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Accreditation/Approval Status of the ADN and PN programs:

CSN offers both a generic AAS degree in nursing and an LPN to RN Bridge Emphasis. Graduates are eligible to apply to write the NCLEX-RN exam for state licensure. The two year degree can be applied toward the requirements for a Bachelor of Science in Nursing degree at a four-year institution offering a 2 plus 2 program. 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.

The Practical Nursing program is designed to prepare the graduate to provide nursing care in structured health care settings for clients of all ages who have well defined health problems with predictable outcomes. Graduates are eligible to apply to take the NCLEX-PN exam to become a licensed practical nurse (LPN). The PN program has full approval status by the Nevada State Board of Nursing, 4220 S Maryland Pkwy, Suite 300, Las Vegas, NV, 89119, (702) 486-5800, and is 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 mission of the Nursing Department of CSN is to graduate competent, compassionate, caring nurses and nursing assistants who strive for excellence in their delivery of care to meet the healthcare needs of the community and contribute to the profession of nursing.

Adopted Fall 2002: Revised Fall, 2007; Fall 2009; Fall 2014

CORE VALUES:

Caring:
Provide an environment of kindness and compassion that recognizes and supports cultural sensitivity.

Communication:
Create of an environment that supports shared decision-making, cohesiveness, collaboration, and teamwork through active listening.

Competence:
A shared commitment to provide a safe environment that strives for excellence, high expectations, productivity, nursing knowledge/academic excellence, and is goal-oriented.

Creativity:
Use critical thinking to explore innovative ways to positively impact nursing care.

Professionalism:
An environment that is mutually responsive to lifelong learning, collegiality, accountability, and patient advocacy.
## General Information:

### Practical Nursing Program

**Practical Nursing Program: 44 credit, No Prerequisite Track Curriculum**
*(effective Fall 2013)*

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHP 123B……4 cr</td>
<td>ENG 101 …… 3 cr Composition I</td>
<td>PN 125B …. 3 cr Pharmacology for Practical Nursing</td>
<td>PN 106B …. 3 cr Family Nursing</td>
</tr>
<tr>
<td>Introduction to the Human Body</td>
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</tr>
<tr>
<td>HHP 124B ……1 cr</td>
<td>MATH 104B …. 3 cr Applied Mathematics</td>
<td>PN 103B* …. 2 cr Gerontological Health Care</td>
<td>PN 108B …. 4 cr Practical Nursing II</td>
</tr>
<tr>
<td>Introduction to the Human Body Computer Lab</td>
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</tr>
<tr>
<td>NURS 130 ……..6 cr*</td>
<td>PSY 101 …. 3 cr General Psychology</td>
<td>PN 104B …. 5 cr Practical Nursing Fundamentals</td>
<td>PN 110B …. 4 cr Practical Nursing Seminar/Management Concepts</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PN 100L ……..1 cr</td>
<td>PN 101B …. 2 cr Introduction to Practical Nursing</td>
<td>PN 105B …. 5 cr Practical Nursing I</td>
<td></td>
</tr>
<tr>
<td>Practical Nursing Learning Lab</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>HIT 117B …. 1 cr</td>
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<td>Medical Terminology</td>
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<td>Total = 12 credits</td>
<td>Total = 12 credits</td>
<td>Total = 15 credits</td>
<td>Total = 11 credits</td>
</tr>
</tbody>
</table>

* or Current NV CNA Certification

| Total In-Program Credits: 50 |
| Total In-Program Credits for Current CNA licensees: 44 |

1) All Students must have Nevada CNA license by the end of the 2nd semester.
2) All courses require a C or better to continue in the program.

*Course may be offered in the Summer session between Levels 1 and 2.
Practical Nursing Program

Practical Nursing – Fast Track PN Program
(Designed for students who have already completed all general education coursework and pending space availability)

Program Prerequisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HHP 123B</td>
<td>Introduction to the Human Body</td>
<td>4 cr</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIT 117B</td>
<td>Medical Terminology</td>
<td>1 cr</td>
</tr>
<tr>
<td>HHP 124B</td>
<td>Introduction to the Human Body Computer Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>MATH 104B</td>
<td>Applied Mathematics</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3 cr</td>
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</tbody>
</table>

Students must have a current Nevada CNA certification.

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<tr>
<th>Session</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session</td>
<td>PN 100L .....1 cr Practical Nursing Learning Lab</td>
<td>PN 125B ..... 3 cr Pharmacology for Nursing Practice</td>
</tr>
<tr>
<td></td>
<td>PN 101B ..... 2 cr Introduction to Practical Nursing</td>
<td>PN 104B ..... 5 cr Practical Nursing Fundamentals</td>
</tr>
<tr>
<td></td>
<td>PN 103B* ..... 2 cr Gerontological Health Care</td>
<td>PN 105B ..... 5 cr Practical Nursing I</td>
</tr>
<tr>
<td></td>
<td>Total = 5 credits</td>
<td>PN 110B ..... 4 cr Practical Nursing Seminar/Management Concepts</td>
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</tbody>
</table>

Total In-Program Credits: 44

1) Must maintain a current Nevada CNA certification.
2) All courses require a C or better to continue in the program.
Practical Nursing Program

Military Medic/Corpsman to LPN (Designed to bridge military education and experience with the Nevada LPN)

Program Prerequisites:

<table>
<thead>
<tr>
<th>Military Medical Courses .......... 26cr</th>
<th>ENG 101 ................. .3 cr</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Composition 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester or Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>PN 107B ............... 4.5 cr</td>
</tr>
<tr>
<td>Adult Health Nursing I</td>
</tr>
<tr>
<td>PN 109B ............... 4.5 cr</td>
</tr>
<tr>
<td>Adult Health Nursing II</td>
</tr>
<tr>
<td>PN 106B ............... 3 cr</td>
</tr>
<tr>
<td>Family Nursing</td>
</tr>
<tr>
<td>PN 111B ............... 3 cr</td>
</tr>
<tr>
<td>Practical Nursing Leadership/Management</td>
</tr>
<tr>
<td>Total credits ........... 15</td>
</tr>
<tr>
<td>Total In-Program credits .......... 44</td>
</tr>
</tbody>
</table>

All courses require a C or Better to continue in the program.
Practical Nursing Program

Philosophy of Practical Nursing Program

A. The Individual

It is the belief of the faculty that individuals have unique physical, emotional, social, and spiritual needs. Individuals possess their own values, perceptions, and decision-making attributes.

B. Society

Society is composed of dynamic and interactive systems. It consists of individuals with diverse capabilities, value systems, and life experiences, which, along with their constantly changing external and internal environments, affect their level of adaptation.

C. Nursing

Nursing is an art and science that applies knowledge from the physical, behavioral, and nursing sciences. The practical nurse uses critical thinking when contributing to the nursing process. With guidance, the practical nurse promotes adaptive behavior and provides basic nursing care to individuals of various developmental levels and cultural backgrounds in structured care settings.

D. Practical Nursing

The Practical Nurse is an integral part of the nursing team and uses knowledge and skills to meet the basic health needs of people in a variety of settings under the direction of qualified health professionals. The entry-level practical nurse, under appropriate supervision, provides competent care for clients with stable, well-defined health care needs. In more complex situations, the practical nurse communicates significant observations to the registered nurse and/or physician for guidance in meeting specific nursing requirements.
E. Teaching-Learning process

The faculty believes the teaching-learning evaluation process is a cooperative and collaborative effort between the student and the teacher and that the adult learner desires relevancy in the curriculum. The educational process is based upon clearly defined goals and is conducted in a positive learning environment where the learner is viewed as having inherent worth, uniqueness and individual learning needs. The faculty recognizes that students learn at different rates, from simple to complex, and possess varying learning styles, and, therefore, strive to accommodate these individualized differences through curriculum planning and teaching strategies. The teacher is seen as a facilitator of learning.

