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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., 3343 Peachtree Rd. N.E., Suite 850, 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.
**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 in order to facilitate and support faculty and students in achievement of the nursing department mission.

**Communication**
Actively create an environment that supports shared decision-making, cohesiveness, collaboration, and teamwork.

**Competence**
Actively create an environment that strives for achievement of 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 (Standard 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 (prior to 4th semester) 3 cr.
- COM 101 Oral Communication (prior 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 4.5 cr.
- NURS 248 Pediatric Nursing 3 cr.

Fourth Semester

- NURS 208 Professional Topics 2 cr.
- NURS 211 Medical-Surgical Nursing 2 4.5 cr.
- NURS 296 Nursing Management and Preceptorship 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  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 2\textsuperscript{nd} semester)  4 cr.
- BIOL 251  Microbiology (prior to 3\textsuperscript{rd} semester)  4 cr.
- SOC 101  Principles of Sociology (prior to 4\textsuperscript{th} semester)  3 cr.
- COM 101  Oral Communication (prior to 4\textsuperscript{th} 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.

Third Semester

- NURS 243  Mental Health Nursing  3 cr.

Fourth Semester

- NURS 247  Maternal-Newborn Nursing  4.5 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 Topics  2 cr.
- NURS 296  Nursing Management and Preceptorship  2.5 cr.

Total Associate of Applied Science – Nursing Credits  69 cr.
Curriculum – Advanced Placement for LPN’s Sequence (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  3 cr.
  (MATH 124 or above recommended)
- BIOL 189  Fundamentals of Life Science  4 cr.
- BIOL 223  Anatomy & Physiology 1  4 cr.
- BIOL 224  Anatomy & Physiology 2 (prior to 2\textsuperscript{nd} semester)  4 cr.
- PSY 101  General Psychology  3 cr.

General Education Requirements

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

Additional Nursing Requirement

- NURS 125  Pharmacology for Nursing Practice  2 cr.
  (prior to 2\textsuperscript{nd} semester)

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  4.5 cr.
- NURS 248  Pediatric Nursing  3 cr.

Third Semester

- NURS 208  Professional Topics  2 cr.
- NURS 211  Medical-Surgical Nursing 2  4.5 cr.
- NURS 296  Nursing Management and Preceptorship  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 application of 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. The goal of adaptation is 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 supports, spirituality, and an individual’s perceived state of well-being. Rights and responsibilities for health are shared by the individual, their family, and society.

The American Nurses Association (2016) explain 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 the 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 a variety of healthcare 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, past 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
development of moral, legal, and ethical conscience that will enable them to meet the challenges found in the changing health care needs of society.

The population of the community 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
Organizing Framework

Using the 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 each individual 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. Each individual 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 live experiences that influence adaptive behaviors. An individual’s response to environmental change results in adaptive or maladaptive responses. Adaptive responses, are coping mechanisms which promote health, growth, and quality of life or death with dignity. A 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

Approved 4/16/2004
Re-approved 10/2009
Revised 3/2017
Approved 5/2017
Organizing Framework Diagram

NURSING
Application of Knowledge
Nursing Process
Critical Thinking
Caring
Management of Care

ADAPTATION

COMMUNITY
Individual/Family
Environment
Optimal Health
Quality of Life/
Death with Dignity

LEARNER
Communication
Professionalism
Teaching-Learning
Collaboration
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 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, and include: 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 and include: interpretation, analysis, evaluation, inference, explanation, and self-regulation (Facione, 1990).


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. By caring, the patient is supported and empowered to adapt and achieve optimal quality of life or death with dignity.


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 adaption 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 prioritization, collaboration, management, leadership, advocacy, delegation, supervision and quality improvement. Management of care is performed within the standards of practice and within the legal, ethical and regulatory frameworks of the nursing profession (National Council of State Boards of Nursing, 2013).


Communication

Communication is an interactive process though 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
**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. Employ the Quality and Safety Education for Nurses (QSEN) Initiatives while incorporating standards of professional practice while working within nursing’s legal, ethical, and regulatory framework while providing care to patients.

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
**Associate Degree Nursing Program Outcomes**

**Performance on Licensure Exams**
The three-year mean for the NCLEX-RN licensure exam first time test takers pass rate will be at or above the national mean for the same three-year period.

