



**Associate
Degree Nursing
Program Guidelines
2024-2025**

Table of Contents

Accreditation/Approval Status of the ADN Program	4
Handbook Disclaimer	4
Mission Statement.....	5
Core Values	5
General Information.....	6
Curriculum – Regular Track Sequence.....	6
Curriculum – Extended Track Sequence.....	7
Curriculum – LPN to RN Bridge Track Sequence	8
Philosophy	9
Organizing Framework.....	11
Organizing Framework Diagram.....	12
Curricular Concept Definitions.....	13
Associate degree Nursing Student Learning Outcomes	16
Associate degree Nursing Program Outcomes.....	17
Auditing a Course.....	18
Course Registration and Disclaimer	18
Professional Standards	19
American Nurses Association Code of Ethics for Nurses.....	20
NSNA Code of Academic and Clinical Conduct.....	21
Honor Code.....	22
Academic Honesty Policy.....	22
Electronic Device Policy.....	23
Students as Committee Members	24
Types of Student Communication	24
Communication Guidelines	24
Mandatory Advising.....	26
Missed Appointments.....	26
Health Documents.....	27
Name Change.....	27
Academic Policies	28
Progression in the Nursing Program	28
To Remain in Good Academic Standing.....	28
Track Change Requests	28
Grades.....	29
Credit Class Instructional Ratio	30
Content Mastery Testing.....	30
Learning Contract	30
Unsatisfactory Progress Notification.....	31

Attendance and Preparedness	31
Information on Absences from Exams, Lab, or Clinical Practicum	31
Information on Tardiness to Exams, Lab, or Clinical Practicum	33
Information on Being Unprepared	33
Information on Referral to the Nursing Academic Progression and Graduation (APG) Committee	35
Faculty Absences.....	36
Course Withdrawal and/or Failure	36
Reinstatement to a Nursing Program	37
Program Return After Failure First Semester.....	37
Transfer into the Nursing Program	38
Medication Dosage Calculation Policy	38
Clinical Policies.....	42
Uniform and Dress Code.....	42
Required Equipment	43
Clinical Assignments	43
Confidentiality of Patient’s Records	44
Nursing Documentation Guidelines	44
Leveled Clinical Skills Notebook.....	44
Intravenous Therapy	45
Clinical Performance	46
Clinical Evaluations	46
Critical Incident.....	46
Critical Elements	47
Engelstad School of Health Sciences ADA Statement.....	47
Tips for Success.....	48
Student-to-Student Tips for Success	49
Take Care of Yourself.....	49
Take Care of Each Other.....	49
Take One Day at a Time.....	49
Take Care of Business	49
Appendices.....	51
Nursing Documentation Guidelines	52
CSN Policy School of Health Sciences Student Reinstatement	54
Student Learning Contract: Theory	57
Student Learning Contract: Clinical/Lab	57
Lab Tardy.....	61
Clinical Tardy	62
Lab/Clinical Unpreparedness	63
Lab/Clinical/Exam Absence.....	64
Recommendation for Removal from a Health Sciences Program.....	65
Name Change	66
Associate Degree Nursing Program Graduate Reference	67
Non-Discrimination Statement	70

Accreditation/Approval Status of the Associate Degree Nursing Program

CSN offers both an AAS degree in Nursing (for students who have not been practical/vocational nurses) and an AAS degree in Nursing LPN to RN Bridge Emphasis. Graduates are eligible to apply to write the NCLEX-RN exam for state licensure. Courses from the AAS degree in Nursing can be applied toward the requirements for a Bachelor of Science in Nursing degree. The CSN programs have full approval status by the Nevada State Board of Nursing, 4220 S Maryland Pkwy, Suite 300, Las Vegas, NV, 89119, (702) 486-5800 and are accredited by the Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Rd. N.E., Suite 1400, Atlanta, GA 30326, (404) 975-5000.

HANDBOOK DISCLAIMER:

PLEASE NOTE THAT THE NURSING PROGRAM GUIDELINES FOR THE CURRENT ACADEMIC YEAR WILL BE FOLLOWED. PAST EDITIONS OF THE GUIDELINES WILL NOT BE UTILIZED FOR ANY PURPOSES.

AS A RESULT OF THE ONGOING CONCERNS OVER THE COVID-19 PANDEMIC, COURSE SYLLABI MAY BE ADJUSTED BY FACULTY AT ANY TIME DUE TO REQUIRED MANDATES FROM THE CSN, CLINICAL SITES, CDC, AND STATE AND FEDERAL GOVERNMENT ORGANIZATIONS.

Mission Statement

The CSN Nursing Department's mission is to graduate competent, compassionate, caring nurses and nursing assistants who strive for excellence in their delivery of care to a diverse community. The department supports academic success through student engagement, cultural and scientific literacy, and assisting students to meet their educational and professional goals.

Adopted Fall 2002; Revised Fall 2007; Fall 2009; Fall 2014; Spring 2017

Core Values

Caring

Actively create an environment of kindness and compassion that recognizes individual preferences and needs to facilitate and support faculty and students in achieving the nursing department's mission.

Communication

Create an environment that supports shared decision-making, cohesiveness, collaboration, and teamwork.

Competence

Actively create an environment that strives to achieve the outcomes of the Associate Degree Nursing program and seeks to increase the level of achievement defined in these outcomes.

Creativity

Actively create an environment to foster evidence-based innovation in nursing education and practice. Creativity is the highest level of knowledge described in the Revised Bloom's Taxonomy.

Professionalism

Actively create an environment that insists upon adherence to the standards of nursing education and practice, including legal, ethical, and professional organization standards.

General Information

Curriculum – Full-Time Sequence (Regular Track) (no nursing courses during summer sessions)

Prerequisites

- ENG 101 Composition 1 3 cr.
- MATH 120 Fundamentals of College Mathematics 3 cr.
(MATH 124 or above recommended)
- PSY 101 General Psychology 3 cr.
- BIOL 189 Fundamentals of Life Science 4 cr.
- BIOL 223 Anatomy & Physiology 1 4 cr.

General Education Requirements

- BIOL 224 Anatomy & Physiology 2 (prior to 2nd semester) 4 cr.
- BIOL 251 Microbiology (prior to 3rd semester) 4 cr.
- SOC 101 Principles of Sociology (before 4th semester) 3 cr.
- COM 101 Oral Communication (before to 4th semester) 3 cr.
- PSC 101 Introduction to American Politics (by graduation) 4 cr.
(or HIST 101 and 102 or HIST 101 and 217)

First Semester

- NURS 101 Introduction to Professional Nursing Practice 6 cr.
- NURS 125 Pharmacology for Nursing Practice 2 cr.

Second Semester

- NURS 115 Medical-Surgical Nursing 1 6.5 cr.
- NURS 243 Mental Health Nursing 3 cr.

Third Semester

- NURS 247 Maternal-Newborn Nursing 3 cr.
- NURS 248 Pediatric Nursing 3 cr.

Fourth Semester

- NURS 208 Professional Practice 3.5 cr.
- NURS 211 Medical-Surgical Nursing 2 4.5 cr.
- NURS 296 Medical-Surgical Nursing 3 2.5 cr.

Total Associate of Applied Science – Nursing Credits 69 cr.

Curriculum – Part-Time Sequence (Extended Track) (one nursing course every summer session)

Prerequisites

- ENG 101 Composition 1 3 cr.
- MATH 120 Fundamentals of College Mathematics (MATH 124 or above recommended) 3 cr.
- PSY 101 General Psychology 3 cr.
- BIOL 189 Fundamentals of Life Science 4 cr.
- BIOL 223 Anatomy & Physiology 1 4 cr.

General Education Requirements

- BIOL 224 Anatomy & Physiology 2 (prior to 2nd semester) 4 cr.
- BIOL 251 Microbiology (prior to 3rd semester) 4 cr.
- SOC 101 Principles of Sociology (before 4th semester) 3 cr.
- COM 101 Oral Communication (before 4th semester) 3 cr.
- PSC 101 Introduction to American Politics (by graduation) (or HIST 101 and 102 or HIST 101 and 217) 4 cr.

First Semester

- NURS 101 Introduction to Professional Nursing Practice 6 cr.
- NURS 125 Pharmacology for Nursing Practice 2 cr.

Second Semester

- NURS 115 Medical-Surgical Nursing 1 6.5 cr.

Third Semester

- NURS 243 Mental Health Nursing 3 cr.

Fourth Semester

- NURS 247 Maternal-Newborn Nursing 3 cr.

Fifth Semester

- NURS 248 Pediatric Nursing 3 cr.

Sixth Semester

- NURS 211 Medical-Surgical Nursing 2 4.5 cr.

Seventh Semester

- NURS 208 Professional Practice 3.5 cr.
- NURS 296 Medical-Surgical Nursing 3 2.5 cr.

Total Associate of Applied Science – Nursing Credits 69 cr.

Curriculum – LPN to RN Bridge (Bridge Track) (no nursing courses during summer sessions)

Prerequisites

- Graduation from an approved PN Program
- NV LPN license 8 cr.
- ENG 101 Composition 1 3 cr.
- MATH 120 Fundamentals of College Mathematics (MATH 124 or above recommended) 3 cr.
- BIOL 189 Fundamentals of Life Science 4 cr.
- BIOL 223 Anatomy & Physiology 1 4 cr.
- BIOL 224 Anatomy & Physiology 2 (prior to 2nd semester) 4 cr.
- PSY 101 General Psychology 3 cr.

General Education Requirements

- BIOL 251 Microbiology (prior to 2nd semester) 4 cr.
- SOC 101 Principles of Sociology (before 3rd semester) 3 cr.
- COM 101 Oral Communication (before 3rd semester) 3 cr.
- PSC 101 Introduction to American Politics (by graduation) (or HIST 101 and 102 or HIST 101 and 217) 4 cr.

Additional Nursing Requirement

- NURS 125 Pharmacology for Nursing Practice (prior to 3rd semester) 2 cr.

First Semester

- NURS 205 Introduction to Associate degree Nursing 4.5 cr.
- NURS 243 Mental Health Nursing 3 cr.

Second Semester

- NURS 247 Maternal-Newborn Nursing 3 cr.
- NURS 248 Pediatric Nursing 3 cr.

Third Semester

- NURS 208 Professional Practice 3.5 cr.
- NURS 211 Medical-Surgical Nursing 2 4.5 cr.
- NURS 296 Medical-Surgical Nursing 3 2.5 cr.

Total Associate of Applied Science – Nursing Credits 69 cr.

Associate Degree Nursing Program

Philosophy

The nursing faculty of the College of Southern Nevada (CSN) believes that the college strives to meet the educational and health professional needs of the community by providing an Associate Degree Nursing program whose graduates may matriculate into a partner RN-to-BSN program. The nursing program provides student-centered instruction that emphasizes the applying knowledge, development of critical thinking, caring, communication, professionalism, teaching/learning, and collaboration.

The nursing faculty of CSN believes that individuals at all developmental stages are biological, psychological, social, cultural, and spiritual beings that interact with and adapt to their changing internal and external environment. Each individual has unique capabilities, values, and experiences that influence adaptive behaviors.

Health is a dynamic process varying along a continuum from wellness, through illness, to death. Adaptation aims to achieve optimal health with maximum quality of life or death with dignity. Factors influencing health include inborn characteristics, developed capabilities, internal and external stressors, state of development, culture, social support, spirituality, and an individual's perceived state of well-being. The individual, their family, and society share rights and responsibilities for health.

The American Nurses Association (2016) explains that "Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations." Nursing is a vital component of the interdisciplinary team. The nursing faculty of CSN believes that the uniqueness of nursing is in its humanistic, holistic, and collaborative approach to the health care of individuals throughout their lifespan.

Graduates have learned to apply knowledge of the biological, behavioral, and social sciences, utilize critical thinking, and show caring as they provide safe and competent nursing care to patients of varied backgrounds. The graduates have demonstrated professional standards of practice, use of teaching/learning principles, and collaboration as they have practiced in various settings in the community.

