinical/community/lab rotations, the 4th occurrence will result in course failure.
- Any tardiness of **thirty (30) minutes** or longer will count as an absence with a 5% reduction in the course grade and requires a full day clinical make-up.
- Any student tardy (greater than seven minutes) to a simulation lab experience will not be allowed to participate in the experience so as to not impact the learning environment for the other learners. This incurs an unexcused absence and 5% grade deduction unless documentation for extenuating circumstances is provided.

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Absence

A clinical/community/simulation/lab absence results in a 5% course grade reduction before final rounding occurs. An absence is defined as not being present in the clinical/simulation/lab setting as scheduled. Leaving the clinical/simulation/lab before the designated end time is considered an absence.

One absence due to extenuating circumstances may be considered without a penalty/reduction in the final course grade **WITH SUBMITTED APPROPRIATE WRITTEN DOCUMENTATION** of event (illness, military duty, jury duty, or death in immediate family) **within 1 week after the incurred absence**. Each absence will be made up as scheduled in the syllabus or per the direction of your clinical or lab instructor.

Extenuating circumstances may include, but are not limited to:

- Illness of student
- Military duty of student
- Jury duty of student
- Death or illness/injury resulting in hospitalization or urgent medical evaluation by a physician, nurse practitioner, or physician assistant in the immediate family.
- Childbirth in immediate family

**Immediate family is defined as self, spouse, parent, sibling, son, daughter, grandparent, or significant other*

The second absence, regardless of reason, will result in an automatic decrease of an additional 5% in the course grade before final rounding occurs. Exception: No grade will be decreased due to **faculty** absences.

Absence exceeding two clinical days will result in course failure (the 3rd absence equates to failing the clinical/community /lab component of the course, which ultimately means failing the entire course.)

Student requests for clinical absence due to school related travel (e.g. Student Nurses Association, NSU University activities) must be accompanied by a letter of recommendation from SNA faculty advisor and approval letter by clinical faculty indicating that the student is currently meeting the clinical or lab course objectives, made at least 2 weeks in advance. The student must submit the completed “Student Approval Form for Lab and/or Clinical” to the Director of Clinical Affairs for waiver of grade reduction.

Sometimes unexpected school or clinical agency closures/cancellations can impact clinical or lab scheduling. The instructor will notify students when clinical or lab time must be rescheduled in these circumstances. Missed clinical hours due to faculty illness, or unexpected school or clinical agency closures/cancellations will not adversely affect students’ grades in clinicals. It is the responsibility of faculty and School of Nursing administration to ensure no student will be offered less than the minimum number of required clinical hours, with the exception of missed clinical hours due to holidays.

The clinical instructor has the responsibility to ensure patient safety is not compromised. Therefore, any student unable to participate fully to provide safe and effective care to patients will be dismissed from the clinical/community/lab experience and incur a clinical/community/lab absence.

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Students who are unprepared for clinical/community/simulation/lab, as determined by the clinical or lab instructor, will be dismissed from the clinical/community/simulation/lab experience, and incur a clinical/community /lab absence.

A student should not come to clinical/community/simulation/lab if he or she is ill with fever. The faculty reserves the right to send home any student deemed ill, physically, or emotionally. The missed time is considered an absence.

Once a third clinical absence has occurred, the student is not permitted to return to theory class, clinical, community, or lab.

Clinical/Lab Make-up

Missed clinical hours will be made up by placing the student in another clinical group in the hospital when space and scheduling allow. If not feasible, simulation will be scheduled at the end of the semester as an alternative. Students may not choose between hospital or simulation. While simulation will be considered for scheduling conflicts, the School of Nursing prioritizes clinical make-up in the hospital to ensure consistency in clinical learning. Students must hold the following dates for potential simulation make-up: [see semester dates listed in course syllabus]. For clinical make-up in the hospital, students will only be required to submit a reflection journal to their assigned clinical instructor—no additional paperwork. Simulation make-up includes both required pre-work and in-person activities.

Missed lab experiences must be made-up per the make-up schedule in the course syllabus.

Students who do not attend a scheduled clinical/ community/simulation/lab make-up experience will receive a failing grade for the course. Exceptions can be made at the discretion of the clinical/community/simulation/lab/theory instructor for a pre-planned clinical or lab absence due to school related travel.

Clinical Preparation

In most clinical courses, students are required to prepare in advance of the actual clinical practicum by reviewing clients' records the day prior to clinical, reading related literature and/or preparing preliminary nursing care plans. Students will receive specific instructions from clinical faculty for each course. Time for clinical preparation should be considered when planning work and personal schedules. Due to patient safety issues, students who have worked or failed to sleep within the 8 hours immediately preceding their assigned clinical hours cannot attend clinical. This will be counted as an unexcused absence.