**Program Completion**
70% of the students who enter the Associate Degree Nursing Program will graduate within three years.

**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 and on the Graduate Survey six to twelve months after graduation.

**Job Placement**
85% of ADN program graduates who desire employment will indicate employment in the field of nursing on the Graduate Survey six to twelve months after graduation.

Approved 4/16/04
Reviewed 10/2009
Revised 7/13/2016; 6/27/17
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 Registration 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 is conducted within an online course designed specifically for this purpose and is on a first-come, first-serve basis. Students may select sections from available "Options", predetermined sets of sections that include the theory, clinical, and lab courses for the upcoming semester.

Assignment of nursing courses for the upcoming semester occurs when the student receives an email from nursing administration of the courses and sections for which they may register. Students may register for nursing courses only after they have received their assignment via email. Students will be administratively removed if they register for a course section other than assigned.

If necessary, a student may negotiate a change to their assigned course sections only by meeting for an appointment with the Registration Coordinator. Every semester the dates/times and process to make final changes to the assigned course "option(s)" will be posted on Canvas by the Registration Coordinator.

1. The first course of action is to contact other students within their cohort to negotiate an even exchange of course sections. Both students involved in the change will meet with the Registration Coordinator together and present their written request for section changes.
2. If an "even exchange" isn't found by the student, the student may make an appeal to the Registration Coordinator. Appeals are made in person and by appointment with the Registration Coordinator only. The student will write a letter including their desired section changes the serious reason for the desired change; the student will bring the written request with them to their appointment with the Registration Coordinator.
3. Finally, the student may appeal to the Associate Degree Program Director (PD). The student will request an appointment with the PD and present their appeal, the serious and unforeseeable reason for their desired change, and outline of prior attempts to negotiate a change in writing. The decision of the PD is final.
Disclaimer: Changes to published nursing course schedules may be necessitated by departmental or clinical agency imperatives that may not be foreseeable or controllable by the school of nursing. CSN Nursing Department administration reserves the right to 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 the course of 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 the course of nursing education students will learn about nursing practice and demonstrate a variety of nursing skills. This means that students will be touching and may be touched in a learning context. At times impressions, communications, or behaviors may be misinterpreted. Honest communication with the person(s) involved is needed to clarify feelings and expectations. Effective communication is one of the tools available for personal empowerment.

If at any time a student feels that 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, or community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and 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.

**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.

**A CODE FOR NURSING STUDENTS**

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

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


Honor Code

The faculty of CSN Nursing Programs value integrity. To support this value, the faculty endorses 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: https://www.csn.edu/sites/default/files/u12821/2017_academic-integrity-policy_rev._052217_ogc_e-signatures.pdf

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.

1. Electronic devices may be used during class or lab only with 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.

2. 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.

3. Data and images may never be scanned, photographed, or video or audio recorded while inside any clinical facility. Use of electronic devices that is a violation of HIPAA 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 their 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:
   i) 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.
   ii) Electronic devices may not be used or visible in patient rooms, nurses’ stations, or hallways at any time.
   iii) Electronic devices may not be used or visible during clinical conferences, except with the express permission of the instructor.
   iv) If a student wishes to use an electronic device, they must first inform their supervising nurse and/or instructor that they will be leaving their assigned patient care area. The student will go to a conference room or break room to use their electronic device.
   v) If a student expects an emergency call, the student will inform their instructor at the beginning of clinical and adhere to the directions of their instructor.
7. Violation of HIPAA will result in failure of the course and termination from the nursing program. Violation of any of the remaining guidelines above will result in the following consequences:
   i) First offense: Learning contract.
   ii) Second offense: 3% deduction from the course grade.
   iii) Third offense: Failure of the course and termination from the nursing program.

8. Consequences for violation of the electronic device policy may not be appealed to the Academic Progression and Graduation Committee (APG).

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.

Communications to Students

Every student is provided a physical "mailbox" which is a file in a cabinet in K106. It is understood that student mailboxes are personal and private. Thus, other students are not allowed to look into another student’s mailbox without their permission. Also every student is provided a CSN student email account. Students are responsible to activate their student email account and keep their personal email current in MyCSN. Additionally, every nursing course has an email within the online portion of their course. Physical bulletin boards are located in K106.

The faculty use the student emails, mailbox, 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 their various emails and course announcements daily and to check their mailbox and read the information contained on the bulletin boards at least weekly.