F. Nursing Education

Education of the practical nurse is vocational in nature and prepares the practitioner to perform basic nursing skills and to contribute to the nursing process with clients in stable nursing situations. The program is skills oriented focusing on practice and “hands-on” client care using standardized nursing interventions and competencies.

The practical nursing curriculum is designed to guide the student in the development of problem-solving techniques, critical thinking, values clarification and legal-ethical standards of practice.

G. Education as a life-long process.

The faculty endorse and promote the value of life-long learning. It is expected that the practical nurse graduate will assume responsibility for life-long learning to maintain safe and effective nursing practice and to promote professional growth by participating in activities in the work setting and professional organizations. Additionally, the graduate will value and consider educational opportunities for career mobility options.

Approved 12/10/1999
Reviewed and approved 11/12/2004
Reviewed 10/2009
Practical Nursing Program

Practical Nursing Student Learning Outcomes

1. Apply knowledge of safe, quality, evidence-based, patient-centered nursing care in a variety of environments to diverse patient populations and cultures across the lifespan.

2. Exercise clinical reasoning to promote health, as well as psychosocial and physiological integrity.

3. Apply quality improvement processes to improve patient care.

4. Collaborate with the interdisciplinary team, the patients, and the patient’s support persons when managing patient care.

5. Apply management theories and legal, ethical, and professional standards in practice as a practical nurse.

6. Maximize the use of information management systems and patient care technology to communicate, update knowledge, avoid error, and support decision making.

Approved 12/2/02
Reviewed and approved 11/12/2004
Revised 7/2015
Practical Nursing Program

Practical Nursing Outcomes

*Performance on Licensure Exams:*
The PN program graduates will meet or exceed the national pass rate on
the NCLEX-PN licensure exam as first time test takers.

The three-year mean for the NCLEX-PN licensure exam pass rate will be at or
above the national mean for the same three-year period.

*Program Completion:*
At least 70% of the students who enter the Practical Nursing Program will graduate
in six semesters.

*Program Satisfaction:
(End-of-Program Survey) and (Graduate Survey):*
95% of PN program graduates will rate the quality of curriculum, classroom and
clinical use in attaining program outcomes an average of a 3.0 or higher on a 5-
point Likert scale. (End-of-Program Survey done last week of school and
Graduate Survey done within six to twelve months after graduation)

*Job Placement (Graduate Survey):*
Within six to twelve months after graduation, at least 80% of the graduates who
desire employment will be employed in the field of nursing.

*Program Satisfaction (Employer Survey):*
Within six to twelve months after graduation, 95% of the employers will rate the PN
program graduates as satisfactory or better.

Revised: 7/30/2015
Practical Nursing Program

Organizing Framework

Using the philosophy as a foundation, the faculty developed an organizing framework for the Practical Nursing curriculum. The organizing framework for the Practical Nursing program incorporates the key curricular concepts of adaptation, nursing process, critical thinking, communication skills, caring, and ethical/legal responsibilities.

The concept of adaptation focuses on each individual as being unique and viewed as a biopsychosocial and cultural being who interacts with and adapts to the environment. Adaptation is a dynamic process because the individual’s environment is continually changing. Each person has unique capabilities, physical, emotional, social and spiritual needs, value systems, and life experiences that influence adaptive behaviors.

As shown in the Organizing Framework Diagram on the following page, the essence of adaptation is change. An individual’s response to a change in the environment results in coping mechanisms that are triggered to produce adaptive or maladaptive responses. Adaptive responses promote health, a dynamic process resulting from coping adaptively to enhance an individual’s wholeness and well being. Adaptation moves a person toward health and growth, quality of life, or death with dignity. The goal of nursing, as also shown in the diagram, is to promote adaptation. Encouraging adaptation assists individuals and families to maintain or achieve optimal health, quality of life, and death with dignity.

The Practical Nurse uses the concepts of nursing process, critical thinking, communication, caring, and legal/ethical responsibilities. With guidance from qualified health professionals, the Practical Nurse maintains and promotes adaptive behavior and provides basic nursing care to individuals of various developmental levels and cultural backgrounds in structured care settings.

12/10/99
Reviewed and approved 3/2005
PRACTICAL NURSING ORGANIZING FRAMEWORK

Individual and Family

Adaptation

Goal of Nursing

Optimal Health
Quality of Life
or
Death with Dignity

Adaptation

Promote

NURSING

PRACTICAL NURSE

Uses concepts of:

- nursing process
- critical thinking
- communication
- caring
- ethical-legal responsibilities

Environment
(conditions, circumstances and influences)

Changes Result in Response Triggers Coping Mechanisms

Physiological Social-Cultural
Psychological Spiritual

Changes Result in

Response Triggers

12
Practical Nursing Program

Curricular Concept Definitions

Adaptation:

Adaptation is a dynamic process in which an individual responds to change in their environment. Adaptive coping leads to optimal health or the highest level of biopsychosocial spiritual functioning possible for that individual, family, group, or community.

Caring:

Caring is an essential component of nursing which involves professional behaviors and actions that assist clients in meeting their needs. Through caring, clients are supported and empowered by the nurse to achieve their optimal level of health. The nurse creates a caring environment of hope and trust where client choice related to cultural values, beliefs, and lifestyle is respected. This requires a personal, social, moral, and spiritual interaction between the nurse and client.

The practical nursing student applies and integrates caring behaviors into nursing practice. The student learns to differentiate between caring as an emotional response and as a knowledgeable, deliberative intervention. These interventions are based on knowledge and understanding of the biological, behavioral and social sciences, nursing theory, fundamental nursing research, and past nursing experiences.

Communication:

Communication is an interactive process through which there is an exchange of information that may occur verbally, nonverbally, in writing, or through technology. Those involved in the process are the nurse, client, significant other(s), and members of the healthcare team and community agencies.

Effective communication demonstrates caring, compassion, cultural awareness and is directed toward promoting positive outcomes and establishing trusting relationships. Therapeutic communication is an interaction between individuals for the purpose of helping, healing, and changing (Harrington, et al., 1996).

The nursing student is expected to use effective and fundamental therapeutic communication skills with individuals, families and groups across the lifespan and among culturally diverse populations.

The PN student shares pertinent information, consults with the RN, and seeks guidance as necessary.
Critical Thinking:

Critical thinking in nursing is a disciplined, purposeful, reflective reasoning focused on finding meaning and improving the current situation (Murray & Atkinson, 2000, p. 9). Inherent in critical thinking is the ability to know how to think and question. The ability to think critically develops as one is exposed to and integrates knowledge, skills, experience, and attitudes into making clinical judgments. Critical thinking is used during each step of the nursing process and is a learning continuum that introduces the concepts of disciplined, purposeful, and reflective reasoning.

Environment:

An open system consisting of physical, psychosocial, political, cultural and spiritual influences, circumstances, and conditions surrounding or affecting the development and behavior of individuals or groups of people.

Ethical/Legal Responsibilities:

The PN student practices within the ethical, legal, and regulatory framework and standards of practical nursing.