Learning for professional practice is a lifelong endeavor. The nursing faculty of CSN believes that learning is a dynamic process involving cognitive, affective, and psychomotor domains. Learning is an active constructive process during which the learner constructs knowledge through their experiences and reflections on those experiences. Learning is best achieved by active participation in didactic and experiential situations. Learning is influenced by one's value system, experience, motivations, perceptions, and learning style. Learners are responsible and accountable for self-direction, personal and professional development, and utilization of learning resources available from the college and the community. The nursing faculty of CSN believes that a positive, caring, supportive, and respectful student-teacher relationship is essential to promote a spirit of inquiry as well as professional and personal development. Nurse

Educators have the responsibility to assist students in developing moral, legal, and ethical conscience that will enable them to meet the challenges found in the changing health care needs of society.

The community's population includes socio-culturally diverse individuals with varying educational and personal goals. The College of Southern Nevada actively encourages the inclusion of faculty and students from various backgrounds. Additionally, the faculty believes we can influence the lives of students and the community as we prepare professional nursing graduates. We are committed to the integrity of our program and the competence of our graduates.

Approved 4/16/2004
Reviewed 10/2009
Revised 3/2017
Approved 5/2017
Reviewed 2/2018
Revised 2/2023
Approved 3/2023
Reviewed 3/2025

Organizing Framework

Using philosophy as a foundation, the CSN faculty of nursing developed an organizing framework for the Associate of Applied Science-Nursing curriculum. The organizing framework uses the key curricular concepts of application of knowledge, development of critical thinking, caring, communication, professionalism, teaching/learning, and collaboration. The key curricular concepts include the behaviors of practicing within a regulatory framework, ethical standards, valuing a nursing career, and commitment to professional growth, continuous learning, and self-development.

The concept of adaptation focuses on everyone as being unique and viewed as biological, psychological, social, cultural, and spiritual beings that interact with and adapt to their changing internal and external environment. Everyone has unique capabilities, values, and experiences that influence adaptive behaviors. Adaptation is a dynamic process because the individual's environment is continually changing. Each person has unique characteristics, capabilities, physical emotional, social, and spiritual needs, value systems, and life experiences that influence adaptive behaviors. An individual's response to environmental change results in adaptive or maladaptive responses. Adaptive responses are coping mechanisms that promote health, growth, and quality of life or death with dignity. The goal of nursing is to promote adaptation. Encouraging adaptation assists individuals and their families to maintain or achieve health, growth, and quality of life or death with dignity.

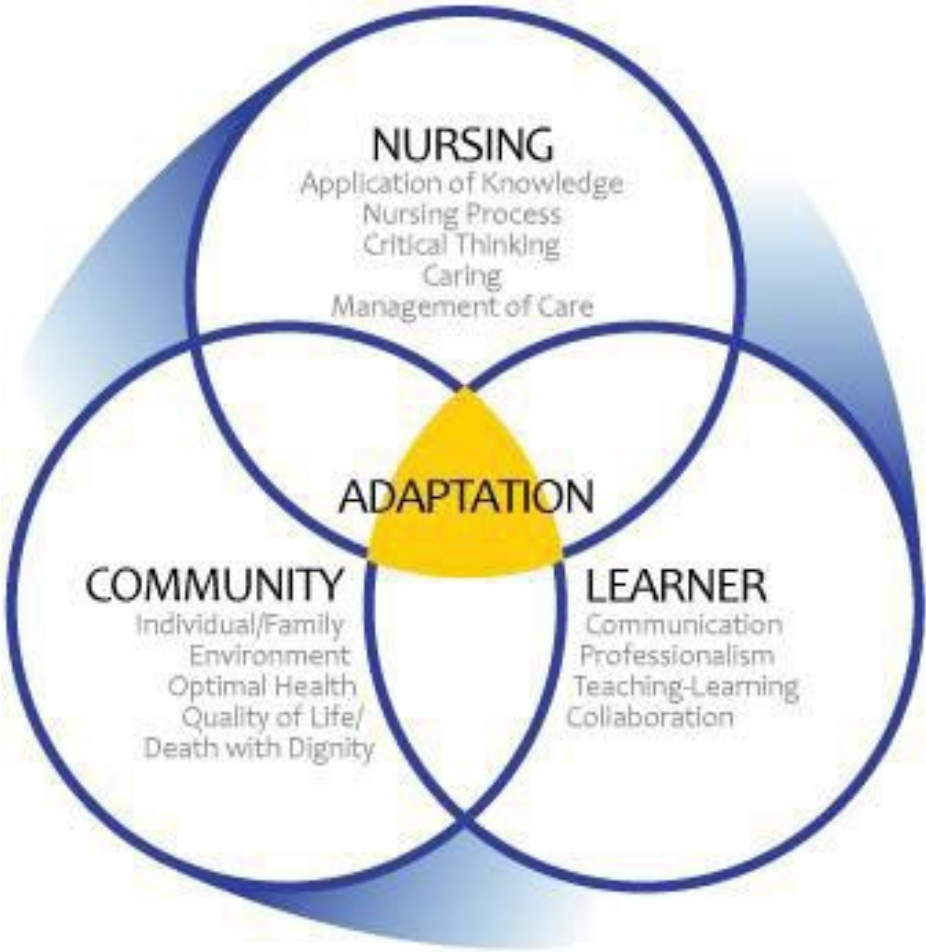
The CSN AAS nursing graduate interacts with patients using the concepts of application of knowledge, critical thinking, caring, communication, professionalism, teaching/learning, and collaboration to assist patients to adapt to their changing internal and external environments with the goal of promoting health, growth, and quality of life or death with dignity. This is illustrated in the Organizing Framework Diagram on the next page.

References

American Nurses Association. (2016). What is Nursing? Retrieved from <http://www.nursingworld.org/EspeciallyForYou/What-Is-Nursing>

Approved 4/16/2004
Re-approved 10/2009
Revised 3/2017
Approved 5/2017
Reviewed 2/2018
Revised 2/2023
Approved 3/2023
Reviewed 3/2025

Organizing Framework Diagram



Revised 3/2017
Approved 5/2017
Reviewed 2/2018
Revised 2/2023
Reviewed 3/2023
Reviewed 3/2025

Curricular Concept Definitions

Adaptation

Adaptation is a dynamic process in which an individual/family responds to change in their environment. Adaptive coping leads to optimal health, quality of life, or death with dignity.

Individual/Family

An individual is a physiological, psychological, socio/cultural, and spiritual being with unique inherent characteristics, capabilities, value systems, and life experiences. A family is a group of individuals who provide mutual support and nurturance. The individuals in a family may be living together, be related by blood or be related by marriage. Individuals and families have the right to optimal health, quality of life, or death with dignity.

Environment

The environment consists of the physical, socio/cultural, political, and spiritual influences, circumstances, and conditions that surround and affect the health of individuals and groups.

Optimal Health

Optimal health is maximum wellbeing that arises from the ability to function physically, psychologically, socio/culturally, and spiritually at one's highest level.

Quality of Life

Quality of life is a complex concept that includes the effect of an individual's health on that person's ability to find meaning and achieve purpose in life.

Death with Dignity

A dignified death is defined as the process of dying during which the preferences of the person and family is respected, comfort is promoted, and the grieving process is facilitated so that the maximum quality of life of the person and their family is fostered.

Application of Knowledge

Application of knowledge is defined as the utilization of information from the basic sciences and nursing, and the nursing process while critical thinking in clinical situations to provide nursing care.

Nursing Process

The nursing process is a systematic method for providing nursing care. The nursing process includes assessment of the patient's health status, identification of health care problems, establishment of patient-centered goals, planning of nursing interventions to achieve the

established goals, implementation of the nursing interventions, and evaluation of achievement of the established patient-centered goals.

Critical Thinking

Critical thinking is used in every step of the nursing process and is essential to providing optimal, individualized, patient-centered nursing care. The two dimensions of critical thinking are critical thinking dispositions and critical thinking skills. Critical thinking dispositions are qualities of individuals that promote solving problems using critical thinking skills, rather than other methods of problem-solving, including, truth-seeking, open-mindedness, analyticity, systematically, inquisitiveness, maturity, and trust in reasoning skills. Critical thinking skills are mental processes of individuals used to solve problems including interpretation, analysis, evaluation, inference, explanation, and self-regulation (Facione, 1990).

Facione, P. (1990). Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction. *The Delphi report: Research findings and recommendations prepared for the American Philosophical Association: Executive summary*. Fullerton, California: California Academic Press. Retrieved from <https://www.qcc.cuny.edu/socialsciences/ppecorino/CT-Expert-Report.pdf>

Caring

Caring is knowledgeable and deliberate, rather than an emotional response. While caring, the nurse demonstrates concern for the inner life and subjective meaning of the patient. Caring embraces and intersects with art, science, humanities, and spirituality. Caring occurs within a transpersonal relationship between the nurse and patient (Watson Caring Science Institute, n.d.) in a climate of hope and trust where patients' preferences are respected. Through caring, the patient is supported and empowered to adapt and achieve optimal quality of life or death with dignity.

Watson Caring Science Institute. (n.d.). Caring science theory, research and measurement. Retrieved from <https://www.watsoncaringscience.org/about-us/caring-science-definitions-processes-theory/>

Management of Care

Management of care is providing and directing nursing care that enhances the care delivery setting to protect patients and health care team members. Management of care is an integral part of fostering patient adaptation and achievement of optimal quality of life or death with dignity. Management of care is a complex concept that involves many factors including but not limited to advocacy, patient rights, collaboration, management, confidentiality, delegation, supervision, ethical practice, and quality improvement. Management of care is performed within a safe and effective care environment and the legal, ethical and regulatory frameworks of the nursing profession (National Council of State Boards of Nursing, 2016).

National Council of State Boards of Nursing. (2016). 2016 NCLEX-RN® Detailed Test Plan. Retrieved from https://www.ncsbn.org/2016_RN_DetTestPlan_Educator.pdf

Communication

Communication is an interactive process through which there is an exchange of information.

Communication may be written, occur verbally or nonverbally, and may be facilitated by technology. Communication is essential to all steps of the nursing process. Therapeutic communication occurs in a trusting relationship between the nurse and patient and focuses exclusively on the needs and concerns of the patient.

Professionalism

Professionalism is demonstrated by the behavior of a member of a profession. Nursing professional behavior includes commitment to the nursing profession, adherence to standards of professional nursing practice, and practice within the legal, ethical and regulatory frameworks of the nursing profession.

Teaching-Learning

Teaching is the process of facilitating learning. Learning is the process whereby knowledge or skills are acquired. Effective teaching methods are based upon theories of learning and principles of teaching. When providing nursing care, teaching is used to promote the patient's adaption and achievement of optimal quality of life or death with dignity.

Collaboration

Collaboration involves communication with patients, their families, and other healthcare professionals. Collaboration among these entities includes shared planning, decision-making, problem solving, and goal setting. The result of collaboration is efficient utilization of resources, skills, and talents to foster patient adaption and achievement of optimal quality of life or death with dignity.

Approved 4/16/2004

Re-approved 10/2009

Revised 7/2016; 3/2017

Approved 5/2017

Reviewed 2/2018; 2/2023; 3/2025

Associate degree Nursing Student Learning Outcomes

Upon graduation from the CSN Associate Degree Nursing Program, the graduate will be able to:

1. Incorporate physiological, psychological, social-cultural, and spiritual concepts to provide safe and competent nursing care for patients at various stages in their life.
2. Combine the nursing process with clinical reasoning to assist patients with adaptive behaviors that enhance, maintain, and promote optimal health, quality of life, and/or death with dignity.
3. Demonstrate caring behaviors with patients to attain optimal health, quality life, or death with dignity.

4. Apply principles of verbal and written communication with professionals and patients.
5. Provide patient care employing the Quality and Safety Education (QSEN) initiatives reflecting professional nursing practice within legal, ethical, and regulatory standards.
6. Integrate teaching/learning principles to promote healthy behaviors for patients.
7. Optimize collaboration with interdisciplinary teams and community resources when managing the care of patients.

Approved 4/16/04
Reviewed 10/2009
Revised 11/20/2015
Reviewed 5/2017
Reviewed 5/2019
Revised 9/20/2019
Approved 12/2019
Reviewed 3/2023; 3/2025

Associate Degree Nursing Program Outcomes

Performance on Licensure Exams

The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test takers during the same 12-month period.

Program Completion

It is expected that 70% of the students who enter the CSN Associate Degree of Nursing Program will complete the program of study on time.