Mandatory Advising

Students enrolled in a nursing program are assigned a Faculty Advisor. Students are informed of the name of their advisor during new student orientation. Alternatively, students may ask in 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 and every semester. If a student does not meet with their assigned advisor on the scheduled advising day, the student is
responsible to arrange an 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 their degree pathway.

The student is required to print (one copy for each nursing clinical) their current document compliance report(s) and bring it to their 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 their compliance report (except first semester students who may be missing the third hepatitis B immunization dose). The advisor will highlight all documents expiring during the upcoming semester and will sign and date the student’s fully compliant report for each clinical course. The most recently signed compliance report is the student’s clinical ticket for the admission to the first day of their clinical course. The clinical ticket will expire when any one compliance document expires. The student is responsible to provide an updated compliance form (advisor signature is not required) to their clinical instructor when any portion of their 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.

The advisor will review the students' progress toward fulfilling the requirements for their 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 their certificate/degree. The advisor will document this discussion in MyCSN advisement notes. The student is responsible to take the required action(s) to complete their 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 (CastleBranch).

- Current American Heart Association Basic Life Support training certification. (Please note: only American Heart Association Basic Life Support training is accepted). The student may
call the American Heart Association to receive information of those training centers endorsed by them.

- 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 available at the Nursing Program Office (K 106 F).
- Negative urine drug screen. Students will purchase their drug screen from the document repository service (CastleBranch). Students will follow CastleBranch procedures for purchasing, completing and submitting their urine drug screen.
- Proof of current health insurance semester.
- Completion of criminal history background check from StudentCheck.
- Proof of noninfectivity 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 consistently use the name under which they were admitted unless they have completed the entire name change process. Changing your name is permitted only if a student has legal documentation showing that 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 of the following places:
- CSN Admissions and Records
- PreCheck (student must purchase a new PreCheck)
- Name Tags
- ATI (fourth semester students)
- NV State Board of Nursing (if a CNA)
- Nursing Department

Student 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 nursing front desk in K106. The Program Director will change the student’s name with CastleBranch after receiving the Name Change Form with all supporting documentation. Only after the student receives the approval email from their Program Director or the Director of Nursing, may the student begin to use their new name within the nursing program.

Approved 4/1/2016
**Academic Policies**

**Progression in the Nursing Program**

Nursing students will complete courses. A nursing student must successfully complete all of 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 and been readmitted to the program. Students enrolled in the Standard 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 reinstatement policy), nursing students in the Standard 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 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 Standard 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 in order 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 into the following Standard Track (FT) courses; NURS 115, 243, 247 and 248. Track changes will only be accepted into the following Extended Track (PT) 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 student’s 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 in. The letter must be typed and contain an original signature. The track change request letter must be hand delivered to the
nursing administration desk in K106D or mailed to the ADN Program Director. **Upon receipt, the letter must be time stamped at the desk in K106.**

Requests received prior to the start of the normal registration period will be answered during the normal registration process. All requests for the upcoming semester must be submitted at least 4 weeks prior to the start of the semester. Students submitting these later requests can expect to be notified no later than the third Thursday before the start of the semester. Requests submitted within 4 weeks of the start of the semester will not be considered for that semester.

Track change requests will be 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). In order 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 75% on nursing course exams and a minimum overall (including exams and other coursework) grade of 75% is required to pass every nursing course (except for NURS 208) in the program.

The grading scale for all nursing courses, is as follows:
A= 93-100  
B= 84-92  
C= 75-83  
D= 70-74  
F= Below 70

The Nursing Program does not use + or – grading

**Credit Class Instructional Ratio**

<table>
<thead>
<tr>
<th>Credit Class</th>
<th>Instructional Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1 credit hour = 1 hour of instruction</td>
</tr>
<tr>
<td>Clinical</td>
<td>1 credit hour = 3 hours of instruction</td>
</tr>
<tr>
<td>Lab</td>
<td>1 credit hour = 3 hours of instruction</td>
</tr>
<tr>
<td>Simulation</td>
<td>2 hours = 1 hour clinical instruction</td>
</tr>
</tbody>
</table>
Content Mastery Testing

Fourth semester students are required to purchase the ATI course testing, remediation, and NCLEX-RN preparation packages. Fourth semester instructors will provide purchasing information at the beginning of the semester. The course syllabi will describe how the exams will affect overall course grades.