Students are expected to come prepared for each clinical experience. Preparedness includes bringing all required equipment to all clinical sessions.

The clinical instructor is obligated to protect patient safety, which includes the necessity of sending the unprepared student home from the clinical setting. In courses where “prep sheets” are used to

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demonstrate preparedness, the sheets must be completed and given to the instructor at the beginning of clinical. Failure to have a completed prep sheet may result in an unexcused absence.

Lab Course Preparation

Most of the weekly work in lab courses requires pre work (ATI modules, tickets-to-lab) and post work (exit tickets and/or reflections). These assignments are required to adequately prepare students for content, and to offer students an opportunity to reflect on their performance and approach to the skills being learned. Due dates are set and grading rules apply as detailed in the course syllabus.

BSN Portfolio / Clinical Skills Checklist

The nursing student prints out a performance of nursing care portfolio from Web Campus when beginning NURS 301. This document will be used throughout the School of Nursing to record the laboratory and/or clinical completion of clinical skills required in each course. The student is responsible for maintaining the portfolio document. If it is lost, it is the student's responsibility to obtain new signatures for all required clinical skills.

This document will be used as a reference for each course clinical evaluation tool. The student will bring the portfolio document to the midterm and final clinical evaluation meetings with the clinical instructor. If, in the clinical instructor's opinion, sufficient clinical skills have not been completed by midterm, the student is responsible for submitting a plan for performing and completing the necessary clinical skills required for satisfactory completion of the clinical course.

Medication Administration

Dosage and Calculation Exam Requirement

Student's competence in medication administration and drug calculations will be routinely evaluated in order to ensure minimum safety standards in medication administration in the clinical setting for patient safety. The Nevada State University Nursing faculty are committed to safe medication administration and reduction of medication errors among its nursing students and graduates of the program.

A required medication dosage and calculation exam will be administered to each nursing student in the following courses NURS 344, NURS 341, NURS 384, NURS 444 and NURS 484. It is the responsibility of the student to review the information listed in the course syllabus. Each exam may be taken three times and must be passed with the minimum score required listed below for the student to administer medications in the clinical setting. Students who do not pass the dosage and calculation exam on the first or second attempt will meet with the instructor for remediation. Each of the three exams will be given approximately one week apart (a minimum of three business days and maximum of ten business days) to provide students appropriate time to prepare and remediate.

Failure to pass the exam on the third attempt will result in the student being unable to administer medications in the clinical setting, which will not allow the student to satisfactorily meet the clinical course outcomes. Not meeting the clinical course outcomes will lead to course failure. Students who are

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qualified to request reinstatement are encouraged to continue in the class and clinicals (without administering medications) in order to improve their chances of success during a subsequent course attempt. Students who choose to remain in the course must attend all components of the course (class/labs/simulations/clinicals).

Course	Required Passing Grade
NURS 344	95%
NURS 341	95%
NURS 384	95%
NURS 444	100%
NURS 484	100%

Course Specific Medication Administration Information

NURS 344- After successful completion of the dosage and calculation exam, the medication administration skill demonstration in the NURS308 course, and under the supervision of the clinical instructor, students may administer oral, sublingual, topical, rectal, subcutaneous, intradermal, and intramuscular medications, as well as medications via enteral feeding tubes.

NURS 341- After successful completion of the dosage and calculation exam and under the supervision of the clinical instructor, students will perform medication administration skills listed in NURS 344 with special considerations for pediatric dosages and administration techniques taught in the course.

NURS 351- Under the supervision of the clinical instructor, students will perform medication administration skills listed in NURS 344 with special considerations for prenatal, neonatal, intrapartal, and postnatal dosages and administration techniques taught in the course.

NURS 384- After successful completion of the dosage and calculation exam and under the supervision of the clinical instructor, students will perform medication administration skills listed in NURS 344 as well as IV infusions, IV piggyback and IV push medications.

NURS 444- Under the supervision of the clinical instructor, the student will build upon the medication administration skills listed in NURS 384 and develop further mastery of the skill.

NURS 452 and NURS 484- Under the supervision of the clinical instructor or the assigned staff RN, student will perform medication administration skills listed in NURS 444 and develop further mastery of the skill.