The student:
• follows appropriate channels of command
• functions within the parameters of individual knowledge and experience
• seeks to meet self-learning needs
• maintains appropriate professional boundaries in the nurse-patient relationship
• serves as a positive role model in healthcare settings and the community

Nursing Process:

Nursing process is a systematic, client-centered method for structuring the delivery of nursing care. This process uses critical thinking to understand the psychological, sociocultural, spiritual, and physiological characteristics of the individual and family and the environment which influences these aspects. This method includes assessment, identification of health problems, establishing goals, planning a strategy of care, implementing the strategy of care, and evaluating response to interventions.

• The roles and responsibilities of the Practical Nurse in the nursing process include:
  • Contributes to assessment of health status
  • Assists in formulating lists of needs/problems
  • Contributes to setting realistic and measurable goals by identifying major short and long term goals
  • Participates in the development of a written care plan
  • Assists in plan of care as directed by the RN (NRS 632)
References


Nevada State Board of Nursing (2004). *Nurse Practice Act Chapter 632*.

Approved 9-22-2000

Revised and approved 11/12/2005
## Associate Degree Nursing Program

### Curriculum - Full Time Sequence (Regular Track)

**Program Prerequisites:**
- BIOL 189 Fund of Life Science 4cr
- BIOL 223 Anatomy & Physiology I 4cr
- ENG 101 Composition 3cr
- MATH 120 or Fundamentals of College Mathematics 3cr (except MATH 122 or MATH 123)
- PSY 101 General Psychology 3cr

**Additional General Education Requirements:**
- BIOL 224 Anatomy & Physiology II (prior to 2nd semester) 4cr
- BIOL 251 (prior to 3rd semester) 4cr
- SOC 101 (prior to 4th semester) 3cr
- COM 101 or COM 215 (prior to 4th semester) 3cr
- US & Nevada Constitution (by graduation) 4cr

<table>
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<tr>
<th>First Semester</th>
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<th>Third Semester</th>
<th>Fourth Semester</th>
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<tbody>
<tr>
<td><strong>NURS 101</strong></td>
<td><strong>NURS 115B</strong></td>
<td><strong>NURS 247</strong></td>
<td><strong>NURS 208</strong></td>
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<tr>
<td>Intro to</td>
<td>Medical-Surgical</td>
<td>Maternal-Newborn</td>
<td>Professional</td>
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<tr>
<td>Professional</td>
<td>Nursing I</td>
<td>Nursing</td>
<td>Topics I</td>
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<tr>
<td>Nursing Practice</td>
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<td>(4.5 cr)</td>
<td>(2 cr)</td>
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<td>(6 cr)</td>
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<td><strong>NURS 125B</strong></td>
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<td>Pharmacology</td>
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<td>and Preceptorship</td>
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<td></td>
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</table>
|                |                 |               | **Total Program**
|                |                 |               | **Course Credits = 37**
Associate Degree Nursing Program

Curriculum - Part Time Sequence (Extended Track)

Program Prerequisites:

- BIOL 189 Fund of Life Science 4cr
- BIOL 223 Anatomy & Physiology I 4cr
- ENG 101 Composition 3cr
- MATH 120 or Fundamentals of College Mathematics 3cr
  (except MATH 122 or MATH 123)
- PSY 101 General Psychology 3cr

Additional General Education Requirements:
- BIOL 224 Anatomy & Physiology II (prior to 2nd semester) 4cr
- BIOL 251 (prior to 3rd semester) 4cr
- SOC 101 (prior to 6th semester) 3cr
- COM 101 or COM 215 (prior to 6th semester) 3cr
- US & Nevada Constitution (by graduation) 4cr

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
<th>5th Semester</th>
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<th>7th Semester</th>
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<tbody>
<tr>
<td>NURS 125B Pharmacology for Nursing Practice (2 cr)</td>
<td>NURS 115 Medical-Surgical Nursing I (6.5 cr)</td>
<td>NURS 243 Mental Health Nursing (4.5 cr)</td>
<td>NURS 247 Maternal-Newborn Nursing (4.5 cr)</td>
<td>NURS 248 Pediatric Nursing (4.5 cr)</td>
<td>NURS 211 Medical-Surgical Nursing II (4.5 cr)</td>
<td>NURS 296 Nursing Management &amp; Preceptorship (2.5 cr)</td>
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<td>NURS 101 Intro. To Professional Nursing Practice (6cr)</td>
<td>NURS 208 Professional Topics I (2cr)</td>
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<td>Total: 8 cr</td>
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</tbody>
</table>

Total Program Course Credits: 37
Associate Degree Nursing Program

Curriculum – Advanced Placement for LPN’s

Program Prerequisites:

- BIOL 189  Fund of Life Science  4 cr
- BIOL 223  Anatomy & Physiology I  4 cr
- BIOL 224  Anatomy & Physiology II  4 cr
- ENG 101  Composition  3 cr
- MATH 120  Fundamentals of College Mathematics 3 cr
  (or higher, except MATH 122 or MATH 123)
- PSY 101  General Psychology  3 cr

Additional General Education Requirements:

- BIOL 251 Microbiology (prior to 2nd semester)  4 cr
- SOC 101 (prior to 3rd semester)  3 cr
- COM 101 or COM 215 (by graduation)  3 cr
- US & Nevada Constitution (by graduation)  4 cr
- NURS 125B  Pharmacology for Nursing Practice  2 cr
  (prior to starting 2nd semester)

Program Courses:

Entry into the program is based upon acceptance and space availability. The following courses need to be completed:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>Additional Credits</th>
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<tbody>
<tr>
<td>NURS 205 Introduction to Associate Degree Nursing 4.5 cr</td>
<td>NURS 247 Maternal-Newborn Nursing 4.5 cr</td>
<td>NURS 208 Professional Topics I 2 cr</td>
<td>Graduate from an approved Practical Nursing Program (9 cr)</td>
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<tr>
<td>NURS 243 Mental Health Nursing 4.5 cr</td>
<td>NURS 248 Pediatric Nursing 4.5 cr</td>
<td>NURS 211 Medical-Surgical Nursing II 4.5 cr</td>
<td></td>
</tr>
<tr>
<td>NURS 296 Nursing Management and Preceptorship 2.5 cr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total = 9 credits</td>
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<td>Total Program Course Credits =36</td>
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</table>
Associate Degree Nursing Program

Philosophy

The nursing faculty of CSN believe that the college strives to meet the educational and health professional needs of the community by providing an Associate Degree Nursing program. The nursing program provides student-centered instruction that emphasizes application of knowledge/nursing process/critical thinking, management of care/collaboration, caring, communication, teaching/learning, and professionalism.

We believe that individuals at all developmental stages are bio-psycho social, cultural, and spiritual beings who interact with and adapt to the changing environment. Each person has unique capabilities, value systems, and life experiences that influence adaptive behaviors.

Health is an ever-changing, dynamic process varying from wellness through illness to death with a goal of adaptation to achieve optimal health, quality of life, or death with dignity. Factors influencing health can include inborn and developed capabilities, internal and external stressors, stage of development, values, beliefs, interaction with the environment, and an individual’s perceived state of well-being. Rights and responsibilities for health are shared by individual/family and society.

Nursing is defined as “the diagnosis and treatment of human responses to actual or potential health problems” (ANA 1980), and is a vital component of the interdisciplinary health team. The goal of nursing is to promote, maintain, and restore optimal levels of health for individuals, families, and the community, quality of life and/or assisting clients and families to cope with the death and dying process. The faculty believe that the uniqueness of nursing is in its humanistic, holistic, and collaborative approach to the health care of individuals throughout the life span.