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 their instructor to complete a learning contract. If a student does not meet with their instructor as required, their learning contract will be developed by their 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 risk of course failure and provided individual assistance to the student to meet the course outcomes.

Criteria:
• Theory grade below 80% after the first exam or later in the semester
• 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 may have an opportunity to correct the problem. Students will be requested to 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 in order to meet course objectives. Consistent attendance at the assigned time and full preparedness is the standard of the profession. Therefore, these behaviors must be demonstrated by all nursing students at CSN. The Nursing faculty also strongly recommend attendance at all theory classes, labs, and clinical practicums in order to develop the knowledge, skills, and attitudes necessary to be prepared for the industry’s entry level positions. In cases of an unavoidable absence, the student must notify their instructor, in a manner deemed by the instructor, at least one hour in advance of the scheduled start time for either clinical or lab.

**Information on Absences from Exam, Lab, or Clinical Practicum**

**The 10% Rule**

Students must attend 90% of scheduled clinical time to pass every nursing course. Students who miss more than 16% of clinical time for any reason (even if the associated grade penalty has been excused by the Admissions, Progression, and Graduation [APG] Committee) will NOT be able to proceed in their nursing course. Students who miss more than 10% and less than 16% of clinical time may be able to complete an alternative clinical experience (ACE) in lieu of the clinical hours missed over 10%. For two absences approved by APG, students may be eligible for this ACE only if:

1. the associated penalty for ALL clinical absence time has been waived by the APG Committee;
2. it is possible for the student to achieve a passing score in the theory portion of the class;
3. the student has passed the lab portion of the course; and
4. the student has met the clinical objectives of the course.

After the scheduled clinical is over, an ACE for up to 6% of clinical hours will be arranged. The same standards of professionalism and preparation that is required for all clinical time is expected.

**Exam Absence**

If the student notifies their 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 their 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. Students who have appropriate documentation may submit an appeal to the APG committee to remove the 20% score penalty.
**Clinical Absence**
Clinical absence is defined as:
1) arriving after the facility’s 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
Each clinical absence will result in a 3% grade penalty deduction from the final theory course.
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 exam absence. The student’s signature is not required on the form. Students who have appropriate documentation may submit an appeal to the APG committee to remove the 3% score penalty.

**Laboratory Absence**
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.
Each laboratory absence will result in a 3% grade penalty deduction from the final theory course.
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 not 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 exam absence. The student’s signature is not required on the form. Students who have appropriate documentation may submit an appeal to the APG committee to remove the 3% score 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.

**Religious observance** that conflicts with scheduled coursework may be accommodated. It is the responsibility of the student to notify their 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 in the event that administering the coursework at an alternate time would impose undue hardship on the instructor or institution that could not 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. 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 to complete 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**
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. Each subsequent clinical tardiness will result in additional 3% grade penalty deductions from the final theory course. In case of clinical tardiness, students will be allowed to remain in clinical to avoid missing clinical experience time, but penalties described in above will be applied. The instructor will complete the appropriate form to document the exam absence. The student’s signature is not required on the form. Students who have appropriate documentation may submit an appeal to the APG committee to remove the 3% score penalty.

**Laboratory Tardiness**
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. Each subsequent laboratory tardiness will result in additional 3% grade penalty deductions from the final theory course. 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 exam absence. The student’s signature is not required on the form. Students who have appropriate documentation may submit an appeal to the APG committee to remove the 3% score 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  

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 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 their preparatory assignment or has their 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 stay in lab; however, a 3% deduction from their final course grade will be applied. However, if the student did previously complete their 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 in above.  

**Clinical:** A 3% deduction from their final course grade will be applied and learning contract written for unprepared student with the following exception: If the student can retrieve the missing items within one hour, the student will be permitted 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 their final course grade will be applied and learning contract written for unprepared student with the following exception: If the student can retrieve the missing items within ten minutes, the student will be permitted 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 is optional, **unless** you are given a referral by your instructor to improve specified skills. In such a circumstance, 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 Committee (APG)**

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 appropriateness of appeal 3% grade penalty deduction from the final theory course at the APG Committee. Appropriate bases for referral to APG 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 minor child’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 you are absent due to illness, you must seek medical care and, in appealing the 3% deduction, provide a medical excuse for the date you 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 is not appropriate in the following circumstances:

1) Student absences exceeding 16% of the scheduled clinical per course
2) Failure to notify the instructor at **least one hour ahead** of absence or tardiness (unless has documentation of inability to do so)
3) Unpreparedness
4) If the student does not adhere to the two-week rule (see paragraph E below).