Medication Administration

Students must prepare medications for only one patient at a time for safety. All medications are expected to be administered safely through the use of the TEN RIGHTS (patient, drug, dose, time, route, refusal, assessment, evaluation, education, and documentation). Students must perform THREE CHECKS of the “rights” to ensure the correct medication is being administered to the right patient. Medications are to be administered in a timely manner and documented accurately.

Knowledge of the drug including therapeutic range/dose, frequency, action, drug/drug interaction, drug/food interaction, and side effects will be reviewed with the clinical instructor prior to administration of the medication. The “rights” of medication administration will be verified with the clinical instructor or the staff RN depending on the clinical course. Under no circumstances will students give medications without the supervision of either the clinical instructor or the staff RN. Failure to follow this may result in withdrawal from the nursing program.

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Students' ability to administer narcotic medications will be based on the policy of the healthcare agency. If students administer narcotic medications, it will be done as a triad with the student, the clinical instructor and the nurse assigned to the patient. If the narcotic requires verification of another licensed nurse, the medication must be administered under the assigned nurse log-in in the EHR system and not the student's or clinical instructor's log-in to the EHR system. The other licensed nurse for verification of the narcotic medication must work for the healthcare agency, it cannot be the clinical instructor.

Restrictions

Students may not administer chemotherapeutic agents; however, students can monitor and provide care to a patient receiving chemotherapy. Students may not administer experimental medications. Students may not hang or sign for blood products because it requires 2 RN's for verification; however, students can assist the nurse in priming the blood tubing with normal saline, as well as monitor and provide care to the patient while they receive the blood products. Students may not titrate IV drugs (such as Nitroglycerin, Dopamine, Heparin, etc.); however, the students may provide care to the patient and observe the nurse titrating the IV drugs.

Procedure of Medication Error Reporting

The purpose is to ensure proper documentation of any potential or actual medication errors that occur, to enhance the students' awareness of factors leading to medication errors and to prevent medication errors. To promote a culture of safety, medication errors require immediate follow-up by the student and the clinical instructor.

The NSU Report of Medication Error form needs to be completed by the student on the date of the error. The clinical instructor will review and discuss the content of the report with the student to prevent further medication errors (potential or actual). The clinical instructor will notify the Director of Clinical Affairs of the medication error and submit the completed report form within 24 hours. The clinical instructor and student will notify the primary nurse and charge nurse of the medication error. They will follow the clinical agency policy for medication errors and complete any required documentation. The student will meet with the clinical instructor to discuss all actual and potential medication errors to ensure that student performance is safe at all times.

Report of Potential/Actual Medication Error Form

1. Student name		2. Course	
3. Date of report		4. Date of incident	
5. Facility name		6. Unit	
7. Patient initials			
8. The original physician's order: (Drug name, dosage, frequency, and route)			
9. Does Medication Administration Record match the order? ☐ Yes ☐ No			
10. What was given? (Drug name, dosage, frequency, and route)			
11. To whom was the medication given? ☐ Right patient. ☐ Wrong patient.			
12. Explain in your own words what occurred:			
13. Outcome to the patient:			
14. Your intervention:			
15. How can you prevent this from happening again in the future?			
Student signature:		Date:	
Faculty signature:		Date:	

Distribution: Director of Clinical Affairs / Faculty / Student / Student's File

Clinical Performance

A student's technical skills will be evaluated by faculty on an ongoing basis in the clinical setting according to criteria and standards outlined in the course outcomes as established by the instructor at the beginning of each clinical course. Students must satisfactorily achieve each clinical outcome in order to meet course requirements and progress in the School of Nursing. All skills performed in the clinical setting must be initially supervised by the clinical instructor or designee who will evaluate the students' performance in the skill and who will inform the student when s/he may perform the skill unsupervised. A student who performs a procedure incorrectly in the clinical setting may be referred to the nursing skills laboratory for remediation.

Under no circumstances, after reporting for duty, are students permitted to leave their assigned areas without the permission of the clinical instructor.

One critical incident (i.e., unsafe clinical practice) in the clinical setting may result in termination from the course or program.

Unsafe Clinical Practice

Unsafe practice is defined as behavior or action that has the potential to cause harm to a client. Such behavior, by its omission or commission, actually or potentially places the patient or another individual in physical or psychological jeopardy or involves ethical or legal issues. Examples of unsafe clinical practice include but are not limited to:

Safety (actual and potential)

- Placing client, self, other students, faculty, or clinical site staff in physical or psychological jeopardy.
- Willfully or intentionally doing physical and/or emotional harm to a client.
- Providing nursing care in a harmful manner or exhibiting careless or negligent behavior in connection with care of a client.
- Failure to conform to the essential standards of acceptable and prevailing nursing practice. Actual injury need not be established.
- Inability to articulate rationale for care given to clients.
- Medication administration errors that have reached the patient, such as wrong dose, wrong time, wrong drug, wrong route, or wrong patient.