Associate Degree Nursing (ADN) graduates apply the basic principles of the biological, behavioral, and social sciences (application of knowledge), nursing process/critical thinking, and caring as they provide safe, competent, and professional nursing care. Communication is used to assist client to adapt to their changing health status. Teaching and management of care/collaboration are integral to providing healthcare to clients of varied backgrounds. The graduates demonstrate professionalism and use of a legal/ethical framework as they practice in a variety of settings within the community.

Learning for professional practice is a lifelong endeavor. The faculty believes that learning is a dynamic process involving the acquisition of cognitive, affective, and psychomotor skills, best achieved by active participation in didactic and experiential situations. Learning is influenced by one’s value system, past experiences, motivations, perceptions, and learning style. Learners are responsible and accountable for self-direction, personal and professional development, and utilization of learning resources in the college and community.
The faculty believes that a positive, caring, supportive, and respectful student-teacher relationship which promotes a spirit of inquiry and growth toward professional and personal development is central to nursing education. Nurse educators have a responsibility to assist students in the development of a moral, legal, and ethical conscience that will enable them to meet the challenges found in the changing health care needs of society.

The rapid growth of Southern Nevada contributes to an increasing number of socio-culturally diverse individuals with varying educational and personal goals. The College of Southern Nevada actively encourages the inclusion of faculty and students from variety backgrounds. Additionally, the faculty believe we can influence the lives of the students and the community as we prepare ADN graduates to care for clients in the 21st century. We are committed to the integrity of our program and competence of our graduates.

Approved 4/16/04
Reviewed: 10/2009
Associate Degree Nursing Program

Organizing Framework

Using the philosophy as a foundation, the faculty developed an organizing framework for the Associate Degree Nursing curriculum. The organizing framework uses the key curricular concepts of application of knowledge, adaptation, communication, nursing process/critical thinking, managing care/collaboration, caring, teaching and learning, and professionalism which includes the behaviors of practicing within the legal and ethical framework of nursing, valuing nursing as a career and a commitment to professional growth, continuous learning, and self-development.

The concept of adaptation focuses on each individual as being unique and viewed as a bio-psycho social, cultural, and spiritual being who interacts with and adapts to the environment. Adaptation is a dynamic process because the individual's environment is continually changing. Each person has unique capabilities, physical, emotional, social and spiritual needs, value systems, and life experiences that influence adaptive behaviors.

As shown in the Organizing Framework Diagram on the next page, the essence of adaptation is change. An individual's response to a change in the environment results in coping mechanisms that are triggered to produce adaptive or maladaptive responses. Adaptive responses promote health, a dynamic process resulting from coping adaptively to enhance an individual's wholeness and well-being. Adaptation moves a person toward health and growth, quality of life, or death with dignity. The goal of nursing, as also shown in the diagram, is to promote adaptation. Encouraging adaptation assists individuals and families to maintain or achieve optimal health, quality of life, and death with dignity.

The Associate Degree Registered Nurse uses the concepts of application of knowledge, communication, nursing process/critical thinking, managing care/collaboration, caring, teaching and learning, and professionalism when providing care, managing care, and as a member of the nursing profession. Associate Degree Nursing graduates apply the basic principles of the biological, behavioral and social sciences, critical thinking, and caring as they provide safe, competent and professional nursing care. The nursing process is used by the Associate Degree graduate to assist clients to adapt to their changing health status. Teaching and collaboration are integral to providing health care to clients of varied social, economic, cultural, ethnic, and spiritual backgrounds. The graduates use a professional legal/ethical framework as they practice in a variety of settings within the community.

approved 4/16/04
re-approved 10/09
Nurses promote adaptation by the utilization of the following concepts:

- Application of Knowledge
- Nursing Process/Critical Thinking
- Caring
- Communication
- Professionalism
- Teaching/Learning
- Managed Care/Collaboration

Reponses which triggers

Responses which triggers

Environment

Optimal Health
Quality of Life
Death with Dignity

Adaptation

Coping Mechanism

Physio-Logical

Socio-Cultural

Psychological

CSN ADN ORGANIZING FRAMEWORK
Associate Degree Nursing Program

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 for that individual/family.

Individual/Family

Physiological, psychological, socio/cultural, and spiritual being with unique capabilities, value systems and life experiences that influence adaptive behaviors. All individual/family have the right to optimal health, quality of life, or death with dignity.

Environment

An open system consisting of physical, psycho social, political, cultural, and spiritual influences, circumstances, and conditions surrounding or affecting the development and behavior of individuals or groups of people.

Goal of Nursing

The goal of nursing is to promote, maintain, and restore optimal levels of health for individuals, families, and the community, quality of life and/or assisting clients and families to cope with the death and dying process.

Optimal Health

Optimal health is a sense of wellbeing that comes from being able to function socio-culturally, physically, psychologically, and spiritually at one’s utmost level.

Quality of Life

Quality of life is a multi-factorial concept that includes interplay of physical symptoms, physical functioning, interpersonal relationships, a sense of well-being, and the degree to which a person finds meaning and purpose in one’s life.
Death with Dignity

A dignified death is defined as the ending of life during which respect for the person is maintained while quality of life is promoted to the highest level possible.

Application of Knowledge

Application of Knowledge is defined as the student’s ability to apply the basic principles of the biological, behavioral, and social sciences in their interactions with their clients.

Nursing Process/Critical Thinking

Nursing process is a systematic, client-centered method for structuring the delivery of nursing care. This process uses critical thinking to understand the psychological, socio-cultural, spiritual and physiological characteristics of the individual and family and the environment which influences these aspects. This method includes assessment, identification of health problems, establishing goals, planning a strategy of care, implementing the strategy of care, and evaluating response to interventions.

The roles and responsibilities of the Associate Degree RN in the nursing process include:

• Assessing and evaluating health status of groups and individuals
• Utilizing all data to identify and document health care problems
• Collaborating with patient, family and significant others, and the health care team to identify needs, establish short and long term goals and set realistic and measurable goals
• Developing a written care plan and reviewing and revising the care plan as necessary
• Initiating, implementing, assisting with, and delegating the plan of care
• Evaluating responses of individuals and groups to nursing interventions; using evaluation data to reassess patient status, modify problems, prescribe changes in nursing interventions, and revise care plans

Critical thinking in nursing is a disciplined, purposeful, reflective reasoning focused on finding meaning and improving the current situation (Murray & Atkinson, 2000, p. 9). Inherent in critical thinking is the ability to know how to think and question. The ability to think critically develops as one is exposed to and integrates knowledge, skills, experience, and attitudes into making clinical judgments. Critical thinking is used during each step of the nursing process and is a learning continuum that introduces the concepts of disciplined, purposeful, and reflective reasoning and is expanded upon as more complex problem solving and clinical judgments are required. Effective use of the nursing process and critical thinking results in finding solutions, individualizing care and assuring the delivery of safe care that moves the client and significant others toward positive outcomes.
Caring

Caring is an essential component of nursing which involves professional behaviors and actions that assist clients in meeting their needs. Through caring, clients are supported and empowered by the nurse to achieve their optimal level of health. The nurse creates a caring environment of hope and trust where client choice related to cultural values, beliefs, and lifestyle is respected. This requires a personal, social, moral, and spiritual interaction between the nurse and client.

The associate degree nursing student applies and integrates caring behaviors into nursing practice. The student learns to differentiate between caring as an emotional response and as a knowledgeable, deliberative intervention. These interventions are based on knowledge and understanding of the biological, behavioral, and social sciences, nursing theory, nursing research, and past nursing experiences.