The student will indicate on the form if appeal to APG 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 student’s instructors of an impending meeting involving their student. Results of all APG committee meeting outcomes will be emailed to all faculty.

**Two-Week Rule:** The student is responsible to go in person to the Nursing Administration Desk in WC K106 within 2 weeks of the absence/tardiness to submit their written appeal of a 3% deduction. If the student does not submit their written appeal to the Nursing Administration Desk at WC K106 within 2 weeks of the absence/tardiness, the APG will not consider their appeal for this 3% grade penalty deduction at any time.
The student’s written appeal must contain the following:

1) written explanation of their appeal
2) written explanation of the circumstances of the appealed situation
3) supporting documentation of their appeal (i.e. doctor’s or mortician’s note)
4) phone number where student will be available when their appeal is being considered by the APG.
5) student’s email

Students may choose to appear at the APG committee meeting when their written appeal is being considered. If the student does not appear and the APG has questions, the student will be called at the phone number provided by the student.

If a student does not choose to appear at the APG committee meeting when their 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 meeting to discuss the details of their appeal. This request to appear at the next scheduled APG 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 meeting. If the student does not request at least one week prior to appear at the next scheduled APG meeting, then the 3% penalty will apply and the APG will not consider the matter again.

A student who has concerns about the decision of the APG, may speak to the Director of Nursing.

See Appendices for a copy of the Attendance and Preparedness Forms

**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, of course, 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 be reinstated must follow the process for program reinstatement.

If a student elects to reapply rather than request reinstatement to the nursing program, see Readmission to Program.

Students who withdraw from or fail a course must:
1. Obtain and complete Student Withdrawal Forms (available in Nursing Program Office and Nursing Program Guidelines handbook).
2. Schedule an exit interview with the Program Director (recommended also for first semester students). The Program Director may obtain input regarding student's academic performance from appropriate faculty.

3. Bring the Student Withdrawal Forms to the meeting with 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 withdraw from their first semester of the nursing program are not eligible for reinstatement, but may reapply to a nursing program.

Students desiring reinstatement into a nursing 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 their 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 a nursing program.

In accordance to the Engelstad School of Health Sciences reinstatement policy and 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 cured or controlled before reinstatement. The Nursing Program requires a medical release form addressing specific information for 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 received an unsatisfactory grade for a nursing course, s/he must fulfill the remediation contract.

4. Except in very extraordinary circumstances, students with a failure in or withdrawal from in 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 screen test as arranged through the Nursing Program.

It is highly recommended that reinstated students attend open nursing lab within the first two weeks of the semester to review the nursing skills learned during their previous semesters.
**Readmission to Program**

A student who has been terminated from the nursing program may apply for readmission as a new student. A former student selecting this option must meet the current selection criteria, apply prior to the application deadline, and begin the program as a new student in the first semester of the nursing program.

**Reapplication After Failure in First Semester Only:** Readmitted 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.

Readmitted students, who have not passed NURS 101 within the previous one year, must register for and pass the course. Readmitted students, who have passed NURS 125 more than one year prior to readmission, must score 75% 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 readmitted student scores lower than 75%, or does not take this exam as described above, the student is required to register for and pass NURS 125 again during their 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 their 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 Director or designee considers similarity in course content, course grades, course credits, and course sequence. Nursing course grades must be “C” or higher to be considered for transfer.

After this review, qualified transfer students are admitted on a space-available basis. Reinstatement and LPN Advanced Placement 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 1\textsuperscript{st} for the Fall transfer and November 1\textsuperscript{st} for the Spring transfer.

\textit{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 terminated from the nursing program.