Section 4: Clinical and Laboratory Policies and Procedures

Accountability

- Refusing to assume the assigned care of a client or failing to inform the instructor in a timely manner of inability to carry out assigned care.
- Leaving the clinical area without notifying the instructor.
- Failing to report an error in assessments, treatments, or medications or failing to report an untoward event or adverse reaction.
- Refusal/failure to follow NSU regulations and agency regulations and protocols.
- Breach of patient confidentiality.
- Removing copies or confidential records of patients from the clinical area.
- Using a cell camera phone to photograph clients or confidential information.
- Looking up confidential information related to self, friends, or family members.
- Searching clinical records for any purpose other than a “need to know” the information for patient care.
- Unauthorized or excessive absences or tardiness.

Integrity and Honesty

- Falsifying client records or fabricating client experiences.
- Failing to adhere to substance abuse policies.
- Illegal behaviors, such as fraud, deceit, or theft.

If, in the clinical instructor's clinical judgment, a student is unsafe to continue in the clinical setting, the clinical instructor will take the following steps:

1. Dismiss the student for the remainder of the clinical day. The clinical instructor will follow all institutional guidelines as appropriate.
2. Notify the Course Coordinator (if applicable), theory faculty, and the Director of Clinical Affairs.
3. Student will submit a written report about the incident to the clinical instructor within 24 hours.
4. Submit a written report of the incident(s) to the Director of Clinical Affairs within one working day. The Director of Clinical Affairs will contact the Registrar's office to put a hold on the student's grade. The student will not be allowed to withdraw from the course at this time.
5. The clinical instructor will schedule a meeting with the student within 24 hours, or as soon as is practicable, and prepare a written report that describes the incident(s) that resulted in the student's dismissal from clinical. The student will be given a copy of the written report at this time.
6. Advise the student that s/he will not be able to return to clinical until a meeting is held with the Director of Clinical Affairs regarding the incident. The student may submit a written report prior to this meeting.
7. Within three working days or as soon as is practicable, a meeting will be held. In attendance at the meeting will be the clinical instructor, the student, and the Director of Clinical Affairs of Nursing. The student may elect to have his/her advisor in attendance at the meeting. The Director of Clinical Affairs or designees (committee) will make a recommendation regarding the student's continuation in the program to the Dean of Nursing. This meeting will determine whether the student is administratively withdrawn with a grade of F or is allowed to return to complete the

course. The clinical instructor initiating the meeting is not involved in the formal decision regarding the student's progression in the program.

Transportation and Home Visits

Students are responsible to have their own transportation to and from health care facilities, other selected clinical practice experience settings and laboratory/simulation sites. This may involve traveling extended distances and may involve diverse sites. The student is responsible for their transportation expenses. Carpooling is recommended when feasible. **Students may NOT, under any circumstances, while practicing in any clinical setting, transport clients. Students are not allowed to ride along with an assigned community healthcare personnel in the community clinical practice experiences without prior permission from the course faculty.**

Home Visiting Policy

As a part of some community clinical practice experiences, students may make some home visits for clients and families. Considerations involved in making home visits will include the course objectives, individual student learning needs, and student safety. All client home visits must comply with the following:

- All home visits must be conducted during the assigned clinical times. Students must be accompanied by either clinical faculty or an assigned community healthcare personnel.
- Student making client home visits need to receive and provide their clinical faculty with a daily schedule of visits, to include names and address of clients to be seen, before leaving the clinical agency. The schedule will include an estimated time of return to the agency if applicable. Students will notify faculty on their return to the agency or completion of the day's visits. Faculty members have the right to request police assistance to locate students who have not returned from visits at the appointed time.
- Under no circumstance will students take their backpacks, laptops, or other valuable into a home during a home visit.
- Student using their own vehicles will maintain them in good repair and will not make visits with less than one-half tank of gas. Students traveling in their own cars should lock them while parked or while driving.
- **If at any time during a visit, individual or conditions appear unsafe or threatening for any reason, the student will immediately leave the home.**
- Under no circumstances will students give out their home telephone numbers or home addresses to clients. Students may give clients agency telephone numbers to use for appointment confirmations or cancellations.
- Students will give either written or oral report on clinical visits to clinical faculty by the designated time in Web Campus.