- 75% of all students who begin NURS 101 in Regular Track will complete the program on-time within 4 academic semesters.
- 50% of all students who begin NURS 101 in the Extended Track will complete the program on-time within 7 academic semesters.
- 65% of all students who begin NURS 205 in the LPN-RN Bridge Track will complete the program on-time within 3 academic semesters.

Program Satisfaction

95% of ADN program graduates will rate the quality of classroom, lab, and clinical curriculum for attaining program outcomes as 3.0 or higher on a 5-point Likert scale on the End-of-Program Survey during the last week of school.

Job Placement

80% of ADN Program graduates who complete the 6 or 12-month post-graduation survey will indicate employment as an RN.

Approved 4/16/04
Reviewed 10/2009
Revised 7/13/2016; 6/27/17
Reviewed/Revised/Approved 11/2017
Reviewed/Revised 1/2018
Approved 4/2018
Approved 12/2021 (Program Completion)
Reviewed/Revised/Approved 3/2023
Reviewed 3/2025

Auditing a Course

A nursing student cannot audit a required nursing course. Exceptions include, but are not limited to, students wanting to audit a course that was previously completed or nurses requesting to audit for professional reasons. Requests to audit a nursing course must be initiated with the ADN Program Director who will consult with the course coordinator. Audit is dependent upon faculty approval, space availability, existing college policies, and professional regulations. Students who are auditing a course will be required to follow the same program policies as non-auditing students.

Course Registration

Selection and assignment to nursing courses occurs mid-semester for the upcoming semester and is coordinated by the Clinical Coordinator within the Associate Degree Nursing Program. Students will have the opportunity to make limited selections of course sections for the upcoming semester. The selection process will be determined, and dates/times will be announced each semester. Students may select sections from available "Options," which are predetermined sets of sections that include the theory, clinical, and lab courses for the upcoming semester. **Every semester the dates/times and process to make final changes to the assigned course "Option(s)" will be posted on Canvas by the Clinical Coordinator.**

Option selection date(s) will be announced in Canvas. Students may register for nursing courses only after they have received their option(s). **Students will be administratively removed if they register for a course section other than assigned.**

Disclaimer: Changes to published nursing course schedules may be necessary due to unforeseen or uncontrollable circumstances within the nursing program or clinical agencies. CSN Nursing Department administration reserves the right to cancel sections, change days, dates, times, and locations of nursing course sections at any time. Such changes may affect previously assigned student course and section selections. Students will be informed by email or phone message and will be required to change their schedules accordingly.

Professional Standards

Nurses have the privilege of interacting with a diverse group of people. During nursing education, students will develop and strengthen communication skills.

Communication involves interactions between students, clients, faculty, staff, and guests located on campus or at off-campus learning sites (clinical facilities or other settings).

Respect for individual differences in opinions, beliefs, gender, lifestyle practices, religious, racial, cultural, or social backgrounds should be demonstrated by effective listening and communication skills as well as respect for physical space and privacy issues. Professional conduct standards at CSN are based on the American Nurses Association (ANA) code of ethics.

Therefore, professional communication and behavior is expected in all interactions and in all settings. Unethical or unprofessional conduct may result in expulsion from the program.

Nursing is a hands-on profession. During nursing education, students will learn about nursing practice and demonstrate a variety of nursing skills. This means that students will be touching patients and peers in various learning environments and include being touched professionally in a setting such as lab. At times impressions, communications, or behaviors may be misinterpreted. Clarifying feelings and expectations with individuals requires active listening and interpersonal communication. Effective communication is one of the tools available for personal empowerment.

If at any time, a student feels that his or her safety is threatened or feels uncomfortable confronting behavior thought to be unprofessional, please describe your feelings to a faculty member or the Program Director. Immediate reporting of concerns is needed so that concerns can be dealt with quickly and effectively.

American Nurses Association Code of Ethics for Nurses

1. The nurse practices with compassion and respect for the inherent dignity, worth, and uniqueness 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 promote health and to provide optimal patient 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.

American Nurses Association, *Code for Ethics for Nurses with Interpretive Statements* (Washington, DC: ANA, 2015).

NSNA Code of Academic and 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 with 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.

CODE OF ACADEMIC AND CLINICAL CONDUCT

As students participate 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 promotes 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 is not able to perform safely.
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 preceptor 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.

NSNA. (2009). Code of Academic and Clinical Conduct. Retrieved from <https://www.nсна.org/nsna-code-of-ethics.html> on July 6, 2018.

Honor Code

The faculty of CSN Nursing Programs value integrity. To support this value, the faculty endorsed the College of Southern Nevada Engelstad School of Health Sciences Student Honor Code. Respect, honesty, integrity, and accountability are expectations for the behavior of all nursing students and every student enrolled in the nursing program is expected to follow the honor code. Students who break the honor code are subject to the processes and consequences described in the CSN Academic Integrity Policy and the CSN Disruptive and Abusive Student Policy. Students are referred to the Engelstad School of Health Sciences Student Handbook and the CSN Policies and Procedures Manual.

Academic Honesty Policy

Honesty is a professional characteristic that is vital to the practice of safe nursing and is expected of all students. Therefore, dishonest behavior will not be tolerated because of its potential to place the public at risk.

Attempting to access instructor material through publishing companies is considered to be dishonest behavior and may result in removal from the program. Academic dishonesty includes, but is not limited to, plagiarizing, cheating, falsifying or altering information connected to academic evaluation, and failure to report clinical errors. Any student who submits the work of another as her/his own or purposefully does not credit words or ideas borrowed from another source, is guilty of plagiarism. A student who uses notes (without instructor approval) during an examination, takes an exam for another student, copies answers from another student's exam, or who discusses a test with a student who has not taken the test is guilty of cheating. The program has the right to individually evaluate cases of academic dishonesty and, when behavior is proven to be dishonest, action will be taken following the [Academic Integrity Policy](#). All students are required to sign the Acknowledgment of Academic Honesty Policy Form (see signature forms).

Electronic Device Policy

The CSN Department of Nursing supports professional use of electronic devices, such as cell phones, tablets, or personal computers, for appropriate learning purposes. This policy is developed for the purpose of defining appropriate use of electronic devices in classroom, lab, and clinical. In general, the non-disruptive use of electronic devices to promote learning is supported.

but illegal, distracting, disruptive, or rude use of electronic devices is not tolerated. The following guidelines are meant to guide students and faculty about the appropriate professional use of electronic devices, and provide consequences for illegal, distracting, disruptive, or rude use.

Electronic devices may be used during class or lab only with the permission of the instructor for reference and taking notes. The following activities using electronic devices during class or lab are not permitted: phone calls, texts, games, unrelated internet searches, communication on social media, as well as any other use of electronic device that is not related to learning the topic of the class or lab.

- 1) Video or audio recording of classes and labs is forbidden according to NSHE and CSN policy. Your instructor may permit recording after you complete the required permission form and agreement about use of recordings for personal study purposes only. Recordings may never be published to any media.
- 2) Data, pictures, and images may **NEVER** be scanned and/or photographed while *inside ANY* clinical facility. This includes video or audio recordings. Use of electronic devices that violates HIPAA **will result in immediate failure of the course and termination from the nursing program.**
- 3) Posting of **ANY** patient related material including photographs on **ANY** social media site is prohibited. (This behavior violates HIPAA and will result in immediate failure of the course and termination from the nursing program.)
- 4) Nursing students will adhere to the clinical facility policy and clinical instructor direction regarding use of electronic devices. The clinical instructor will inform students during clinical orientation of the facility policy and of the directions regarding the use of electronic devices.
- 5) If a clinical facility does not permit use of an electronic device, students may not bring the electronic device into the facility at any time.
- 6) If a clinical facility does permit use of an electronic device, students will adhere to the following:
 - a) Cell phones may be carried only if entirely covered in a pocket and set on vibrate or silent. The cell phone may not be removed from the pocket in patient care areas.
 - b) Electronic devices may not be used or visible in-patient rooms, nurses' stations, or hallways at any time.
 - c) Electronic devices may not be used or visible during clinical conferences, except with the express permission of the instructor.
 - d) If a student wishes to use an electronic device, they must first inform the supervising nurse and/or instructor that they will be leaving the assigned patient care area. The student will go to a conference room or break room to use the electronic device.
 - e) If a student expects an emergency call, the student will inform the instructor at the beginning of clinical and adhere to the directions of the instructor.
- 7) Violation of any of the other electronic device policy guidelines listed above (#5, #6) will result in the following consequences:
 - a) First offense: Learning contract (unless otherwise stated in the course syllabus).
 - b) Second offense: 3% deduction from the course grade.

- c) Third offense: Failure of the course and termination from the nursing program.
- 8) Consequences for violation of the electronic device policy may not appeal to the Academic Progression and Graduation (APG) Committee.

Students as Committee Members

The faculty values student representation on select nursing department committees. Information will be sent via email or posted on the bulletin board for information regarding selection of student representatives. In addition, one student will be elected from each starting class for representation at faculty meetings. Student volunteers are requested for the curriculum and advisory board meetings as well.

Types of Student Communication

Every student is provided with a CSN student email account. Students are responsible for activating their student email account and keeping their personal email current in MyCSN. Additionally, every nursing course has an email associated with the online portion of the course. Physical bulletin boards are in WC K106.

The faculty use student **emails, course announcements** (in lecture and online courses), **Canvas Nursing Student site, and bulletin boards** to post notices, changes, and other types of communication. It is the responsibility of the student to check the various emails and course announcements daily and to check his/her mailbox and read the information contained on the bulletin boards at least weekly.

Communication Guidelines

The nursing profession is one of the highest in distinction, honesty, and integrity. These characteristics are essential for members of this profession. The College of Southern Nevada Nursing Program requires that all students comply with standards deemed appropriate by the [American Nurses Association Standards of Excellence](#), [National Student Nurses Association](#), [CSN policies outlined by the 2024-2025 CSN college catalog](#), and [Nevada System of Higher Education Board of Regents Policies](#). If a violation occurs outside of the course, the Code of Professional Conduct or policy violation will be adjudicated by the Office of Admissions and Student Services.

Students enrolled in the CSN Nursing Program are expected to conduct all communication in a professional manner. Professional communication is a critical nursing competency required throughout the nursing program and includes all forms of communication including, written, verbal and non-verbal. Electronic communication is an essential component of the nursing program and email/Canvas communications may be time sensitive. It is the expectation that students will reply to emails from faculty and staff with two (2) business days. Please note that all emails sent using

the CSN email system are considered property of the State of Nevada and may be subject to subpoena during legal action.

Appropriate etiquette is an expectation of students when communicating with faculty and staff. Words matter in professional communication. The CSN Nursing Program has provided the following guidelines for electronic communication with faculty and staff:

- **Make sure you really need to send the email** - Check the course syllabus or class Canvas site for information before asking a question. You can find the answers to most questions about the class in those places.
- **Write a clear subject line** - Make sure the subject line is clear and to the point.
- **Provide clear/professional greeting and closing** - For example, "Good morning, Professor Smith." At the end of the email, thank them for their time followed by your name and NSHE #.
- **Introduce yourself** – "My name is John Doe, and I am in your Nursing 101 class on Thursdays."
- **Get to the point** – After the greeting and introduction, state your question or request. If needed, provide a brief history or example of a problem.
- **Proof-read your email** – Make sure that the email is free from spelling errors, jargon, or slang. Reread your emails to make sure the message is being sent in the manner you would like to communicate.
- **Be respectful** – Do not send emails when angry or upset. Avoid writing a message in all capital letters. Wait a while and reread your message to make sure it is clear. Please and Thank-you go a long way. Do not use demeaning or degrading references to course work or others. The use of profanity, derogatory words, offensive images, and direct and indirect threats are considered abusive behavior and constitute a violation of CSN's Student Conduct Code.

If you continue to have difficulty communicating with a faculty member or staff, contact the Program Director or Director of Nursing for assistance.