Communication

Communication is an interactive process through which there is an exchange of information that may occur verbally, nonverbally, in writing, or through technology. Those involved in the process are the nurse, client, significant other(s), and members of the healthcare team and community agencies.

Effective communication demonstrates caring, compassion, and cultural awareness and is directed toward promoting positive outcomes and establishing trusting relationships. Therapeutic communication is an interaction between individuals for the purpose of helping, healing, and changing (Harrington, et al., 1996).

The nursing student is expected to use effective and therapeutic communication skills with individuals, families, and groups across the lifespan and among culturally diverse populations.

Professionalism

Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The ADN student adheres to standards of professional practice, is accountable for their own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development (NLN, 2000, p. 7). The ADN student serves as a positive role model in health care settings and in the community.
Teaching-Learning

Teaching is the facilitation of learning based upon principles of education and theories of human development and learning. Learning is the process whereby information, understanding, and/or skills are acquired for the purpose of expanding knowledge and changing behavior. The teaching and learning process is used in nursing to promote informed decision-making, achieve positive health outcomes, and reduce risks. The Associate Degree nurse collaborates with all participants of the health care team to develop and maintain competencies related to health care.

Managed Care/Collaboration

Managing care is the efficient use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes (NLN, 2000, p. 10). An essential element of effective health care management is the ability of the nurse to collaborate with the client, family, significant others, peers, other health team members, and the community. Collaboration involves shared planning, decision-making, problem solving, goal setting, and open, professional communication. Holistic, client-centered care across health care settings in the community is the positive outcome when the nurse effectively manages care and collaborates with the healthcare team.

approved 4/16/04
re-approved 10/09
Associate Degree Nursing Program

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 professional and patients.

5. Employ the Quality and Safety Education for Nurses Initiatives while incorporating standards of professional practice while working within nursing's legal, ethical, and regulatory framework while providing care to patients.

6. Apply teaching/learning principles to promote healthy behaviors in individuals and families.

7. Function as a health care team member through collaboration with interdisciplinary teams and community resources when managing nursing care of individual clients and groups of clients.

Approved 4/16/04
Reviewed: 10/09
Revised: 7/15
Associate Degree Nursing Program

Associate Degree Nursing Outcomes

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

*Program Completion:*
At least 70% of the students who enter the Associate Degree Nursing Program will graduate within three years (FT = 3 academic years; PT = 3 calendar years).

*Program Satisfaction:*
*(End-of-Program Survey) and (Graduate Survey)*
95% of ADN program graduates will rate the quality of curriculum, classroom and clinical use in attaining program outcomes an average of a 3.0 or higher on a 5 point Likert scale. (End-of-Program Survey done last week of school and Graduate Survey done six to twelve months after graduation).

*Job Placement: (Graduate Survey)*
Within 6 months of graduation, at least 85% of all graduates who desire employment will be employed in the field of nursing.

*Program Satisfaction: (Employer Survey)*
Within six to twelve months after graduation, 95% of the employers will rate the ADN program graduates as satisfactory or better.

approved 4/16/04
Revised 9/04; 6/30/10
Revised: 7/30/2015
Transfer Students

An applicant seeking recognition of previously earned nursing credits at another college or university nursing program must meet all requirements for admission including the pre-admission exam for the nursing program, all required immunizations, and a completed health history and physical. In addition, the applicant must submit:

- Course syllabi containing course outline(s) and course objective(s) for all earned nursing credits which are to be evaluated
- A letter of recommendation from the Dean/Director of the nursing program previously attended

Upon receipt, the ADN (RN) or PN Program Director and appropriate faculty will review all materials to determine which, if any, credits will be considered transferable. Transferability is considered in terms of similarity in course content, course grades, course credits, and course sequence. Nursing course grades must be “C” or higher to be considered for transfer. It is the policy of the ADN Program to transfer in coursework equivalent to Fundamentals in Nursing and Pharmacology only.

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.

All documents for transfer ADN students must be in by April 1st for the Fall transfer and November 1st for the Spring transfer.

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 RNs LPNs requesting to audit for professional reasons. Requests to audit a nursing course must be initiated with the ADN or PN Program Director who will consult with the course faculty. 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.
American Nurses Association Provisions of the 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 promote health and to provide optimal patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

   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.

7. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

8. 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.
Professional Standards

Nurses have the privilege of interacting with a diverse group of people. During the course of your nursing education, you will develop and strengthen your communication skills to improve your effectiveness with people. 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 your nursing education you will learn about nursing practice and demonstrate a variety of nursing skills. This means that you 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 you feel that your safety is threatened or you feel uncomfortable confronting behavior that you think is unprofessional, please describe your feelings to a faculty member or the Program Director. Immediate reporting of concerns is needed so that your problems can be dealt with quickly.

Honor Code

The faculty of CSN Nursing Programs value integrity. To support this value, the faculty endorses an honor code based upon trust and faith in others. Because this code of integrity is an integral part of the Nursing Program, every student enrolled in the program is expected to follow the honor code. Students who break the honor code are referred to the Program Director.

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 allowed 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, intentional deception, 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: [http://www.csn.edu/uploadedfiles/2010.08.11%20FINAL%20FacSenIntegritydraft.pdf](http://www.csn.edu/uploadedfiles/2010.08.11%20FINAL%20FacSenIntegritydraft.pdf)

All students are required to sign the Acknowledgment of Academic Honesty Policy Form (see signature forms).

**Advisement**

Students enrolled in a nursing program are assigned a Faculty Advisor. A list should be posted by the first week of the semester in order to assist you to identify your Faculty Advisor. Please check the bulletin board by the student mailboxes.

It is important to communicate with your Advisor to facilitate your progress and assist with problems that may arise as you proceed through the program of study.

**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:
   a. Cell phones may be carried only if entirely covered in a pocket and set on vibrate or silent. The cell phone may not be removed from the pocket in patient care areas.
   b. Electronic devices may not be used or visible in patient rooms, nurses’ stations, or hallways at any time.
   c. Electronic devices may not be used or visible during clinical conferences, except with the express permission of the instructor.
   d. If a student wishes to use an electronic device, they must first inform 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.
   e. 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:
   a. First offense: Learning contract.
   b. Second offense: 3% deduction from the course grade.
   c. Third offense: Failure of the course and termination from the nursing program.

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

The Nursing Faculty values student representation on certain committees. Watch the bulletin board for information regarding selection of student representatives. In addition, one member will be elected from each starting class for representation at Nursing faculty department meetings. Student volunteers are requested for the curriculum and Nursing advisory board meetings as well.

Student Mailboxes and Program Bulletin Boards

The faculty use student mailboxes and bulletin boards (including on-line bulletin board) to post notices, changes, and other types of communication. It is the responsibility of the student to check their mailbox on a regular basis and to read the information contained on the bulletin boards.

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.

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 must call to cancel BEFORE the time of the appointment. This applies to advising appointments, practicum appointments, and any appointments made with an instructor.

Mandatory Advising for PN and ADN Students

Students are required to meet with an advisor prior to the start of each semester. An advising day is scheduled at the end of 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 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 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 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. (This applies only to students in those semester using Certified Background).