Section 4: Clinical and Laboratory Policies and Procedures

- All health promotion activities and nursing interventions in the home will occur within the framework of the client's current medical plan of treatment and the Nevada Nurse Practice Act.

Students will at all times use the following safety measures during home visits:

- Call assigned community healthcare personnel in advance and confirm participation in home visits schedule for the assigned day.
- Confirm directions to client's address with assigned community healthcare personnel before leaving agency.
- Keep a fully charged cell phone in their immediate possession.
- Observe the neighborhood and environment while approaching the client's address. If groups of people are loitering nearby, or other conditions appear unusual or unsafe, report these conditions immediately to the clinical faculty.
- When walking on a street or sidewalk, stand tall, do not make eye contact, look over passerby heads, do not smile at strangers, and walk purposefully, even if lost.
- Park in full view of the client's residence. Avoid parking in alleys or deserted side streets.
- Use common walkways in buildings and avoid isolated stairs.
- Always knock/ ring the doorbell on a client's door before entering with assigned community healthcare personnel.
- Never go into, or stay in, a home if personal safety is a question. Always respect your "gut feelings" and sense of intuition.
- When leaving the client's residence, carry your car keys in your hand.

Pregnancy

Nursing is a challenging program of study, both physically and mentally. It brings students into health care settings where there is an increased risk of exposure to strenuous activity, communicable diseases, radiation, and toxic substances. Neither Nevada State University nor its affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or pregnant student. A pregnant student in the School of Nursing is asked to make their condition known to their clinical instructor. Students must be able to meet all program requirements; pregnant students will be held to the same standards as other students.

Clinical Evaluation

Clinical Faculty will be responsible for evaluation of each student's performance within clinical settings related to application of theoretical material, quality of nursing assessment, plans for client care and interventions. The BSN program policy states that a grade of "C" or better must be earned in all nursing courses and students must **satisfactorily achieve each clinical outcome in the clinical portion of the course.**

- **Midterm clinical progress evaluation** occurs at midterm. The clinical faculty member meets with each individual student and discusses the student's progress toward meeting clinical outcomes. A rating of "Needs Improvement" will be discussed with the student and expectations for future performance will be put in writing. The clinical faculty will inform the theory faculty, who partners in the student's success, of all students who may be at risk of being unsuccessful and the plan for future performance success. Clinical activities continue through to the last week of classes.
- **Final clinical evaluation** occurs during or after the student's last clinical experience or during final exam week. The clinical faculty member meets with the individual students to discuss their clinical performance for the course and assigns a clinical grade. The clinical faculty member informs the theory faculty of any student who is unsatisfactorily meeting the clinical course outcomes. Any student receiving an unsatisfactory performance grade in clinical will receive a grade of "D" for the course or the final grade of the theory portion, whichever is lower.

Open Lab Policies

Terms and Conditions

- Any policies or rules concerning Open Lab not followed can result in a Learning Contract or Professional Behavior Deficiency.
- I (student) understand that I will be prepared, on time, professional and civil during my time in open lab
- I (student) will abide by all BEHSC policies and BSN handbook policies while in the open lab setting.

Section 4: Clinical and Laboratory Policies and Procedures

- I (student) understand per the Skills Lab Ground Rules that I am allotted 3 open lab appointments per week (*appointments are scheduled in 1-hour blocks and must be cancelled if not attending*).
- If I (student) am more than 15 minutes late to my open lab appointment that I will be considered a “no show”. More than one “no show” will result in loss of open lab privileges for one week. More than two “no shows” will result in a learning/behavioral contract. More than three “no shows” will result in a Professional Behavior Deficiency.
- I (student) understand that Peer Assistant Lab Specialists (PALS) are there to check students in and out; they are not there to manage my open lab schedule.
- I understand that PALS are not there to answer any skills questions and/or teach me. PALS are there to supervise open lab and ensure everyone is working safely.

Additional Policies

- Appointments need to be scheduled at least 4 hours in advance. The system will automatically close to any new sign ups.
- Appointments cannot be scheduled more than 7 days in advance.
- There is a max of 16 students scheduled per time slot. (Example: 16 students in open lab from 3pm-4pm)
- 2 -3 students pers skill station. Sharing is Caring!
- Open lab is like a class you register for. Everyone is responsible for their own open lab appointment.
- Anyone who attends open lab must have an appointment. No persons allowed in open lab who are not enrolled in the nursing program at NSU.
- You are not allowed to stay longer in the lab without an already scheduled appointment. Even if the lab has open stations, you still need to clean up and leave open lab once your time is up.
- All students are required to clean up their stations to lab standards. A PAL will check their station before leaving.
- Students can only have scheduled and attended 3 appointments/week. Students who schedule/attend more than 3 hours will have hours removed either during that week or in a following week.
- Please check into lab READY TO PRACTICE maximizing your open lab time.
- Students are to be in uniform with nursing tote bags.
- Personal items need to be locked up in the locker room. Water is permitted but must be stored on the lab bench – away from the manikins.