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Reviewed/Revised/Approved 03/2023

Reviewed 3/2025

Mandatory Advising

Students enrolled in a nursing program are assigned a Faculty Advisor. Students are informed of the name of their advisor during the new student orientation. Students may also request this information at the Nursing Administration Desk in WC K106. Students may make appointments with their advisor to help problem-solve any issue or problem they may be experiencing that can potentially interrupt their progress in the nursing program. Students are strongly encouraged to seek assistance at the first indication that they may be experiencing an issue or problem that can potentially interrupt their progress in the nursing program.

Students are required to meet with an advisor prior to the start of each semester. If a student does not meet with the assigned advisor on the scheduled advising day, the student is

responsible for notifying the advisor and arranging an alternate advising appointment. Two activities are required during every mandatory advising meeting. The advisor will verify that the student is current on all required clinical documents (clinical ticket) and the advisor will review the student's progress toward fulfilling the requirements for the degree pathway. The student is required to print (one copy for each nursing clinical) the current document compliance report(s) and bring it to the advising appointment. The compliance report is available from the document repository service specified by the nursing department. The advisor will verify that the student is compliant in all areas on the compliance report (except first semester students who may be missing the third hepatitis B immunization dose). The advisor will sign and date the student's fully compliant report for *each* clinical course. Only an original signature by the *assigned* advisor will be accepted by the clinical instructor. The most recent signed compliance report is the student's clinical ticket required the first day of clinical. The clinical ticket will expire when any one compliance document expires. The student is responsible for providing an updated compliance form to both clinical instructor and advisor (a second advisor signature is not required) when any portion of the clinical ticket expires. Students who do not provide updated compliance forms to their clinical instructor will be dismissed from clinical and the absence penalty will apply. **Note: CSN Nursing Department administration and faculty reserve the right to request compliance testing to be performed at and for specific time frames to secure clinical placement.**

The advisor will review the students' progress toward fulfilling the requirements for the certificate/degree pathway by reviewing the student's advisement report in MyCSN. If any certificate/degree requirements are not satisfied, the advisor will discuss with the student what the student must do to complete the certificate/degree. The advisor will document this discussion in MyCSN advisement notes. The student is responsible for taking the required action(s) to complete the degree requirements.

Missed Appointments

For efficient use of student, faculty, and staff time, many activities are scheduled by appointment. Once the student has selected a time for the activity, the student is expected to demonstrate professional responsibility by preparing for and keeping the appointment. Students who find it necessary to change appointment times are advised to call to cancel at least one hour before the time of the appointment. This applies to advising appointments, practicum appointments, and any appointments made with any faculty member or administrator. Students who have a repeated pattern of missed appointments will be referred to the Program Director.

Health Documents

Each nursing student must submit proof of the following to the document repository service (Complio):

- Current American Heart Association Basic Life Support training certification. **(Only the**

American Heart Association Basic Life Support For Providers training is accepted). The student may call the American Heart Association to receive information about [American Heart Association Authorized Training Centers](#).

- An annual physical exam. Students must use the School of Health Sciences physical exam form. This form was developed based on the needs of the health programs. No other form will be accepted. Forms are available at the Nursing Program Office (K 106). You can also download and print the [correct physical examination form from the CSN website](#). You must print and complete both pages!
- Negative urine drug/alcohol screening. Students will purchase the drug/alcohol screening from the document repository service (Complio). Students will follow Complio procedures for purchasing, completing, and submitting the urine drug/alcohol screening.
- Proof of current health insurance each semester that **cannot** lapse during the semester.
- Completion of criminal history background check from StudentCheck/Complio.
- Proof of non-infectivity for TB (see Engelstad School of Health Sciences Policies and Procedures).
- Proof of immunity to Hepatitis B, Varicella, Measles, Mumps, Rubella, Tetanus, Diphtheria, and Pertussis (see Engelstad School of Health Sciences Policies and Procedures).

Name Change During the Program

Students must use the same name when enrolled in the nursing program unless they have completed the entire name change process. Changing a name is permitted only if a student has legal documentation showing their name has been legally changed. Either a court document showing legal name change or marriage certificate, plus social security card and driver's license with changed name, are required to initiate a name change while in the nursing program.

To change your name while in the nursing program, the student must initiate the name change in all the following places:

- CSN Admissions and Records
- Complio
- Name Tags
- Standardized Testing Company
- NV State Board of Nursing (if a CNA)
- Nursing Department

Students must complete the Name Change Form and provide documentation that name changes have been accomplished in all places indicated on the form. When complete, the Name Change Form with all supporting documentation must be submitted to the Nursing Administration Desk in WC K106. The Program Director will change the student's name with Complio after receiving the Name Change Form with all supporting documentation. Only after the student receives the approval email from the Program Director or the Director of Nursing, may the student begin to use his/her new name within the nursing program.

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Reviewed 7/2018

Revised/Revised/Approved 3/30/23

Academic Policies

Progression in the Nursing Program

Nursing students must complete all program courses and general education requirements to graduate. A nursing student must successfully complete all the Nursing courses in a semester before progressing to the next semester. Students are not required to repeat Nursing courses they have successfully completed unless they have withdrawn from, reapplied to, or readmitted to the program. Students enrolled in the Regular Track are not eligible to take nursing courses during the summer session.

To Remain in Good Academic Standing

Because of the interdependent nature of theory, lab, and clinical, failure to successfully complete any one of these components requires the nursing student to repeat ALL components of a course. Except in extraordinary circumstances determined by the ESHS [Student Reinstatement Policy](#), nursing students in the Regular Track program must complete the nursing course sequence within **three academic years** of the date of admission to the first nursing course. All nursing students in the Extended Track program must complete the nursing course sequence within **three calendar years** of the date of admission to the first nursing course.

Except in extraordinary circumstances determined by the ESHS [Student Reinstatement Policy](#), students who earn a grade less than C in any nursing course twice will not be considered in good academic standing.

Track Change Requests

Only under extraordinary circumstances is a student who is admitted into either the Regular Track or Extended Track able to change track with permission from the Program Director. The student must be in good academic standing at the time of the request, and space must be available for a track change to be made. **Extraordinary circumstances include illness, medical events, or legal circumstances with substantiating documentation.**

Track changes will only be accepted in the following Regular Track courses; NURS 115, 243, 247, and 248. Track changes will only be accepted into the following Extended Track courses; NURS 115, 243, 247, 248, and 211. **A nursing student who has been granted a track change is not eligible to request another track change**, unless otherwise determined by the Program Director.

To request a track change, the student must type a letter to the ADN Program Director and include substantiating documentation. The letter must include students' name, NSHE #, email address, and street address. The letter must include the current track and nursing course, the requested track change, and the semester/course to be placed. The letter must be typed and contain an original signature. Substantiating documentation must be included with the letter. The track change request letter and supporting documentation must be hand delivered to the Nursing

Administration Desk in WC K106 or mailed to the ADN Program Director and **upon receipt, the letter must be time stamped.**

All requests for track change **must be submitted at least 4 weeks prior to the end of the student's currently enrolled in the Spring or Fall semester.** Students submitting these requests can expect to be notified no later than 3 weeks after final grades are submitted. Requests submitted less than 4 weeks prior to the end of the Spring or Fall semester will not be considered for that semester.

Track change requests are considered per individual circumstances and space available basis within the administrative constraints of the college and of the nursing department.

Grades

Students must achieve a grade of "C" in all required nursing courses to progress in the Nursing Program. Clinical courses are graded on a pass/fail basis (refer to each specific course syllabus for grading). To pass a nursing course, the student must pass theory, clinical and lab skills. A failed course may be repeated once after program reinstatement.

A minimum cumulative score of 80% on nursing course exams and a minimum overall (including exams and other coursework) grade of 80% is required to pass every nursing course (except for NURS 296) in the program. Exams and assignments will be entered into the grade book as the pure or raw score. For example, 79.5% will be entered as 79.5%. However, final course grades will not be rounded. For example, 79.5% will be entered as 79%.

The grading scale for all nursing courses is as follows:

A = 900-1000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

F = 0-699 points

The Nursing Program does not use + or – grading.

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Reviewed 3/2025

Credit Class Instructional Ratio

Lecture 1 credit hour = 1 hour of instruction

Clinical 1 credit hour = 3 hours of instruction

Lab 1 credit hour = 3 hours of instruction

Simulation 1 hour = 2 hours clinical instruction

Content Mastery Testing

Students are required to purchase the Lippincott PrepU resources, and the ATI predictor testing. Purchasing information will be provided at the beginning of each semester. Assignments utilizing purchased learning resources and remediation are available in the course syllabi.

Learning Contract

The purpose of a learning contract is to promote student success through creating a supportive partnership between student and instructor. A learning contract will be initiated when a student is having difficulty meeting learning outcomes (see criteria below). The learning contract is designed to help the student to meet the course outcomes and requires the student's active participation in the learning contract's development and fulfillment. The initiation of a learning contract is not necessarily associated with a point penalty for a course.

If one or more of the following criteria occur, the student is required to meet with the instructor to complete a learning contract. If a student does not meet with the instructor as required, the learning contract will be developed by the instructor and sent to the student via email. The appendix contains the learning contract form which may be edited to meet the individual needs of the student. Learning contracts are placed in the student's file for future reference and serve as documentation that the instructor notified the student of the risk of course failure and provided individual assistance to the student to meet the course outcomes.

Criteria:

- Theory grade below 80%.
- Unsatisfactory progress in meeting clinical or lab outcomes.
- Receipt of a penalty for violation of the Attendance and Preparedness Policy or for late submission of an assignment.
- Failure of the first dosage calculation test.

See Appendices for a copy of the Learning Contract Form

Unsatisfactory Progress Notification

Instructors are expected to bring performance problems to the student's attention in a timely manner in order that the student has an opportunity to correct the problem. Instructors will request that students sign the Unsatisfactory Progress Notification Form, for the purpose of documenting that notification to the student has occurred.

Attendance and Preparedness

The ADN Program at CSN is a college level program that prepares students for entry-level registered nurse positions. College enrollment assumes maturity, seriousness of purpose, and self-discipline to meet course objectives. Class time is very important as a means for knowledge acquisition. Therefore, attendance is mandatory and will be tracked at every class

session. Students may miss one lecture/theory session for any reason without penalty. After two absences, the student will be placed on academic probation. Each additional absence will result in a 3% deduction from the course grade. The only exception is if missing class is due to serious, unusual and/or unavoidable events that prohibit attendance in the given class session. The student must provide documentation. Please refer to the Information on Referral to the Nursing Academic Progression and Graduation Committee (APG) and the list of excused absences.

Students **MUST** appeal their 3% grade deduction through the APG committee and adhere to the “two- week rule”. The faculty will submit an absence form to the APG committee for every absence that exceeds two.

Failure to notify the **lab or clinical instructor of an absence** prior to the start of lab/clinical, unless the student provides documentation of inability to do so, will result in a 3% deduction.

Information on Absences from Exam, Lab, or Clinical Practicum

Clinical Absence Policy

Students who **miss more than one clinical** for any reason (even if the associated grade penalty has been excused by the APG Committee) will not be able to proceed in their nursing course. Exceptions to this policy may be addressed with the ADN Program Director.

Exam Absence

If the student notifies the instructor at least one hour in advance, the student and instructor will arrange a make-up test within one week. However, 20% of the maximum points possible for the exam will be initially deducted from the student’s score.

If the student neglects to notify the instructor at least one hour ahead of a scheduled exam, a score of 0 will be assigned.

The instructor will complete the appropriate form to document the exam absence. The student’s signature is not required on the form submitted to the APG Committee. Students who have appropriate documentation may submit an appeal to the APG Committee to remove the 20% score penalty.

Clinical Absence Definition

Clinical absence is defined as:

- 1) Arriving after the facilities or unit’s policy for what is considered unacceptable lateness, or the specified time after which patient care may not be rendered.
- 2) Arriving more than 30 minutes late, or leaving more than 30 minutes early, or
- 3) Missing the entire clinical for any reason.

Failure to **notify the instructor** prior to start of clinical will result in a 3% deduction.

Each clinical absence will result in a 3% grade penalty deduction from the final theory course grade. The 3% deduction may be appealed to the APG Committee. The student **will not be permitted** to stay in clinical if 1) above applies or if the student arrives more than 60 minutes late. Students who arrive more than 30 but less than 60 minutes late will be permitted to stay in clinical to avoid missing clinical time, but the 3% grade penalty will apply. The instructor will complete the

appropriate form to document the clinical absence. The student's signature is not required on the form submitted to the APG Committee. Students who have appropriate documentation may submit the appeal to the APG Committee to remove the 3% course penalty.