1. \textbf{Incoming} students will be administered a dosage calculation exam on the second orientation day before the start of the first semester. Students who achieve \textbf{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 a 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 a 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 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 terminated from the program due to failure to pass the dosage calculation exam and decides to request reinstatement, the student must show proof of acceptable remediation (toolbox class or individual tutoring) with their 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 zero’s 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 is to be 20 questions long. 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.
### Summary of ADN Program Dosage Calculation Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>When is exam given?</th>
<th>When is retake given?</th>
<th>Number of retakes allowed</th>
<th>Number of questions</th>
<th>Time allowed</th>
<th>Grade to pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 101</td>
<td>2nd orientation day and 2nd week</td>
<td>At the end of the 3rd week</td>
<td>One</td>
<td>20</td>
<td>One hour (60 minutes)</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing 115</td>
<td>2nd week</td>
<td>At the end of the 3rd week</td>
<td>One</td>
<td>20</td>
<td>One hour (60 minutes)</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing 205</td>
<td>2nd week</td>
<td>At the end of the 3rd week</td>
<td>One</td>
<td>20</td>
<td>One hour (60 minutes)</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing 247</td>
<td>2nd week</td>
<td>At the end of the 3rd week</td>
<td>One</td>
<td>20</td>
<td>One hour (60 minutes)</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing 248</td>
<td>2nd week</td>
<td>At the end of the 3rd week</td>
<td>One</td>
<td>20</td>
<td>One hour (60 minutes)</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing 211</td>
<td>2nd week</td>
<td>At the end of the 3rd week</td>
<td>One</td>
<td>20</td>
<td>One hour (60 minutes)</td>
<td>95%</td>
</tr>
</tbody>
</table>
Clinical Policies

1. 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. 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.)

4. Students are expected to be ready to work at the scheduled time.

5. Students must inform the instructor of clinical absence at least one hour before the scheduled experience.

6. Additional breaks for smoking are not permitted during clinical.

7. It is strongly recommended that students not work at least 8 hours immediately preceding their clinical hours.

8. The end of one clinical must be at least 12 hours prior to the beginning of the next clinical experience.

9. 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.

10. 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 to all classroom sessions and scrubs with closed toed shoes to lab.

Clinical 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 at the nape of the neck.

No excessive decorative adornments.

f. Beards and/or mustaches, if worn, must be clean and neatly trimmed

g. 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.

h. White leather shoes, clean and in good repair. No open-toed shoes, backless shoes, sandals, or slippers permitted with no exceptions.
i. White over the ankle socks.
j. 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.
k. 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.
l. 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.
m. 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 worn at all times. 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 worn at all times while in the facility.

Note: The nursing program will provide students with one nametag. The student must purchase additional or replacements for nametag.

**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. Two hours of simulation is equivalent to one hour of clinical instruction. Students will be held to the same accountability as for clinical 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 and they expect students to 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 in order 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 the most of the semesters of the Associate Degree Nursing Program, intravenous therapy responsibilities will be progressively added to your clinical duties as a student. Students can perform these skills only after being checked off in the lab. Students may perform IV skills only with under the direct supervision of their instructor or a Registered Nurse employed at the facility. 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, 205, and 247**

- 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 248, 211, and 296**

- All IV skills listed for 115, 205, and 247
- Administer IV push (IVP) medications

Revised 6/10/04; 6/08
Edited 7/18/2016
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 in order 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 the nursing laboratory 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 student 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 may result in failure of the course. The faculty member will initiate the necessary report form(s) and submit the form(s) to the Program Director and the Director of Nursing. This report will be filed 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 behavior of 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.
**Tips for Success**

- Cut back on work if at all 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 school work 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”**.

APPENDICES
NURSING DOCUMENTATION GUIDELINES

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 caregivers 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)
  - Student must follow school of nursing guidelines in addition to the host facility’s guidelines
• **Common Pitfalls**
  o Leaving space between entries
  o Use of “White Out”
  o Using “error” – one line across with initials
  o Inconsistent signature on all appropriate entries (example of signature: S. Smith SN, CSN)
  o Do not refer to incident report in nurse’s notes
  o Use of word “patient” or “client” in charting
GOAL: To attain a passing average for the nursing course

Criteria:

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

Assessments: (circle 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: ________________________________________________
Problem Identification:

Problem: _____________________________________________________________

Interventions: (circle)

See academic counselor for study skills
See academic counselor for test anxiety
Complete study skills course
Tutoring
Study Groups
Use test taking software in Computer Lab
Time management and priority setting
Investigate financial aid office
Refer to ACCESS office
Other: _______________________________________________________________

Plan of Action:
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

EVALUATION:
_______________________________________________________________
_______________________________________________________________