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.
Health Documents

POLICY: Each nursing student must provide proof of:

- Current CPR certification. **CPR Healthcare Provider certification needs to be completed at a training center that is recognized/endorsed by the American Heart Association.** Please note: CPR Plus or International On-line CPR is NOT recognized by the American Heart Association. Check your CPR card. If you need to repeat training, 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.
  - The report needs to be from Quest – No exceptions.
  - Come to the nursing office to obtain the form required by Quest. At that time you will need to sign a release form.
  - The report must be completed within one month prior to the Mandatory Advising Session.
  - Obtain urine drug screening. You will pay CSN Cashier $29.00.
  - The test results are mailed to the college.
  - Bring your receipt from Quest to the Mandatory Advising Session. Give your receipt to your advisor as this indicates that you have completed the drug screening.
- Proof of current health insurance each semester.
- Completion of Precheck.com criminal history background check.

**DOCUMENTATION OF THE FOLLOWING IMMUNIZATIONS MUST BE SUBMITTED:**

**Immunization and TB Skin Test Policy**

**QUESTIONS**
Questions regarding this policy should be directed to the appropriate program director.

**VACCINES**

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Required Dosage</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hepatitis B</strong></td>
<td>3 doses</td>
<td>Written <em>documentation</em> of 3 doses of the vaccine, a written documented history of the disease based on diagnosis or verification of the disease by a healthcare provider or laboratory blood testing affirming serologic evidence of immunity.</td>
</tr>
<tr>
<td></td>
<td>#1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#2 minimum 4 wks after #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#3 minimum 8 wks after #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(#3 must be separated from #1 by at least 16 weeks)</td>
<td></td>
</tr>
<tr>
<td><strong>Measles, Mumps, Rubella (MMR)</strong></td>
<td>2 doses (minimum 4 weeks apart)</td>
<td>Written <em>documentation</em> of 2 doses of the vaccine, a written documented history of the disease based on diagnosis or verification of the disease by a healthcare provider or laboratory blood testing affirming serologic evidence of immunity.</td>
</tr>
</tbody>
</table>
### Vaccine

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Required Dosage</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Chicken Pox (Varicella)</em></td>
<td>2 doses (4 weeks apart)</td>
<td>Written documentation* of 2 doses of the vaccine, a written documented history of the disease based on diagnosis or verification of the disease by a healthcare provider or laboratory blood testing affirming serologic evidence of immunity.</td>
</tr>
<tr>
<td><em>Tetanus/Diphtheria/ Pertussis (T-DAP)</em></td>
<td>1 dose (within last 10 years)</td>
<td>Written documentation* of one dose of vaccine within last 10 years</td>
</tr>
</tbody>
</table>

As of Jan 2011, Td no longer accepted. Currently enrolled students are exempt from this Jan 2011 rule.

*Documentation requires health records that show specific dates of the disease based on medical diagnosis or specific dates when the vaccine was administered. Health records may be in the form of original vaccination records (or copies of the original records) or the required information may be provided by the original treating physician on an official letterhead, prescription form or the like with signature of the original treating physician. ‘School records’ or family testimonials are not acceptable.

Additionally, most acute care facilities require influenza vaccination between November 1st and March 31st.

**EXEMPTIONS to Immunization Policy**

1) **Medical Exemption** - Requires a signed statement from a licensed physician (MD or DO) that the student has a medical condition that does not permit him/her to be immunized. If the medical condition is temporary, the student will be expected to comply with this immunization policy when the exemption expires. Such an exemption request will be reviewed by a committee chaired by the Dean, Engelstad School of Health Sciences. Documentation will be kept on file in the individual program office.

2) **Religious Exemption** - Requires a full explanation of the religious belief. Such an exemption request will be reviewed by a committee chaired by the Dean, Engelstad School of Health Sciences. Documentation will be kept on file in the individual program office.

**A student claiming a medical or religious exemption may not be able to complete clinical portions of a health sciences program required for graduation. A consultation with the Program Director PRIOR to enrolling in a health sciences program is required of any student claiming a medical or religious exemption.**

**NOTE:**
The MMR and varicella vaccines should not be given BEFORE the TB skin test as these vaccines may cause inaccurate test results. If MMR and varicella are given BEFORE the TB skin test, a minimum of 4 weeks must separate the vaccine from the skin test. MMR and varicella vaccines can be given at the same time, on the same day, or after the TB skin test has been evaluated without interfering with the TB skin test result. The hepatitis B and tetanus vaccines can be given any time and do not interfere with TB skin test results. Consult with your healthcare provider to coordinate services.

**TUBERCULOSIS SKIN TEST (TST)**

<table>
<thead>
<tr>
<th>When</th>
<th>What is required</th>
<th>How</th>
<th>Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPON ENROLLMENT</td>
<td>2 step TST</td>
<td>Administer step 1, read results 48-72 hrs later. <em>Minimum 7 days after administration of the first, administer step 2, read results 48-72 hrs later</em></td>
<td>If have documented negative TST within the last 365 days; 1 step TST is required. Documented history of positive TST. SEE BELOW.</td>
</tr>
</tbody>
</table>
WHILE ENROLLED

Annual 1 step TST

Administer step 1, read results 48-72 hrs later. If more than 365 days have elapsed between annual tests, a two-step test is required.

Documented history of positive TST. SEE BELOW.

NEW POSITIVE TST results

Verify non-infectious status by qualified healthcare professional

Referral to healthcare provider for evaluation, chest x-ray and/or treatment recommendations. Student must provide advisor/instructor 1) written results of TST and 2) written results of chest x-ray and 3) written clearance by a healthcare provider to return to general population using the Recommendations Following Chest X-ray form.*

None

<table>
<thead>
<tr>
<th>When</th>
<th>What is required</th>
<th>How</th>
<th>Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documented HISTORY of POSITIVE TST</td>
<td>Verify non-infectious status by a healthcare professional</td>
<td>Requires 1) documentation of clear chest x-ray no older than 2 years with accompanying statement from a healthcare provider and 2) completed Tuberculosis Symptom Screening Questionnaire annually. Exempt from further TST. If symptoms suggestive of TB develop an immediate referral to a healthcare provider required.*</td>
<td>A student with documentation of having successfully completed the recommended course of INH treatment for TB will complete a Tuberculosis Symptom Screening Questionnaire in lieu of a TST or chest x-ray. *</td>
</tr>
</tbody>
</table>

Currently, CSN does not accept a chest x-ray or a blood test in lieu of a TST. A chest x-ray will only be accepted as a follow-up to a positive TST and must be accompanied by statement of purpose, interpretation, and recommendations for medical follow-up, if appropriate from an appropriate healthcare professional.

*CONFIRMED or SUSPECTED TB INFECTION – Director of Nursing and Southern Nevada Health District must be notified immediately.
PROCEDURE:

- **ALL** students will attend a mandatory advising session with their advisor on a designated day and time each semester.

- The advisor will record that they received the documents and indicate necessary dates for follow-up documentation.

- Upon receipt of all required documentation, the advisor will provide student with a **Clinical Ticket**. Documentation of all immunizations and history/physicals must be good through the entire semester.

- The student submits the “Clinical Ticket” to the clinical instructor on the day of clinical as indicated in the course schedule.

- After receipt of documentation from the advisee, the faculty advisor submits documents to the program secretary by the day of receipt. Documents are placed in the student’s file.

Academic Policies

Progression in the Nursing Program

A student must successfully complete all Nursing program courses in a semester before progressing to the next semester.

To Remain in Good Standing

Because of the interdependent nature of theory, lab, and clinical, failure in any component of a required nursing course requires the student to repeat ALL components of a course.

All nursing students in the full-time program must complete the nursing sequence within three academic years of the date of admission to the first nursing course.