Student Learning Contracts in Clinical and/or Lab

If at any time during the semester, a clinical or lab faculty member identifies that a student is not on a trajectory to satisfactorily achieve clinical or lab course outcome(s), a student learning contract may be instituted. The purpose of this learning contract is to assist the student in achieving satisfactory progress in meeting course requirements through a personalized action plan. Satisfactory progress is defined as meeting the clinical or lab requirements.

To earn a passing grade for this course, the student must satisfactorily complete and comply with the action plan described. Any corrective behaviors or actions listed must be immediate and sustained throughout the remainder of the course to meet the course outcome(s) and pass the course. Failure to satisfactorily complete and comply with the action plan may result in failure of the course.

Open lab time must be reserved through the Acuity scheduling application (linked below):

<https://nssc.acuityscheduling.com/schedule.php?calendarID=937254>

SECTION 5:

RESOURCES AND STANDARDS

Technical Standards

Nevada State University is committed to providing equal access to students with documented disabilities. To ensure your access to this program, students with disabilities may contact the Disability Resource Center (DRC). There, you can engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings. Accommodations are not provided retroactively. Students are encouraged to register with DRC as soon as they begin the program. More information can be found online at <https://nevadastate.edu/drc/> or by contacting the DRC office at 702-992-2180 or drc@nevadastate.edu

If a student is unable to demonstrate the following skills and competencies, it is the student's responsibility to formally request appropriate accommodation through the Disability Resource Center at NSU. The University will provide reasonable accommodation(s) as long as the accommodation(s) does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause significant expense, difficulty, or unduly disruption to the educational processes. Documentation will be required regarding the nature and extent of the disability and the functional limitations to be accommodated.

1. Observation:

- Students must be able to acquire information from demonstrations and participate in learning activities. Students must be able to accurately acquire information from patients and assess findings. They must be able to perform a complete physical exam in order to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan. These skills require the use of vision, hearing and touch or the functional equivalent.

2. Communication

- Students must be able to communicate effectively and efficiently with patients, their families, health care personnel, colleagues, faculty and staff and all other individuals with whom they come in contact. Students must be able to obtain a medical history in a timely fashion, interpret nonverbal aspects of communication and establish therapeutic relationships with patients. Students must be able to record information accurately and clearly and communicate effectively and efficiently in English with other health care professionals in a variety of patient settings.

3. Motor Function, Gross, and Fine Motor Coordination

- Students must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium.

4. Intellectual – Conceptual, Integrative, and Quantitative Abilities

- Students must be able to assimilate the detailed and complex information presented in the nursing student curriculum. They must be able to learn through a variety of modalities, including, but not limited to, classroom instruction; small group, team, and collaborative activities; individual study; preparation and presentation of reports; simulation and use of computer technology. Students must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three-dimensional spatial relationships and logical, sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving and treatment of patients in a variety of clinical settings and health care systems.

5. Behavioral and Social Attributes

- Students must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercise good judgment, and promptly complete all responsibilities attendant to their curriculum and the care of patients. Students must display characteristics of integrity, honesty, attendance and conscientiousness, empathy, sense of altruism, and a spirit of cooperation and teamwork. They must understand the legal and ethical aspects of the practice of nursing and function within both the law and ethical standards of the nursing profession. Students must be able to interact with patients and their families, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact in a courteous, professional, and respectful manner. Baccalaureate-degree seeking nursing students must accept responsibility for learning, and exercise good judgment. Students must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate, positive changes. Students must have the physical and emotional stamina and resilience to tolerate physically taxing workloads and function in a competent and professional manner under highly stressful situations, adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system.

Technical Standards at NSU have been adopted/modified from: <http://meded.ucsf.edu/mse/technical-standards>

eLearning Device Recommendations for Nursing Students

The following link will provide students with the recommended specifications to work with the eLearning system, referred to as Canvas (or Canvas): <https://community.instructure.com/en/kb/articles/662718-what-are-the-browser-and-computer-requirements-for-instructure-products>

APA Style Overview

The School of Nursing follows the Publication Manual of the American Psychological Association, 7th Edition. Please ensure that you are using the most current edition. Please refer to the Resources tab in your Canvas course page. Students are encouraged to frequent the Writing Center at NSU should they require tutorials or additional assistance with APA style.