Laboratory Absence Definition

Laboratory absence is defined as:

- 1) Arriving more than 10 minutes late, or
- 2) Leaving more than 10 minutes early, or
- 3) Missing the entire lab for any reason.

Failure to **notify the instructor** prior to start of lab will result in a 3% deduction.

Each laboratory absence will result in a 3% grade penalty deduction from the final theory course grade. The 3% deduction may be appealed to the APG Committee. The opportunity to complete lab at an alternate time may be arranged only if doing so would not impose undue hardship on the instructor or institution that could have been reasonably avoided. If the alternate for the missed lab cannot be arranged and more than 10% of lab time has been missed, then the student will fail the laboratory course. The instructor will complete the appropriate form to document the lab absence. The student's signature is not required on the form submitted to the APG Committee. Students who have appropriate documentation may submit the appeal to the APG Committee to remove the 3% course penalty.

If an instructor deems that a student is ill the student will be required to leave theory, lab, or clinical and this will be considered an absence. The student is responsible for safe transportation, including any necessary costs. A student may still require a healthcare provider's note (i.e., doctor of osteopathy, medical doctor, nurse practitioner or physician's assistant) to appeal the absence to the APG Committee.

Religious observance that conflicts with scheduled coursework may be accommodated. It is the responsibility of the student to notify the instructor in advance and in writing if the student intends to participate in a religious observance. Opportunity to complete coursework may be provided by the instructor. The usual penalty for absence will apply and may be appealed to the APG Committee. This policy shall not apply if administering the coursework at an alternate time would impose undue hardship on the instructor or institution that could have been reasonably avoided.

School-sanctioned events receive designation only from the Director of Nursing Students are responsible to **request such designation for an event** from the Director of Nursing Department Chair. Students are responsible for notifying their instructors at least one week prior to such absences to arrange to complete any and all required assignments. Failure to obtain school sanctioned event designation or to notify instructors at least one week ahead will result in the usual penalty for the absence. Students remain responsible for didactic course content or completing assignments as per course syllabus.

Information on Tardiness to Exams, Lab, or Clinical Practicum

Exam Tardiness

If the student arrives late for an exam, the student will be permitted to take the exam, however the end time will not be extended. Each course syllabus will explain course policy for late arrival to classroom quizzes.

Clinical Tardiness Definition

Clinical tardiness is defined as:

- 1) Arriving 1- 30 minutes late or
- 2) Leaving 1- 30 minutes early for any reason.

The first clinical tardiness will result in a documented verbal warning. The second clinical tardiness will result in a written warning. The third clinical tardiness will result in a 3% grade penalty deduction from the final theory course grade. Each subsequent clinical tardiness will result in additional 3% grade penalty deductions from the final theory course grade. In the case of clinical tardiness, students will be allowed to remain in clinical to avoid missing clinical experience time, penalties described above will be applied. The instructor will complete the appropriate form to document the clinical tardiness. Students who have appropriate documentation may submit the appeal to the APG Committee to remove the 3% course penalty.

Laboratory Tardiness Definition

Laboratory tardiness is defined as:

- 1) Arriving 1- 10 minutes late or
- 2) Leaving 1- 10 minutes early for any reason.

The first lab tardiness will result in a documented verbal warning. The second lab tardiness will result in a written warning. The third lab tardiness will result in a 3% grade penalty deduction from the final theory course grade. Each subsequent laboratory tardiness will result in additional 3% grade penalty deductions from the final theory course grade. In case of laboratory tardiness, students will be allowed to remain in lab to learn the skills but will still incur penalties explained above. The instructor will complete the appropriate form to document the lab tardiness. Students who have appropriate documentation may submit the appeal to the APG Committee to remove the 3% course penalty.

Information on Being Unprepared

Unprepared is defined as failure to bring any one of the following materials to clinical or lab:

- 1) Updated clinical ticket/compliance report
- 2) Uniform
- 3) Nametag and agency badge (if applicable)
- 4) Preparation assignment
- 5) Nursing Skills Checklist
- 6) Stethoscope
- 7) Watch
- 8) Black pen
- 9) Additional materials as specified in the course syllabus or as required by the instructor.

Clinical: Students **will be dismissed** from clinical and a 3% deduction from their final theory course grade applied if they:

- 1) Do not have completed preparation assignment or
- 2) Are not wearing the specified clinical uniform, or
- 3) Do not have their updated clinical ticket/compliance report, nametag and/or agency badge (if applicable).

However, if the student did previously complete the preparatory assignment or has the clinical

uniform, updated clinical ticket/compliance report, nametag, and/or agency badge easily obtainable, the student will be permitted to retrieve the missing item(s) and return to clinical within one hour. The student will not be permitted to complete the preparatory assignment during clinical hours. Upon returning to the clinical area, the tardy or absence policy will apply depending on the time when the student returns.

Lab: Students who are not in appropriate lab attire or do not bring their completed preparation assignment to lab can stay in lab; however, a 3% deduction from their final course grade will be applied. However, if the student did previously complete the preparatory assignment but simply forgot to bring it, the student may retrieve it and return to lab within 10 minutes. The student will not be permitted to complete the preparatory assignment during lab hours. Upon returning to lab, the tardy or absence policy will apply depending on the time when the student returns. The first instance of being unprepared for clinical or lab that **does not involve any materials specified above**, the student will be given a documented verbal warning and learning contract. See the remainder of this paragraph about the penalty for the second and every subsequent instance of being unprepared for clinical or lab that does not involve any materials specified above.

Clinical: A 3% deduction from the final theory course grade will be applied and a learning contract written for the unprepared student with the following exception: If the student can retrieve the missing items within one hour, the student will be permitted to do so and return to clinical. Upon returning to clinical, the tardy or absence policy will apply depending on the time when the student returns.

Lab: A 3% deduction from the final theory course grade will be applied and a learning contract written for the unprepared student with the following exception: If the student can retrieve the missing items within ten minutes, the student will be permitted to do so and return to lab. Upon returning to lab, the tardy or absence policy will apply depending on the time when the student returns. An unprepared penalty (including absence and tardy penalties because of being unprepared) cannot be appealed.

Open Lab and Being Unprepared: Open lab are optional unless you are given a referral by your instructor to improve specified skills. In such circumstances, this will be treated as an assignment and open lab is mandatory. You must go to open lab for the specified amount of time (if making up clinical time), or until skills are mastered and the open lab tutor is willing to sign off on the referral slip for those skills. At that time, you will return the signed referral form to your instructor. Failure to do so in the time allotted by the instructor on the form will be considered an "unprepared," and will result in a 3% deduction for the class.

Information on Referral to the Nursing Academic Progression and Graduation (APG) Committee

The instructor will complete the appropriate form documenting absence, tardiness, or unpreparedness as soon as possible with or without the student. The student's signature is not necessary on the form. The instructor may email the completed form to the student. The instructor and student may discuss the appropriateness of appealing the 3% grade penalty deduction from the final theory course grade at the APG Committee. Appropriate bases for

referral to the APG Committee, which will include serious, unusual, and unavoidable events prohibiting student from attendance. The student must provide documentation. Examples include:

- 1) Illness, injury, childbirth
- 2) Student's immediate family member's emergency
- 3) Death of a family member: grandparent, parent, child, sibling, spouse/partner, in-laws
- 4) Religious observance
- 5) Subpoena for court appearance, jury summons, or other legal appearance
- 6) Natural disaster.

If the student is absent due to illness, he/she must seek medical care and, in appealing the 3% deduction, provide a medical excuse for the date missed. This excuse must identify the facility or be on the medical provider's prescription pad. This excuse will be accepted **only** if signed by a licensed medical provider, such as an MD, OD, PA, or nurse practitioner. If the signature is a stamp, a written signature will also be required.

An appeal to the APG Committee is not appropriate in the following circumstances:

- 1) Student exceeding more than one absence of the scheduled clinical per course
- 2) Failure to notify the **lab or clinical instructor** of an absence prior to the start of lab/clinical (unless supporting documentation is provided of why such notification was not possible)
- 3) Unpreparedness
- 4) If the student does not adhere to the two-week rule (see paragraph below).

The student will indicate on the form if an appeal to the APG Committee is requested. The instructor will note the request for an appeal in the "comments" section of the form and will note the student's instructors on the form. The instructor will forward the form to the course coordinator and chair of the APG Committee. The chair of the APG Committee will notify the students' instructors of an impending meeting involving the student. Results of all the APG Committee meeting outcomes will be emailed to all faculty.

Two-Week Rule: The student is responsible for going in person to the Nursing Administration Desk in WC K106 within 2 weeks of the absence/tardiness to submit the written appeal of a 3% deduction. If the student does not submit the written appeal to the Nursing Administration Desk in WC K106 within 2 weeks of absence/tardiness, the APG Committee will not consider his/her appeal for this 3% grade penalty deduction at any time.

The student's written appeal must contain the following:

- 1) Written explanation of the appeal
- 2) Written explanation of the circumstances of the appealed situation
- 3) Supporting documentation of the appeal (i.e., doctor's or mortician's note)
- 4) Phone number where student will be available when the appeal is being considered by the APG Committee.
- 5) Student's email.

Students are not required to appear at the APG Committee meeting when their written appeal is considered. If the APG Committee has questions, the student will be called at the phone number provided by the student.

If a student is not at the APG Committee meeting when the written appeal is being considered **and if** the APG Committee decides to uphold the 3% deduction, **then** the student may request to appear at the next scheduled APG Committee meeting to discuss the details of the appeal. This request to appear at the next scheduled APG Committee meeting must be made in person at or via email to the Nursing Administration Desk in WC K106 at least one week prior to the next scheduled APG Committee meeting. If the student does not request at least one week prior to appear at the next scheduled APG Committee meeting, then the 3% penalty will apply and the APG Committee will not consider the matter again. A student who has concerns about the decision of the APG Committee may speak to the Director of the Nursing Department

See Appendices for a copy of the Attendance and Preparedness Forms.

If a student has more than three, 3% deductions, upheld by the APG committee, they will be removed from the course, resulting in a failing grade. This applies to deductions incurred in either lecture, lab and/or clinical sections of the course.

Faculty Absences

Due to extenuating circumstances, it may be necessary on occasion for a faculty member to miss a class. In such a situation, if possible, the instructor will arrange for a replacement instructor and the class will be held as scheduled. If the instructor is unable to arrange for a replacement, he or she will contact the students involved to notify them of the cancellation of the class (in the case of clinicals), or have a notice posted on the classroom door. Such absences will be excused for the students.

Course Withdrawal and/or Failure

A student who withdraws from a nursing course **or** fails to successfully complete a required course in the nursing curriculum is terminated from the nursing program. Once terminated from the nursing program, a student who wishes to reinstate or reapply must follow the Engelstad School of Health Sciences Student Reinstatement Policy (see Appendices).

Students who withdraw from or fail a course must:

- 1) Obtain and complete Student Withdrawal Forms (available in Nursing Program Office).
- 2) Schedule an exit interview with the Program Director. The Program Director may obtain input regarding the student's academic performance from appropriate faculty.
- 3) Bring the Student Withdrawal Forms to the meeting with the Program Director. During the exit interview, the Program Director will develop a plan for remediation and success.
- 4) If not past the CSN withdrawal date, drop the course in MyCSN.
- 5) Check with a financial aid counselor regarding implications for financial aid.
- 6) Follow the process for reinstatement, if desired.