All nursing students in the part-time program must complete the nursing sequence within three calendar years of the date of admission to the first nursing course.
Program Sequence

The student who is admitted into either the Standard Track or Extended Track must request permission from the Program Director to change to the other Track. The student must be in good academic standing at the time of the request, and space must be available in order for a change to be made in the program of study.

Track changes will be accepted only into Standard Track (FT) NURS 115, 243, 247 and 248 and Extended Track (PT) NURS 115, 243, 247, 248, and 211. Only students who are being reinstated into NURS 211 may request track change to Standard Track (FT) 211 with their reinstatement request.

A nursing student who has been granted a track change is not eligible to request another track change.

To request a track change, the student must type a letter to the ADN Program Director. The letter must include student’s name, NSHE #, email address, and street address. The letter must include the current track and nursing course. The letter must also specify the requested track change, and semester/course to be placed. The letter must be typed and contain an original signature. To submit the letter requesting track change, hand deliver to the nursing administration desk in K106D or mail to the ADN Program Director. **Upon receipt the letter must be time stamped.**

Students, whose requests are received prior to the start of the normal registration period, will be notified if the track change can be granted 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 on the third Thursday before the start of the semester. No requests submitted within 4 weeks of the start of the semester will be considered for that semester.

Track change requests will be considered on a first-come/first-served and space available basis within the administrative constraints of the college and nursing department.

If a student’s request for track change is unable to be granted, the student must submit another letter requesting track change for the next semester. This letter should make reference to the first request and initial submission date.

Grades

Students must achieve a grade of “C” in all required nursing courses to progress in the Nursing Program. Clinical courses are 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.
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

All nursing courses require a 75% average for course exams, ATI exams and quizzes in order for students to pass the course.

Credit Class Instructional Ratio

Lecture 1 credit hour = 1 hour of instruction  
Clinical 1 credit hour = 3 hours of instruction  
Lab 1 credit hour = 3 hours of instruction

ATI CARP testing / Kaplan testing

Students are required to purchase either the Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program (CARP) package or the Kaplan testing (vendor will depend on correct program and semester). Payments are divided by semester and are non-refundable even in the event of withdrawal or failure of the course.

Learning Contract

The purpose of learning contract is to promote student success by creating a supportive partnership between the student and the 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.

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 tests.

See Appendices for a copy of the Learning Contract Form.
Attendance and Preparedness Policy

The Nursing Programs at CSN prepare nurses and nursing assistants for entry-level positions. Reliable and prompt attendance at the assigned time is the standard of behavior; therefore, these behaviors must be demonstrated by students enrolled in a nursing or certified nursing assistant program at CSN. The Nursing faculty strongly encourage attendance at all theory classes and further assert that it is required that a student attend all labs, and clinical practicums in order to develop the knowledge and skills needed to pass the appropriate licensing/certification exams and to be prepared for the industry’s entry level positions.

College enrollment assumes maturity, seriousness of purpose, and self-discipline for meeting the responsibilities associated with the courses for which a student registers. Students are expected to be prepared and attend every one of their registered courses. In case of unavoidable absence, the student must notify their instructor as per instructor’s directions 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 must complete an alternative clinical experience (ACE) in lieu the clinical hours missed over 10%. Students are eligible for this ACE only if:

- the associated penalty for ALL clinical absence time has been waived by the APG Committee;
- it is possible for the student to achieve a passing score in the theory portion of the class;
- the student has passed the lab portion of the course; and
- the student obtains a written recommendation from their clinical instructor stating that they are meeting the clinical objectives.

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.

A. 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 and student will complete the appropriate form to document the exam absence. Students who have appropriate documentation may submit an appeal to the APG committee to remove the 20% score penalty.

B. Clinical absence

- Clinical absence is defined as:
  - arriving after agency or unit policy specifies that student cannot provide patient care, or
  - arriving more than 30 minutes late, or
iii. leaving more than 30 minutes early, or 
iv. missing the entire clinical for any reason

b. 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.
c. The student will not be permitted to stay in clinical if a.i above applies or if the student arrives more than 60 minutes late.
d. 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.
c. The instructor will complete the appropriate form to document the clinical absence. The student’s signature is not required on the form.

C. Laboratory absence
a. Laboratory absence is defined as:
   i. arriving more than 10 minutes late, or
   ii. leaving more than 10 minutes early, or
   iii. missing the entire lab for any reason.
b. 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.
c. 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 reasonably have been 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.
d. The instructor will complete the appropriate form to document the laboratory absence. The student’s signature is not required on the form.

D. 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.

E. 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 reasonably have been avoided.

F. School-sanctioned events: Only the Director of Nursing has the authority to designate an event as being school-sanctioned. 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.

Information on Tardiness to Exams, Lab or Clinical Practicum:
A. Exam Tardiness
   a. 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.
   b. Each course syllabus will explain course policy for late arrival to classroom quizzes.
B. Clinical tardiness
   a. Clinical tardiness is defined as:
      i. arriving 1-30 minutes late or
      ii. leaving 1-30 minutes early for any reason.
   b. The first clinical tardiness will result in a documented verbal warning.
   c. The second clinical tardiness will result in a written warning.
   d. The third clinical tardiness will result in a 3% grade penalty deduction from the final theory course.
   e. Each subsequent clinical tardiness will result in additional 3% grade penalty deductions from the final theory course.
   f. In case of clinical tardiness, students will be allowed to remain in clinical to avoid missing clinical experience time, but penalties described in b-e above will be applied.
   g. The instructor will complete the appropriate form to document the clinical tardiness. The student’s signature is not required on the form.

C. Laboratory tardiness
   a. Laboratory tardiness is defined as arriving 1-10 minutes late or leaving 1-10 minutes early for any reason.
   b. The first lab tardiness will result in a documented verbal warning.
   c. The second lab tardiness will result in a written warning.
   d. The third lab tardiness will result in a 3% grade penalty deduction from the final theory course.
   e. Each subsequent laboratory tardiness will result in additional 3% grade penalty deductions from the final theory course.
   f. In case of laboratory tardiness, students will be allowed to remain in lab to learn the skills, but will still incur penalties explained in paragraphs b-e immediately above.
   g. The instructor will complete the appropriate form to document the laboratory tardiness. The student’s signature is not required on the form.

Information on Being Unprepared
A. Unprepared is defined as failure to bring any one of the following materials to clinical or lab:
   a. Updated clinical ticket/compliance report
   b. Uniform
   c. Nametag and agency badge (if applicable)
   d. Preparation assignment
   e. Nursing Skills Checklist
   f. Stethoscope (optional for CNA)
   g. Watch
   h. Black pen
   i. Additional materials as specified in the course syllabus or as required by the instructor.

B. Clinical: Students will be dismissed from clinical and a 3% deduction from their final course grade applied if they:
   a. do not have completed preparation assignment, or
   b. are not wearing the specified clinical uniform, or
   c. 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.

C. The first instance of being unprepared for clinical or lab that does not involve any materials specified in section B above, the student will be given a documented verbal warning and learning contract.

D. The second and every subsequent instance of being unprepared for clinical or lab that does not involve any materials specified in section B above
   a. 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.
   b. 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.