Student Signature               Date            Faculty Signature Date
COLLEGE OF SOUTHERN NEVADA
NURSING PROGRAM
STUDENT LEARNING CONTRACT: CLINICAL/LAB

Student's Name  
Course/Section  
Semester/Year  
Instructor

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

Criteria:

1. Unsatisfactory progress in meeting clinical/lab objectives

Assessment: (circle 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
- 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: ________________________________
Problem Identification:

Problem ____________________________________________

Interventions: (circle)

Use open lab for practice

Tutoring

Revise study habits and clinical prep activities

Participate in the development and completion of an individualized plan for re-mediation that provides clear, specific expectations to satisfactorily meet the clinical objectives.

Time management and priority setting

Other: ____________________________________________________  
__________________________________________________________

Plan of Action:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

EVALUATION:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

____________________________________________________________
Student Signature             Date             Faculty Signature                         Date
COLLEGE OF SOUTHERN NEVADA
NURSING PROGRAM
Lab TARDY (10 min or less)

Student Name: ____________________________________

Date of Tardy: ____________________________________

Lab Course #: ____________________________________

Student’s Instructors: ____________________________________

The following remediation plan will apply: (please check the appropriate line)

Tardy 1: Documented verbal warning ________

Tardy 2: Written warning ______

Tardy 3 or more: 3% deduction from the final course grade __

What serious, unusual, and unavoidable events prohibited student from being punctual and warrants referral to the Admissions/Progression/Graduation (APG) committee?

How much notice did student provide instructor?

Student is appealing the sanction?*: YES ____NO ____ (Student to initial one)

* Go in person to the Nursing Administration Desk in WC in K106 within 2 weeks of the absence/tardiness which is before ___________ (date) to complete and submit the appeal form

Student signature: _________________________________

Student phone number: _____________________________

Faculty signature: _________________________________ Date: ___________

Faculty comments/recommendations:

Faculty: Please forward a copy of this form to the Nursing Department Administrative Assistant and your course coordinator ASAP.

Faculty comments/recommendations:
COLLEGE OF SOUTHERN NEVADA
NURSING PROGRAM
Clinical TARDY (30 min or less)

Student Name: ____________________________________
Date of Tardy: ____________________________________
Clinical Course #: ____________________________________
Student’s Instructors: ____________________________________

The following remediation plan will apply: (please check the appropriate line)

Tardy 1: Documented verbal warning ________
Tardy 2: Written warning ________
Tardy 3 or more: 3% deduction from the final course grade ______

What serious, unusual, and unavoidable events prohibited student from being punctual and warrants referral to the Admissions/Progression/Graduation (APG) committee?

How much notice did student provide instructor?

Student is appealing the sanction?*: YES ____ NO ____ (Student to initial one)

* Go in person to the Nursing Administration Desk in WC in K106 within 2 weeks of the absence/tardiness which is before __________ (date) to complete and submit the appeal form

Student signature: ________________________________
Student phone number: ___________________________

Faculty signature: ________________________________ Date: ____________

Faculty: Please forward a copy of this form to the Nursing Department Administrative Assistant and your course coordinator ASAP.

Faculty comments/recommendations:
Student Name: ____________________________________

Date of Incident: ____________________________________

Course #: ____________________________________

Student’s Instructors: ____________________________________

Is this the first incidence of being unprepared? (mark one below)

☐ Yes, due to missing clinical/lab preparation/ follow up work/ self-evaluation/journal violation of agency policy. 3% deduction*

☐ Yes, this unprepared is due to another reason. Written warning _________

☐ No, this is second or subsequent incident. 3% deduction*

*3% deduction will be applied to final course grade. Students will stay in lab unless item can be retrieved within 10 minutes. Students will be dismissed from clinical if without preparation or if a violation of agency policy. Clinical/ lab preparation may not be completed during the scheduled course hours. However, the student may choose to retrieve the missing items/completed preparation (in order to avoid missing clinical/lab time and/or the 3% deduction). In clinical, students may return only if travel time is less than 60 minutes; the tardy or absence policy will apply depending upon when the student returns. An unprepared penalty (including absence and tardy penalties because of being unprepared) may not be appealed.