Reinstatement to the Program

Students who are terminated or withdrew from any semester of the nursing program must reinstate or reapply as per the process outlined in the Engelstad School of Health Sciences

(ESHS) [Student Reinstatement Policy](#). Students wanting to reinstate into the ADN Program must submit a “Limited Entry Reinstatement Committee Student Letter” form to the Nursing Program Director. This form must be received by the Program Director no later than one calendar year from the date of the termination letter. If the “Limited Entry Reinstatement Committee Student Letter” form is received by the Program Director more than one calendar year after the date of the student’s termination letter, then the student is not eligible for reinstatement but may reapply to the nursing program as per the ESHS [Student Reinstatement Policy](#)

In accordance with the ESHS [Student Reinstatement Policy](#) and [reinstatement process](#), the Program Director must make a recommendation to the Reinstatement Committee. The following will be used as guidelines for the recommendation:

- 1) Health problems, which in previous terms resulted in withdrawal or failure to meet course requirements should be resolved or controlled before reinstatement. The Nursing Program requires a medical release form addressing specific information for pregnancies and illness/accidents prior to reinstatement.
- 2) Personal problems, which in previous terms resulted in withdrawal or failure to meet course requirements, should be resolved. The applicant should submit an explanatory statement.
- 3) If the student receives an unsatisfactory grade for a nursing course, he/she must fulfill the remediation contract.
- 4) Except in very extraordinary circumstances, students with a failure in or withdrawal from any nursing course, who have been reinstated to the program one time, will **not** be eligible for a **second** reinstatement.

Students who are reinstated must have a drug/alcohol screening test as arranged through the Nursing Program. It is highly recommended that reinstated students attend open lab at least within the first two weeks of the semester to review the nursing skills learned during their previous semesters.

Program Return After Failure in First Semester: Students who have exited the program in the first semester, whether administratively or voluntarily, are exempt from the ESHS [Student Reinstatement Policy](#) but are limited to one attempt at reapplication. Returning ADN students, who have passed NURS 101 within the previous one year, must register for and pass a special topics course which will include concepts and skills from the first three weeks of NURS 101 clinical (ACE) and the entire NURS 101 lab. This course will be provided for those students retaking NURS 125. Failure of this special topics course will result in termination from the nursing program.

Returning students, who have not passed NURS 101 within the previous one year, must register for and pass the course. Returning students, who have passed NURS 125 **more than one year** prior to reinstatement, must score 80% or higher on a NURS 125 course-based Pharmacology exam. This exam will be administered at the end of the week before classes begin for the semester. If the reapplying student scores lower than 80%, or does not take this exam as described above, the student is required to register for and pass NURS 125 again during the first semester of the nursing program.

Transfer into the Nursing Program

It is the policy of the ADN Program to transfer in only nursing coursework equivalent to NURS 101: Fundamentals in Nursing and NURS 125: Pharmacology. A student seeking recognition of previously earned nursing credits from another nursing program must meet **all** requirements for admission to the CSN nursing program. The applicant must submit official transcripts for transcript evaluation by the CSN registrar. In addition, the student seeking transfer must submit:

- Course syllabi containing course outline(s) and course objective(s) for courses equivalent to NURS 101: Fundamentals in Nursing and NURS 125: Pharmacology to be evaluated by the Associate Degree Nursing Program Director.
- A letter from the Dean/Director of the nursing program previously attended stating that the potential transfer student left the program in “good academic standing.”

Upon receipt, the Director of Nursing or designated faculty will review all materials to determine if the student completed nursing coursework equivalent to NURS 101: Fundamentals in Nursing and NURS 125: Pharmacology. When determining transferability, the Program Director considers similarity in course content, course grades, course credits, and course sequence. Nursing course grades must be “B” or higher to be considered for transfer.

After this review, qualified transfer students are admitted on a space-available basis. Reinstatement and RN to LPN Bridge students have priority over transfer students for available course openings. It is recommended that all documents for potential transfer ADN students be submitted by April 1st for the Fall transfer and November 1st for the Spring transfer.

Medication Dosage Calculation Policy

Accurate medication dosage calculation is essential for safe administration of medications. ADN students must demonstrate proficiency in dosage calculation by passing a dosage calculation exam administered within the first weeks (as specified in the following table) of NURS 101, 205 or 115, 247, 248, and 211. If after the initial exam and one retake the student still has not achieved a passing grade, the student will be considered to have failed the course, the student must withdraw from the course, and the student will be administratively withdrawn from the nursing program.

1. **Incoming** students will be administered a dosage calculation exam on the second orientation day before the start of the first semester. Students who achieve **less than 95%** on this dosage calculation exam will have the opportunity during the second week of school to take another dosage calculation exam. Students that do not achieve 95% will be provided one more opportunity to retake the exam during the 3rd week. The student must pass the retake, during the 3rd week, with 95% to remain in the program.
2. If a student fails the first attempt at the dosage calculation exam, the student must see his/her course coordinator to receive a learning contract and be referred for individual remediation

within one day.

3. The student cannot pass medications in clinical until they have passed the dosage calculation exam. Any student who violates this policy will be considered to have committed a serious breach of safety, integrity, and accountability.
4. If after the initial exam and one retake, the student still has not achieved a passing grade, the student will be considered to have failed the course. The student must see the ADN Program Director as soon as possible to withdraw from the course.
5. If a student has been withdrawn from the program due to failure to pass the dosage calculation exam and decides to request reinstatement, he/she must show proof of acceptable remediation (Toolbox class or individual tutoring) with the reinstatement request.
6. Answers to problems consist of a number and units. Only the answer in the indicated answer space for each question will be considered.
7. No partial credit will be given for any question.
8. All answers requiring decimals will be rounded to the tenth (one decimal place), unless the question instructs otherwise, or the answer requires a whole number.
9. Trailing zeros after a decimal point and lack of zero (or other numbers) before a decimal point will be considered an error.
10. Teaching of dosage calculation will be done during the first one or two weeks of class, prior to the exam. The faculty has agreed to teach dosage calculation using the Dimensional Analysis Method. All students will be given practice questions in dosage calculation for that level's course.
11. Every exam has at least 20 questions. If a question has two or more parts, each part will be considered one question.
12. Calculators (non-scientific) are allowed on the exams. Phone calculators are not allowed.
13. The nursing department policy for Attendance and Tardiness will apply to the dosage calculation exams.

LPN-RN Bridge Students: A medication dosage calculation exam will be given two weeks prior to the start of the semester. Those who do not achieve 95% will have a second opportunity to take another exam on the second week of scheduled lab. Successful completion requires a score of 95% or better. Prior to taking a third attempt, the student must seek advisement and recommendations from the lab instructor and receive a learning contract. The third attempt must be taken **before** the scheduled third week lab. Students will be notified of exam scheduling. A student who fails to achieve a score of 95% or better on the third attempt will have failed the course and must see the ADN Program Director as soon as possible to withdraw from the course and nursing program.

Summary of ADN Program Dosage Calculation Policy

Course	When is exam given?	When is retake given?	Number of retakes allowed	Number of questions	Time allowed	Grade to pass
Nursing 101	2 nd orientation day and 2 nd week	At the end of the 3 rd week	One	20	One hour (60 minutes)	95%
Nursing 115	1 st week	At the end of the 2 nd week	One	20	One hour (60 minutes)	95%
Nursing 205	Pre-semester and 2 nd week	Prior to the 3 rd week lab	One	20	One hour (60 minutes)	95%
Nursing 247	1 st week	At the end of the 2 nd week	One	20	One hour (60 minutes)	95%
Nursing 248	1 st week	At the end of the 2 nd week	One	20	One hour (60 minutes)	95%
Nursing 211	1 st week	At the end of the 2 nd week	One	20	One hour (60 minutes)	95%

Clinical Policies

1. The general Orientation, as identified by the clinical site, will be arranged by the Clinical Coordinator and/or the Course Coordinator prior to, or at the beginning of each semester.
2. Preparation for clinical is essential. The instructor is obligated to protect patient safety; this includes the necessity to send an unprepared student home from the clinical setting. In courses where “prep sheets” are required, the sheets must be completed and given to the clinical instructor at the beginning of clinical. Unprepared “prep sheets” may result in an unexcused absence. Course preparedness is determined course-by-course. Students should refer to their course syllabus for complete information.
3. Medication administration, regardless of route must be supervised by an instructor or assigned Registered Nurse who is physically present with the student. Any student who violates this policy will be considered to have committed a serious breach of safety, integrity, and accountability.
4. If a student receives an Open Lab referral from an instructor, the remediation must be completed **before** the student returns to the next clinical session. (Refer to Open Lab and Being Unprepared.)
5. Students are expected to be ready to work at the scheduled time.
6. Students must inform the instructor of a clinical absence prior to the start of the scheduled experience.
7. Additional breaks for smoking are not permitted during clinical.
8. It is **strongly recommended** that students **not** work at least 8 hours immediately **preceding** their clinical hours.
9. The end of one clinical must be at least 12 hours prior to the beginning of the next clinical experience.
10. The instructor reserves the right to ask the student to leave the clinical area if the student does not meet the dress code for the nursing program/health care facility as outlined, or if the student appears impaired in any way.
11. The English language is to be spoken exclusively in class, lab, and clinical settings.

Uniform and Dress Code

Classroom and Nursing Laboratory: Students must wear appropriate street clothes or scrubs to all classroom sessions. Scrubs and closed-toed shoes must be worn to lab.

Clinical & Simulation Setting: Students must adhere to the following requirements for all clinical sessions. The clinical instructor is responsible for monitoring the uniform and dress code and is the final authority for the appropriateness of the student’s dress.

- a. Daily shower or bath.
- b. Antiperspirant/deodorant daily.
- c. No perfumes or other products with strong odors.
- d. Students will not smell of cigarette smoke while in uniform in the clinical area.
- e. Hair clean and off the face; if hair is long, it must be restrained to prevent contact with patients, sterile field, and other patient care activities. No excessive decorative adornments.

- f. Hair color will be natural (i.e. black, blonde, brown) without nontraditional colors which include, but are not limited to blue, green, or purple.
- g. Beards and/or mustaches, if worn, must be clean and neatly trimmed, close to the jawline. Length not to exceed ½ inch.
- h. Fingernails clean and trimmed short (no more than ¼ inch past the tip of the finger).
 - **No** artificial nails, defined as application of a product to the nail to include, but not limited to, acrylic, overlay, tips, or silk wraps.
 - No nail jewelry, defined as items applied to the nail for decoration to include, but not limited to, items glued to or pierced through the nail.
 - No nail polish.
- i. White leather shoes, clean and in good repair. No open-toed shoes, backless shoes, sandals, or slippers permitted with no exceptions.
- j. White over the ankle socks.
- k. Students will wear the specified nursing department student uniform whenever in the clinical area. The course coordinator/clinical instructor will inform students regarding the specified nursing department student uniform.
- l. Jewelry is restricted to a plain wedding band and a watch. Small post pierced earrings are permitted. Dangling earrings, gauges, and hoop earrings are not permitted.
- m. Jewelry in visible body piercing other than ears must be removed if possible or covered whenever present at clinical facility including obtaining assignments and patient information.
- n. Tattoos will be covered in clinical according to facility policy. The clinical instructor will inform students regarding the facility policy about tattoos.
- n. Name identification is to be always worn. A name badge will be provided to the student prior to the first clinical. If the clinical facility requires a specific badge, this must be always worn while in the facility.

Note: The nursing program will provide students with one nametag. The students must purchase additional or nametag replacements at the Campus Bookstore.

Required Equipment

- a. Stethoscope
- b. Bandage Scissors
- c. Hemostat (straight or curved)
- d. Watch with second hand
- e. Ballpoint pens with black and red ink
- f. Nursing Drug reference book
- g. Penlight
- h. Clear goggles with full solid side shield

Clinical Assignments

Students are responsible for preparing for all clinical experiences. Clinical instructors are responsible for informing students of clinical assignments. Assignments will be discussed in

a scheduled pre-clinical conference. Students are expected to dress in nursing school uniform whenever at the clinical facility. Students are only permitted in the clinical facility with the knowledge and permission of their clinical instructor. For most courses, simulation will be part of the clinical experience. One hour of simulation is equivalent to two hours of clinical instruction. Students will be held to the same accountability in simulation as in the clinical setting and be responsible to prepare for simulation with assigned scenario material.

Confidentiality of Patient's Records

Students are expected to adhere to the requirements of professional behavior as outlined in the **Engelstad School of Health Sciences Student Handbook**. Under certain circumstances, and with the clinical instructor's knowledge and approval, students may be granted permission to review a former patient's record in the Medical Records Department of the affiliating agency for the purpose of completing a nursing care plan or like assignment. In compliance with HIPAA, every student will guard the confidentiality of the patient's medical record. Patient information may not be removed from the clinical facility. Records are not to be photocopied.