Video or Audio Recording of Lectures

Students must seek expressed permission from the faculty or any guest lecturer before recording any lecture using either video or audio recording devices. Students under RCSD accommodation are covered by the nature of their accommodation letters. This notice aligns with Board of Regents policy (Title 4, Chapter 1, Section 22) states: The use of covert video surveillance for anything other than a criminal investigation on campuses of the Nevada System of Higher Education is prohibited. If, in a criminal investigation, such video surveillance is used, it must be approved by the President or the President's designee. This policy shall not interfere with the legitimate use of videotaping for academic purposes.

Nevada State University Policies and Services

Please see the [Nevada State University website \(linked\)](#) for the following policies:

[Tolerance and Civility Policy](#)

[Student Code of Conduct](#)

[Disability Resource Center \(DRC\)](#)

[Withdrawal from Course](#)

[Emergency Care Services](#)

[Counseling Services](#)

[Library](#)

[IT Support](#)

[Financial Aid](#)

[Writing Center](#)

[Nursing Student Success Center](#)

[Nursing Simulation and Lab](#)

School of Nursing Standards for Group Work

Some of the course work at NSU will be undertaken by small groups of students working on specific assignments. To enhance development of a work group identity and cohesion, students are directed to utilize the suggestions below:

1. Mutually develop the projects goals and perspectives.
2. The entire group is to aid in the development of a work plan with timelines for the production of course assignments
3. Agree on a set of standards for performance of each group member related to input and quality of work submitted for group approval.
4. Develop an action plan for the internal management of conflict and resolution of problems between group members.
5. Assure that the products produced by the group are cohesive and possess a final presentation as a single product rather than a collection of individual parts.
6. Tasks are completed on time and meet established assignment requirements.
7. When peer evaluation is required, students give thoughtful and constructive feedback.

School of Nursing Standards for Written Work

The following listing is a guideline for the development of student papers authored at baccalaureate level:

- Content/Development
 1. All key elements of the assignment are covered in a comprehensive, accurate, and /or persuasive format.
 2. The context and purpose of the writing is clearly stated in the introduction to the work.
 3. Major paper ideas are organized into appropriate sections, are supported by specific details, examples, or analysis, and are organized logically.
 4. Where appropriate, the paper supports major points with theory relevant to development of the ideas and uses the vocabulary of the theory correctly.
 5. There is integration of theory and practice whereby the writer is able to link theories to practical experiences (i.e. application to the “real world” work setting”).
 6. Research is adequate and timely for the topic.
 7. Each submission is original for the assignment. Resubmitting previous work or assignments created for another course is a form of self-plagiarism.
- Organization
 1. The introduction provides sufficient background on topic and previews major points.
 2. The paper’s organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
 3. Ideas flow in a logical sequence.
 4. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper.
 5. The conclusion is logical and flow from the body of the paper with the major points of the paper restated.

- Format
 1. The paper, including citations & reference page, follows APA guidelines for format.
 2. The paper is laid out effectively and uses reader-friendly aids (e.g. sections, summaries, tables of contents, indices, appendices, etc.) when appropriate.
 3. The paper is neat, with attention given to format requirements.
- Grammar/Punctuation/Spelling
 1. Rules of spelling, grammar, usage, and punctuation are followed.
- Readability/ Style
 1. Sentence transitions are present and maintain the flow of thoughts.
 2. Sentences are well constructed, with consistently strong varied structure.
 3. Words used are precise and unambiguous and the tone is appropriate to the content and the assignment.

School of Nursing Standards for Oral Presentations

To augment NSU nursing students' development as competent public speakers, some of the course work within School of Nursing will entail the oral presentation of materials. To aid in the standardization of how to arrange and deliver an oral presentation the following guideline is provided:

- Organization and structure:
 - Is the topic adequately researched by the presenter?
 - Does the presentation appear to be well organized and effectively structured?
 - If this is a group presentation, it is integrated rather than appearing as a disjointed series of individual presentations.
- Content Presentation
 - If the presentation is based on a written paper, does the presentation accurately reflect that work?
 - The topic of the presentation adheres to the assignment.
 - Presented content is accurate and comprehensive.
- Style and Presentation
 - Speaker makes key points of presentation obvious to audience.
 - Speakers' nonverbal communication is congruent with presentation.
 - Speakers appear to be confident, relaxed, and knowledgeable about the content of the presentation.
 - The audience is actively engaged in the presentation.
 - All presenters adhere to time limitations.
- Effective Utilization of Visual Aids
 - All visual aids are clear and effective.
 - Visual aids serve to augment the presented material and not compete with it.
 - Professionalism (professional dress expectations)
- Questions and Comments
 - Presenters attempt to actively engage the audience in the presentation.
 - Sufficient time is set aside at the conclusion of the presentation for questions and comments.