Description of incident:

Student signature: ____________________________________

Student phone number: ________________________________

Faculty signature: ___________________________ Date: ___________

Additional faculty comments/recommendations:

Faculty: Please forward a copy of this form to the Nursing Department Administrative Assistant and your course coordinator ASA
**COLLEGE OF SOUTHERN NEVADA**  
**NURSING PROGRAM**  
**Lab/Clinical/Exam Absence**

Student Name: ___________________________________________

Date of Absence: _________________________________________

Course #: _____________________________________________

Student’s Instructors: ___________________________________

<table>
<thead>
<tr>
<th>Lab or Clinical Absence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects the _____ incidence within the time-frame of this course.</td>
<td></td>
</tr>
<tr>
<td>(1st, 2nd, 3rd, 4th, etc.)</td>
<td></td>
</tr>
<tr>
<td>_____10% or less of total lab/clinical time</td>
<td>(3% deduction from final course grade)</td>
</tr>
<tr>
<td>_____10-16% of the total lab/clinical time or one clinical/lab day (whichever longer)</td>
<td>(3% deduction from final course grade and refer to Director of Nursing to determine viability in course)</td>
</tr>
<tr>
<td>_____ in excess of 16% of the total lab/clinical time or one clinical/lab day (whichever longer) (Refer to Director of Nursing to determine viability in course)</td>
<td></td>
</tr>
</tbody>
</table>

How much notice did student provide instructor? _____________________

<table>
<thead>
<tr>
<th>Exam Absence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student notified their instructor at least one hour in advance?</td>
<td></td>
</tr>
<tr>
<td>☐ No – Exam may not be made up and is scored a 0%. This penalty may not be appealed.</td>
<td></td>
</tr>
<tr>
<td>☐ Yes – Exam penalty is 20% off the student’s exam score. This penalty may be appealed.</td>
<td></td>
</tr>
</tbody>
</table>

What serious, unusual, and unavoidable events prohibited student from being punctual and warrants referral to the Admissions/Progression/Graduation (APG) committee?

Student is appealing the sanction?*: YES ____ No ____ (Student to initial one)

* Go in person to the Nursing Administration Desk in WC in K106 within 2 weeks of the absence/tardiness which is before ____________ (date) to complete and submit the appeal form

Student signature: __________________________ Phone number: __________________

Faculty signature: ________________________ Date: __________________

*Faculty: Please forward a copy of this form to the Nursing Department Administrative Assistant and your course coordinator ASAP.*
# College of Southern Nevada
## Nursing Department
### Recommendation for Removal from a Health Sciences Program

<table>
<thead>
<tr>
<th>Reason for Removal</th>
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<tr>
<td><strong>A. Academic Failure</strong></td>
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<td>Nature of Problem</td>
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<td><strong>B. Unsatisfactory Clinical Performance</strong></td>
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<td>Nature of Problem</td>
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<td><strong>C. Professional Misconduct</strong></td>
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<td>Nature of Problem</td>
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<td><strong>D. Voluntary Program Withdrawal</strong></td>
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<td>Nature of Problem</td>
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I have read and discussed the above with the Program director. I have been informed of the appeals process.

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<th>Student Signature</th>
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<th>Program Director Signature</th>
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PRINT Program director Name

Copies to: student, program director, department chair, and dean of health sciences
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 Department front desk in K106. Wait for approval email from Program Director or the Director of nursing, before using new name within the nursing program.
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 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  
WE BELIEVE IN EQUAL OPPORTUNITY

EQUAL OPPORTUNITY IS THE LAW

It is against the law for the College of Southern Nevada as a recipient of Federal financial assistance to discriminate on the following bases:

against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and

against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act of 1998 (WIA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

deciding who will be admitted, or have access, to any WIA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or

making employment decisions in the administration of, or in connection with, such a program or activity.

WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION

If you think that you have been subjected to discrimination under a WIA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

1.) The recipient's Equal Opportunity Officer (Mr. Thomas Brown); or 2.)

The Director, Civil Rights Center (CRC),  
U.S. Department of Labor,  
200 Constitution Avenue NW, Room N-4123, Washington, DC 20210.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

For more information contact:  Debbie Tanner, Coordinator AA/EEO/ADAA  
College of Southern Nevada 6375 W Charleston Blvd.  
WC E 128  
Las Vegas, NV 89146  
deborah.tanner@csn.edu  
702-651-5783

An equal opportunity employer/program  
Auxiliary aids/services available upon request for individuals with disabilities  
702-651-4486