Nursing Documentation Guidelines

The nursing faculty developed Documentation Guidelines with the **expectation that students review and use them in their clinical experiences**. See Appendices.

Leveled Clinical Skills Notebook

The associate degree Nursing student purchases an *Associate Degree Leveled Clinical Skills Notebook* when beginning NURS 101. This notebook is used throughout the nursing program, in all courses with clinical components, to record the laboratory and clinical completion of the critical clinical skills required for each course. An asterisk indicates which skills are considered critical.

The student is responsible for maintaining the *Leveled Clinical Skills Notebook*. If it is lost, the **student is responsible** for obtaining new signatures for all required clinical skills.

The *Leveled Clinical Skills Notebook* will be used as a reference for each course clinical evaluation tool. Students must satisfactorily complete at least 90% of the required clinical skills to receive a passing grade for the clinical component of the course. The student will bring the *Leveled Clinical Skills Notebook* to the midterm clinical evaluation for review with the 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 skills required for satisfactory completion of the course.

The student will bring the *Leveled Clinical Skills Notebook* to the final clinical evaluation meeting with the instructor. At least 90% of the skills required for the course must be satisfactorily completed and documented in the *Leveled Clinical Skills Notebook* at this time to receive a passing grade for the clinical component of the course.

Intravenous Therapy

Intravenous therapy is one of the biggest responsibilities the practicing Registered Nurse assumes. During NURS 101 and NURS 243 – IV Skills are not performed. Through most of the semesters of the Associate Degree Nursing Program, intravenous therapy responsibilities will be progressively added to the clinical duties of a student. Students can perform these skills **only** after being checked off in the lab. Students may perform IV skills **only** under the direct supervision of their instructor or a Registered Nurse employed at the facility. Any student who violates this policy will be considered to have committed a serious breach of safety, integrity, and accountability. Students may **not** administer blood or blood products, may not discontinue central lines, including PICC lines even with direct supervision and of a staff RN or instructor. Listed below are the specific responsibilities for each course related to intravenous therapy. Students may only perform what is allowed at the clinical site where they are assigned and in accordance with institutional policy.

NURS 115 and 205

Start peripheral IV's

Flush saline locks/central lines

Hang IV fluids (Crystalline only) on peripheral and central lines

Hang IV piggy back's (IVPB) on peripheral and central lines

Change IV tubing on peripheral lines

Change IV dressings on peripheral lines & central lines

Discontinue peripheral IV's

NURS 247, 248, 211, and 296

All IV skills listed for 115 and 205

Administer IV push (IVP) medications

NURS 248: IV syringe pump

Revised 6/10/04; 6/08

Edited 7/18/2016

Revised 5/2018

Clinical Performance

1. Clinical is conducted every day specified and for the full-time frame specified in the course syllabus.
2. Students' technical skills will be evaluated on an ongoing basis in the clinical setting according to criteria and standards outlined in the course objectives, as established by the instructor at the beginning of each clinical course. Students must **satisfactorily achieve each clinical objective** to meet course requirements and progress in the nursing program. All skills performed in the clinical setting must be initially supervised by the clinical instructor, or designee, who will evaluate the student's performance in the skill, and who will inform the student when he/she may perform the skill unsupervised. **A student who performs a procedure incorrectly in the clinical setting will be referred to Open Lab for further review and practice.**
3. **Under no circumstances**, after reporting for duty, **are students permitted to leave** their assigned areas **without the permission** of the clinical instructor.
4. One critical incident in the clinical setting may result in termination from the program (see Critical Incident section).

Clinical Evaluations

1. **Midterm clinical evaluation** occurs at mid semester. The clinical faculty member meets with each individual student and discusses the student's progress toward meeting clinical objectives. A substandard rating will be discussed with the students and expectations for future performance will be put in writing. The clinical faculty member informs the Course Coordinator of all students who may be at risk of being unsuccessful.
2. **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 Course Coordinator of any student who receives a "No Pass" grade and the Course Coordinator informs the Program Director.

Critical Incident

A critical incident is defined as a single, discrete, observable behavior or action which, 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. Commission of a critical incident including the breach of a critical element(s) may result in failure of a course. If student reapplication or reinstatement is determined, a remediation plan will be developed between the student and the Program Director. The faculty member will initiate the necessary report form(s) and submit the form(s) to the Program Director and Director of Nursing Department. The report will be placed in the student's official file in the Nursing Program Office. An agency incident report may also be required.

Critical Elements

- **Safety (actual and potential)**

The student will act in a safe manner.

When performing skills, the critical element of safety must be upheld. Safety is defined as freedom from injury or possibility of injury of any type. Safety includes:

- Prevention of bacteriological injury through asepsis. Asepsis is of the utmost importance from the standpoint of preventing and controlling the spread of microorganisms.
- Prevention of mechanical, thermal, chemical, electrical, and pharmacological injuries.
- Maintenance of psychological safety which includes mental well-being and patient comfort by preventing emotional upsets.

The following indicate that the critical element of safety has not been met:

- Any act or omission which actually and/or potentially endangers the client, others, and/or self.
- Failure to conform to the essential standards of acceptable and prevailing nursing practice. Actual injury need not be established.

- **Integrity**

The student will display integrity and honesty. Any act or omission that demonstrates dishonesty or lack of integrity (e.g., fraud, misrepresentation, deceit, and theft) indicates this critical element has not been met.

- **Accountability**

The student will demonstrate accountability by accepting responsibility for individual action and maintaining clinical competency. Failure to demonstrate accountability and responsibility for behaviors and/or omissions or any other irresponsible behavior indicates the critical element of accountability has not been met.

Engelstad School of Health Sciences ADA Statement

A student in any Health Sciences program with an approved documented disability can request reasonable accommodation to meet standards. The College will provide appropriate reasonable accommodations but is not required to substantially alter the requirements or nature of any Health Sciences program, which includes extra time for competency testing. Potential students are encouraged to consult CSN's Disability Resource Center, as appropriate, for complete information on the types of accommodation that may be available to assist the student to meet their educational and professional goals.

Tips for Success

- Recommended cutting back on work whenever possible.
- Develop a peer, “buddy” system. Form a study group.
- Get to know your advisor and see that person regularly to discuss your concerns and ask for help.
- Learn to manage time and make it work for you.
- Plan three hours of study time for every credit hour you take. For example, nine credits = a minimum of 27 hours of study a week.
- Study difficult or boring subjects before tackling content you like.
- Study in short sessions.
- Study at **your** best time of day (most people do best during daylight hours).
- Use your waiting time, e.g., between classes or bus travel time.
- Develop a regular study pattern and a specific place to study (e.g., library).
- Make agreements with living mates about your study time and **keep to it**.
- Avoid noisy distractions such as TV, stereo, kids, traffic, and telephone.
- Don’t allow others to misuse your time.
- Say NO to unexpected requests for your attention or time.
- Hang a “Do Not Disturb” sign on your door when studying.
- Study objectives and use the learning activities in the syllabus.
- Come prepared to class and to skills lab by completing the readings before the class or lab.
- Give yourself permission to be human – **no one is perfect!**
- Allow yourself to be:
 - Willing to learn
 - Interested in learning
 - Willing to explore new ideas, attitudes
 - Self-directed
 - Inquisitive...ask questions
 - Willing to risk
 - Intuitive
 - Creative
 - Willing to laugh
 - Willing to be uncomfortable
 - Willing to learn new roles and experiences
 - Joyful, loving, honest, sharing
 - Reality oriented
 - **Successful!**

Student-to-Student Tips for Success

Students attending a National Student Nurses' Association convention were asked to share one "survival" tip they would like to pass on to beginning students. Their suggestions can be divided into four categories: 1) take care of yourself; 2) take care of each other; 3) take one day at a time; and 4) take care of business.

Take Care of Yourself

"Set time aside each day for yourself or your family." "Don't spend all of your time studying."

"Make sure to take care of yourself. Don't put nursing school ahead of your own health".

"Make sure you look your best every day. The better you look; the better others will treat you."

"Take a fun elective."

"Study hard but play hard too. Make time for friends. Take walks, work out, dance, swim, play tennis – it will keep you sane."

Take Care of Each Other

"Build a support system with your fellow students."

"Work together as a class. Don't let the competitive spirit get in the way." "Get involved early with NSNA. Networking is important."

"Join a study group. I couldn't have made it without mine."

"Study with friends. Try studying for 50 minutes and playing or talking for 10 minutes.

Repeat. It's not much of a social life, but it's better than nothing."

"Get involved with other students. They can help you and you can help them."

Take One Day at a Time

"Take it one day, one test, one patient at a time and don't get discouraged."

"Live one day at a time. Once something is done, don't worry about it. Just keep doing your best at each task."

"Make the best of any situation by adjusting **your** attitude."

"Please yourself – be happy meeting your own personal/professional/academic goals."

"Looking at the overall picture can be pretty scary. Just concentrate on one assignment at a time."

Take Care of Business

"Make nursing school your first priority."

"Take classes seriously. Start out studying hard." "Maintain good study habits."

"Keep up with the reading from Day One." "Do the reading as you go along. Don't wait!"

"Take the extra time needed to do extra readings."

"Keep up with schoolwork rather than trying to catch up."

"Start a good home library to use for care plans." "Keep your notes current."

"Review notes daily."

"Organize your time. Conserve your energy." "Use Sunday night to plan your entire week."

"Create your own flash cards."

"Be prepared for three times more work than you ever imagined."

"Take a course in stress management."

“Learn to be happy with Cs and thrilled with Bs (especially if you were a straight “A” student in high school.”

“Get a tutor if necessary.”

“Make sure you’re financially stable enough to work minimal hours while in school.”

“Realize that it is impossible to work full-time and be a good student. If you want to survive nursing, don’t try to work full-time.” “Get to know your instructors.”

“Do what the teacher tells you to do. Don’t argue; just do it! It will decrease your stress and your teacher’s stress too.”

“Buy a book on nursing math and bone up ahead of time.” **“Don’t just memorize material. Learn how to apply it.”** “Learn how to live without sleep.”

“Don’t forget to breathe.”

“Keep your sense of humor.”

Source: Chenevert, M. (1991). *Mosby’s Tour Guide to Nursing School, A Student’s Road Survival Kit*. St. Louis: Mosby.

APPENDICES

NURSING DOCUMENTATION GUIDELINES

The nursing documentation should be:

- ***Factual***
 - Use descriptive words
 - Use objective information
 - Do not use inferences
 - Document client's own words if data is subjective
 - Use relevant information
 - Pertinent to diagnosis

- ***Accurate***
 - Use exact measurements
 - Date and time all entries
 - Identify all entries properly using the caregiver's full name and status
 - Use of proper medical terminology and standard abbreviations approved per facility

- ***Complete***
 - Be concise, appropriate and thorough when providing information about the client's care
 - Document entries describing actual nursing care, client's response, and nursing evaluation – reflects critical thinking
 - Chart technology applied to the client, e.g., oxygen, monitors, NG, foley
 - Address safety issues
 - Include client and family teaching/education
 - Document any change in status
 - Document any abnormality or adverse findings with interventions and evaluation

- ***Current***
 - Timely entries
 - Document at the time of occurrence
 - Use facility timing protocol

- ***Organized***
 - Document in logical order
 - Document in chronological manner

- ***Other***
 - Sample charting, if facility uses variance charting
 - Reinforce purposes of record (communication, education, financial billing, assessment, research, auditing, and legal)
 - Students must follow school nursing guidelines in addition to the host facility's guidelines

- **Common Pitfalls**

- Leaving space between entries
- Use of “White Out”
- Using “error” – one line across with initials
- Inconsistent signature on all appropriate entries (example of signature: S. Smith SN, CSN)
- Do not refer to incident report in nurse’s notes
- Use of word “patient” or “client” in charting

I. Membership of Reinstatement Committee

a. The 11-member Limited Entry Programs Reinstatement Committee is comprised of one voting member from each of the following areas. Members are nominated by the respective department chair/director and appointed by the dean for one-year, renewable terms.