Student Nurses Association

Membership in the Nevada State SNA Chapter is open to all nursing and pre-nursing students in the university. Over 53,000 nursing students in associate degree, diploma, baccalaureate, generic masters, and generic doctoral or pre-nursing programs have joined the National Student Nurses Association and are taking advantage of the many programs, services, product discounts, and leadership opportunities that NSNA offers.

The mission of the Student Nurses Association is to:

- Bring together and mentor students preparing for initial licensure as registered nurses, as well as those enrolled in baccalaureate completion programs.
- Convey the standards and ethics of the nursing profession.
- Promote development of the skills that students will need as responsible and accountable members of the nursing profession.
- Advocate for high quality, evidence-based, affordable, and accessible health care.
- Advocate for and contribute to advances in nursing education.
- Develop nursing students who are prepared to lead the profession in the future.

Students who attend a National Student Nurse Association conference or a sponsored event through the NSU SNA must follow the attendance and tardy policy outlined in the Handbook. If a student needs clarification regarding SNA related absences, s/he should contact the Director of Clinical Affairs of Nursing.

Benefits of belonging to the SNA include discounts and access to study tools, nursing journal subscription and books, health insurance, professional liability insurance, leadership development, and attendance at conferences.

Sigma Theta Tau International

The Honor Society of Nursing, Sigma Theta Tau International was founded in 1922 by six student nurses. The founders chose the name from the Greek words Storgé, Tharsos and Timé meaning "love," "courage" and "honor." The mission of the Honor Society is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

Zeta Kappa at Large is the local chapter in Las Vegas, composed of two colleges: NSU and UNLV. Services of the organization focus on the core areas of education, leadership, career development, evidence-based nursing, research, and scholarship.

Undergraduate nursing students at NSU who have completed half of their nursing program, have at least a 3.0 GPA (based on a 4.0 scale) and rank in the upper 35% (cumulative GPA) of their graduating class, and meet the expectations of academic integrity, qualify for membership. Students who accept the invitation to membership will be officially inducted into the chapter at a formal induction ceremony traditionally held during the late spring. Inducted students will receive, free of charge, Sigma Theta Tau honor cords to be worn at graduation.

National Student Nurses' Association Code of Academic & Clinical Conduct

Preamble: Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients
2. Maintain client confidentiality
3. Take appropriate action to ensure the safety of clients, self, and others
4. Provide care for the client in a timely, compassionate, and professional manner
5. Communicate client care in a truthful, timely and accurate manner
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions
7. Promote excellence in nursing by encouraging lifelong learning and professional development
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students
11. Encourage faculty, clinical staff, and peers to mentor nursing students
12. Refrain from performing any technique or procedure for which the student has not been adequately trained

Section 5: Resources and Standards

13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others
14. Assist the staff nurse or mentor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment
16. Strive to achieve and maintain an optimal level of personal health
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy

American Nurse Association Code for Nurses

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from: <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

American Nurses Association Principles for Social Networking and Using Social Media

Social media is now a daily part of all our lives. It can not only be entertaining and informative, but it also has the potential to help your career as a nurse and the nursing profession in general. On a professional level, it has many significant benefits: from the collaborative exchanging of ideas or discussion of health issues; to the invaluable promotion of nursing and better health and health care for all. However, nurses have a responsibility first and foremost to their patients. As a nurse, you must always ensure that anything you post or publish could never undermine your patient's treatment or privacy. There is also the unavoidable truth that information on social media can take on a life of its own – where inaccuracies become “fact.” With that in mind, the American Nurses Association (ANA) has created a set of principles to guide you when using social media, allowing nurses to get the best out of it while safeguarding themselves, the profession, and their patients.

ANA's Principles for Social Networking

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

6 Tips to Avoid Problems

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

References:

- American Nurses Association. (2021, June). Principles for social networking and the nurse. Silver Spring, MD: Author.
- National Council of State Boards of Nursing. (2011, August). White Paper: A nurse's guide to the use of social media. Chicago, IL: Author.

www.NursingWorld.org