Chairperson

Academic Department Members:

Nursing

Health-Related Professions

Dental Sciences, Diagnostic & Rehabilitation Services

Biology

Mathematics

Secondary Members:

Health Programs Advising & Limited Entry Admissions

Health Sciences Classified/Professional Staff

CSN Academic Counselor

Student Conduct Officer

Health Sciences Student (in good standing)

Ex officio Members:

Dean, School of Health Sciences

Administrative Assistant IV, Dean's Office

II. Types of Withdrawal

a. A student may be administratively withdrawn from a health science program for reasons of academic failure, unsatisfactory clinical performance, failure to meet key deadlines or program benchmarks or for professional misconduct (see below).

b. A student may also voluntarily withdraw from a health science program.

III. Reinstatement

a. Students who have completed any limited-entry program are exempt from this Reinstatement Policy.

b. Students who have matriculated into any limited-entry program and who later exit that program in the first semester (whether administratively or voluntarily) are exempt from this reinstatement policy but are limited to one attempt at reapplication into the same program. Note: Reapplication is to enter in the first semester of the program.

c. Students who have matriculated into any limited-entry program and who later exit that program (whether administratively or voluntarily) in the second to final semester must request reinstatement but are limited to one attempt at reinstatement into the same program. Note: Reinstatement is to enter in the second to final semester of the program.

i. No less than 30 days before the Reinstatement Committee meets.

d. Subsequent reapplication and/or reinstatement requests are highly disfavored. However, a student may petition for subsequent (2nd) reapplication or reinstatement to the School of Health Sciences via the Reinstatement Process. These will be adjudicated on a case-by-case basis.

i. No less than 30 days before the Reinstatement Committee meets.

e. Reinstatement occurs at the *level of the school, not to any individual program*. Even if a student withdraws from one program and chooses to pursue another Health Science program, s/he must request reinstatement.

Page 1

f. Returning to the *same program*

- i. Students who re-enter in a subsequent semester are seated on a space-available basis.
- ii. If the number of approved re-entry students exceeds the space available, students will re-enter the program in the order of their applications/approvals or (if multiple simultaneous approvals) by random number assignment. The Office of the Dean will oversee the random number lottery.
- iii. Each program may establish a reasonable timeframe in which an approved student can successfully re-enter before previously completed coursework is considered outdated.
- iv. The Reinstatement Committee will specify this deadline in its written determination. If a student does not successfully re-enter during that window of time (due to lack of space available), s/he must reapply for reinstatement so that the committee can consider his/her situation in the new context.
- v. The Committee may require that the student repeat certain coursework and may require that a student restart the program from the beginning. Further, the committee may specify whether the student automatically qualifies to re-start or whether the student will be re-ranked for admission, subject to the prevailing selection criteria in effect at the time of reinstatement.
- vi. The Committee may require that a student repeat clinical components or demonstrate competency through written or oral testing and/or psychomotor skill validation.

g. Returning to a *different program*

- i. The Committee will discuss the circumstances surrounding the student's withdrawal from the School of Health Sciences to determine suitability and safety for reinstatement. Written recommendations from the respective program directors will be solicited and considered.
- ii. If approved, the student will be advised to prepare and submit a limited entry application, subject to the deadlines and prevailing selection criteria in effect at the time of application. Limited Entry Admissions will not accept or process a reinstatement application without the Reinstatement Committee approval document.
- iii. If denied, a student may appeal the Committee's decision to the Dean of the School of Health Sciences within 21 days of the receipt of the denial letter and, finally, to the Vice-President for Academic Affairs within 14 days of receipt of the Dean's letter. The decision of the Vice-President of Academic Affairs is final.
- iv. The Committee may recommend that a student seek external support, counseling or other ancillary services to promote success after reinstatement.
- v. The decision, requirements and recommendations are communicated to the student in writing. The Office of the Dean issues letters, which are delivered by U.S. Mail.

III. Egregious Professional Misconduct

- a. For situations that involve professional misconduct, the faculty, program director and department chair/director (in consultation with the Dean of Health Sciences) have discretion to determine if the precipitating incident is considered *egregious*.
- b. Examples include (but are not limited to) falsification of documentation, dishonesty, patient endangerment, alcohol or substance use on campus or in the clinical setting, etc.
- c. Egregious incidents are grounds for administrative withdrawal from the School of Health Sciences and are referred to CSN Student Conduct for follow-up.
- d. The subject student may pursue reinstatement to the School. If so, at its subsequent regularly scheduled meeting, the Reinstatement Committee will consider the situation, including any relevant

update or imposed sanction from Student Conduct. The student may submit testimony (in writing or in person) and may be present for the initial discussion. S/he will then be excused from the room while the committee holds an executive session. A formal vote will be taken and recorded, and the student will subsequently be informed by the Dean of the outcome.

- e. The committee may exercise any of the options within its regular purview. Additionally, the Committee may recommend that a student's reinstatement request be permanently denied.
- f. A student may appeal the committee's decision to the Dean of the School of Health Sciences within 21 days of the receipt of the denial letter and, finally, to the Vice-President for Academic Affairs within 14 days of receipt of the Dean's letter. The decision of the Vice-President of Academic Affairs is final.
- g. Denied reinstatement to the School does not preclude the student's pursuit of education through another School at the College of Southern Nevada.

Page 3

**COLLEGE OF SOUTHERN NEVADA
NURSING PROGRAM
STUDENT LEARNING CONTRACT: THEORY (03/2023)**

Student's Name _____ **Course/Section Semester/Year** _____ **Instructor(s)** _____

Date of Incident _____

Goal: To attain a passing average for the nursing course

Criteria: Score **below 80%**, students must make an appointment with their instructor.

Assessment: (check those that apply)

- Did not complete assigned readings
- Did not study notes
- Did not attend class
- Unable to identify relationship between class topic outcomes/objectives and test questions
- Reading comprehension
- Reading rate
- Test anxiety
- Pattern of missed questions e.g. recall, application, comprehension, analysis or synthesis.
- Pattern related to test taking skills, e.g., Reading into the question, not reading all of the options, missing the key or qualifying word(s), difficulty discriminating the best answer, using personal experience versus standard nursing practice.
- Work obligation, e.g., hours worked/time of day work
- Family commitments
- Personal concerns/issues

Other: _____

Specify Incident:

Interventions: (check those that apply)

- See advisor for study skills
- See advisor for test anxiety
- Complete study skills course via Academic Coaching Services
- Tutoring
- Study groups
- Time management and priority setting

Other(s):

- Financial Aid Office
- Advising & Academic Coaching Services/E-Alert
- CAPS (Counseling and Psychological Services)
- My Coyote Success Workshops (online, on-demand, 24/7)
- Additional: _____

Plan of Action: (Student's individualized plan may be attached)

_____ Student Signature	_____ Date	_____ Faculty Signature	_____ Date
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Evaluation/Follow-up:

_____ Student Signature	_____ Date	_____ Faculty Signature	_____ Date
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**COLLEGE OF SOUTHERN NEVADA
NURSING PROGRAM
STUDENT LEARNING CONTRACT: CLINICAL/LAB (10/2017)**

Student's Name _____ **Course/Section** _____ **Semester/Year** _____ **Instructor(s)** _____

Date of Incident _____

Goal: To satisfactorily meet the clinical/lab objectives for the nursing course

Criteria: Unsatisfactory progress in meeting clinical/lab objectives

Assessment: (check those that apply)

- Unable to apply prior knowledge and skills
- Unable to apply theory content to clinical situations
- Unsafe nursing practice (potential or actual patient harm)
- Unprepared for clinical/ laboratory
- Pattern of repeated errors
- Scope of practice issues/concerns
- Unprofessional socialization into role of nursing issues
- Unprofessional conduct
- Does not follow directions
- Work obligation, e.g., hours worked/time of day work
- Family commitments
- Personal concerns/issues
- Multiple incidents of: _____
- Other: _____

Specify Incident:

Interventions: (check those that apply)

- Use open lab for practice
- Tutoring
- Revise study habits and clinical prep activities
- Participate in the development and completion of an individualized action plan for remediation that provides clear, specific expectations to satisfactorily meet the clinical objectives.
- Time management and priority setting
- Other: _____

Plan of Action: (Student's individualized plan may be attached)

Student Signature	Date	Faculty Signature	Date
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Evaluation/Follow-up:

Student Signature	Date	Faculty Signature	Date
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COLLEGE OF SOUTHERN NEVADA
NURSING DEPARTMENT
Name Change Form

Date: _____

Original Name: _____

Changed Name: _____

Street Address: _____

Email: _____

Home Phone: _____

Cell Phone: _____

- Legal document or marriage certificate showing name change
- Social Security Card
- Driver's License
- CSN Admissions and Records (student must purchase a new PreCheck)
- PreCheck
- ATI (Fourth semester only)
- Name Tag(s)
- NV State Board of Nursing (if a CNA)

Submit with supporting documentation to the Nursing Administration Desk in WC K106. Wait for approval email from Program Director or the Director of Nursing Department Chair, before using new name within the nursing program.

**COLLEGE OF SOUTHERN NEVADA
NURSING DEPARTMENT
Associate degree Graduate Reference**

The following information will be sent as a reference upon written request by a prospective employer. An official copy will be retained in the student's file for one year and will be available upon request.

The following rating scale is used:

- 5 = excellent
- 4 = very good
- 3 = average
- 2 = satisfactory
- 1 = poor

Name of graduate _____

I authorize the release of this reference: _____
(graduate signature)

Date of program completion: _____

Name of faculty providing reference _____

Describe the educational experiences in which you observed or interacted with the graduate, e.g., clinical, skills lab, classroom, advisor. Include name or focus of course and semester of program curriculum:

Ratings:

Synthesizes facts and principles

_____ Possesses theoretical background for client care and decision making

_____ Incorporates theory into practice

_____ Uses critical thinking skills

_____ Is proficient in basic nursing techniques and skills

Nursing process

- _____ Uses physical and psychosocial assessment skills
- _____ Plans/delivers quality, individualized nursing care
- _____ Accurately determines priority of care
- _____ Uses nursing process in developing and updating nursing care plans
- _____ Evaluates effectiveness of care and client outcomes

Communication

- _____ Able to express self effectively – verbally and written
- _____ Modifies communication based on assessment of client needs
- _____ Maintains legal documents and/or records

Self-development/self-awareness

- _____ Is dependable, self-directed, and uses initiative
- _____ Recognizes own abilities and limitations
- _____ Consults with appropriate resources when necessary
- _____ Accepts responsibility for own learning/growth

Management

- _____ Uses systematic organization/sets priorities
- _____ Coordinates nursing activities and works well with others
- _____ Collaborates well with other interdisciplinary services
- _____ Works well in predictable unpredictable environment
- _____ Capable of providing nursing care for a group of clients
- _____ Demonstrates leadership potential

Legal-ethical

____ Aware of RN scope of practice

____ Maintains standards of conduct outlined in the ANA code for nurses

____ Assumes responsibility for individual judgments and actions

____ Demonstrates an understanding of and commitment to the institution's
established policies

Other comments:

Faculty Signature _____ Date _____

COLLEGE OF SOUTHERN NEVADA NURSING DEPARTMENT

Non-Discrimination Statement

The College of Southern Nevada is committed to providing a place of work and learning free of discrimination on the basis of race, color, national origin, disability (whether actual or perceived by others), religion, age, sex/gender (including pregnancy-related conditions), sexual orientation, gender identity or expression, genetic information, veteran status (military status or military obligations) in the programs or activities which it operates. Where discrimination is found to have occurred, CSN will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.

Information pertaining to the College's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the College will respond can be found online [at the Office of Institutional Equity webpage](#).

The following individual has been designated to handle inquiries regarding non-discrimination policies at CSN and is responsible for coordinating compliance efforts concerning, Executive Order 11246, Title VI and Title VII of the Civil Rights Act of 1964, Title IX Educational Amendments of 1972, Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1990:

Dr. Armen Asherian, Director of Employee Relations, Office of Institutional Equity, & Title IX, Charleston Campus, 6375 West Charleston Blvd.; Bldg. E, Office E-424, Las Vegas, NV 89146, Phone: (702) 651-7481, Email: [Dr. Armen Asherian](#). You can also [email the Title IX Coordinator](#).

For further information on notice of non-discrimination, you may contact the U.S. Department of Education, Office for Civil Rights at 1-800-421-3481 or visit the [Office of Civil Rights online](#) for the address and phone number of the office that serves your area.