E. An unprepared penalty (including absence and tardy penalties because of being unprepared) cannot be appealed.

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

A. 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.

B. The instructor and student may discuss appropriateness of referral to 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:
   a. Illness, injury, childbirth
   b. Student’s minor child’s emergency,
   c. Death of a family member: grandparent, parent, child, sibling, spouse/partner, in-laws
   d. Religious observance
   e. Subpoena for court appearance, jury summons or other legal appearance
   f. Natural disaster

C. An appeal to the APG is not appropriate in the following circumstances:
   a. Student absences exceeding 16% of the scheduled clinical per course
b. Failure to notify the instructor at least one hour ahead of absence or tardiness (unless has documentation of inability to do so)

c. Unpreparedness

d. If the student does not adhere to the two week rule (see paragraph E below).

D. The student will indicate on the form if appeal to APG is requested.

E. 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.

F. Two week rule: The student is responsible to go in person to the Nursing Administration Desk in WC in 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.

G. The student’s written appeal must contain the following:
   a. written explanation of their appeal
   b. written explanation of the circumstances of the appealed situation
   c. supporting documentation of their appeal (i.e. doctor’s or mortician’s note)
   d. phone number where student will be available when their appeal is being considered by the APG.
   e. student’s email

H. 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.

I. 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.

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

Unsatisfactory Progress Notification Form

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.

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 appeals 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 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 (not applicable for first semester students). The Program Director will 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. Complete the College Drop/Add Form and submit to the registrar
5. Check with a counselor regarding the status of financial aid and eligibility for refunds
6. Follow the process for reinstatement, if desired
Reinstatement 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. 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.

As part of the 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. Students with a failure in any nursing course, who have been reinstated to the program one time, will not be eligible for a second reinstatement.
5. Students who have withdrawn from a course and 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.

Reinstated Students are required to 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.

ADN students who reapplies 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 and the entire NURS 101 lab. 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
ADN students who reapply after failure in first semester only: 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. Readmitted students, who have not passed NURS 125 within the previous one year, must register for and pass the course again.

A student who withdraws 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.

### ADN Program 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 below) of NURS 101, 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Dosage Calculation Exam Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 101</td>
<td>2nd orientation and 3rd week</td>
</tr>
<tr>
<td>NURS 115</td>
<td>2nd week</td>
</tr>
<tr>
<td>NURS 205</td>
<td>4th week</td>
</tr>
<tr>
<td>NURS 247</td>
<td></td>
</tr>
<tr>
<td>NURS 248</td>
<td></td>
</tr>
<tr>
<td>NURS 211</td>
<td></td>
</tr>
</tbody>
</table>

1. **Number of retake exams allowed?**
   - One

2. **When is retake exam given?**
   - Retake will be given at the end of the week following the initial dosage calculation exam. 

3. **Number of questions on exam?**
   - Twenty

4. **Time allowed for the exam?**
   - One hour (60 minutes)

5. **Grade to pass the dosage calculation exam?**
   - NURS 101: 90% (pretest and test)
   - 95% (retest)
   - NURS 115, 205, 247, 248, & 211: 95%

1. **Incoming students will be administered a dosage calculation pretest on the second orientation day before the start of the first semester. Students who achieve at least 90% on this dosage calculation pretest will have successfully demonstrated first semester dosage calculation competency. Students who achieve less than 90% on this dosage calculation pretest will have the opportunity to achieve at least 90% on the 3rd week exam or at least 95% on the retake dosage calculation exam.**
2. If a student fails the first attempt at the dosage calculation exam, the student must see their 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. 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 (on-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>Pretest: 2nd orientation day</td>
<td>At the end of the 4th week</td>
<td>One</td>
<td>20</td>
<td>One hour (60 minutes)</td>
<td>*90% on pretest and 3rd week exam</td>
</tr>
<tr>
<td></td>
<td>Exam: 3rd 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% on retake exam</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>4th week</td>
<td>At the end of the 5th 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>

### Practical Nursing Program Medication Dosage Calculation Policy

<table>
<thead>
<tr>
<th>COURSE</th>
<th>EXPECTED SCORE</th>
<th>NUMBER OF ATTEMPTS</th>
<th>NUMBER OF TEST QUESTIONS</th>
<th>TIME GIVEN TO COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN 104</td>
<td>90%</td>
<td>2</td>
<td>10</td>
<td>30 MINUTES</td>
</tr>
<tr>
<td>PN 105</td>
<td>90%</td>
<td>2</td>
<td>10</td>
<td>30 MINUTES</td>
</tr>
<tr>
<td>PN 106</td>
<td>90%</td>
<td>2</td>
<td>10</td>
<td>30 MINUTES</td>
</tr>
<tr>
<td>PN 107</td>
<td>90%</td>
<td>2</td>
<td>10</td>
<td>30 MINUTES</td>
</tr>
<tr>
<td>PN 108</td>
<td>90%</td>
<td>2</td>
<td>10</td>
<td>30 MINUTES</td>
</tr>
<tr>
<td>PN 109</td>
<td>90%</td>
<td>2</td>
<td>10</td>
<td>30 MINUTES</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, which includes the necessity of sending the unprepared student home from the clinical setting. In courses where “prep sheets” are used to demonstrate preparedness, the sheets must be completed and given to the instructor at the beginning of clinical. Failure to have a completed “prep sheet” may result in an unexcused absence. Course preparedness is determined course-by-course. Students should refer to their syllabus for complete information.

3. If a student receives an Open Lab Referral from an instructor, the remediation assignment must be completed before the student returns to the next clinical session.

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 (definition: application of a product to the nail to include, but not limited to, acrylic, overlay, tips, or silk wraps).
   - No nail jewelry (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. 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 and 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 shields
Clinical Assignments

Students are responsible for preparing themselves for the clinical experience. 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 and act appropriately when in the clinical facility. Students are not permitted in the clinical facility at other times except with the permission of the clinical instructor.

*No clinical section changes will be made on or after August 1st (Fall semester), December 1st (Spring semester), or May 1st (Summer session).*

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. Every effort must be made on the part of the student to assure 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 Labs

1. You are required to attend all scheduled labs.
2. *No lab section changes will be made on or after August 1st (Fall semester), December 1st (Spring semester), or May 1st (Summer session).*
3. Students who miss a lab in the following courses: NURS 243, NURS 247 or NURS 248 must attend a special topics course addressing missed material. This will be a 1.5 credit course at the student’s expense.
4. Students are expected to learn and practice required skills in the nursing laboratory setting and to demonstrate competency in any skill(s) prior to performing it in the clinical setting.

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 Nursing Leveled Clinical Skills Notebook when beginning Nursing 101B. This notebook will be used throughout the nursing program in all courses with clinical components to record the laboratory and clinical completion of the critical clinical skills required in each course. An asterisk indicates which clinical skills are considered to be critical.

The student is responsible for maintaining the Leveled Clinical Skills Notebook. If it is lost it is the student's responsibility to obtain new signatures for all required clinical skills.

The Leveled Clinical Skills Notebook will be used as a reference for each course clinical evaluation tool that the student has satisfactorily completed 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 evaluation for review with the clinical instructor.

If, in the clinical instructor’s opinion, sufficient clinical skills have not been completed by midterm, the student is responsible for submitting a plan for performing and completing the necessary clinical skills required for satisfactory completion of the course.

The student will bring the Leveled Clinical Skills Notebook to the final clinical evaluation meeting with the clinical 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 in order to receive a passing grade for the clinical component of the course.
**Intravenous Therapy Policy (Associate Degree Nursing Program)**

Intravenous therapy is one of the biggest responsibilities the practicing Registered Nurse assumes. 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. Listed below are the specific responsibilities for each semester related to intravenous therapy (IV).

<table>
<thead>
<tr>
<th>NURS 115 &amp; 205</th>
<th>NURS 247 &amp; 248</th>
<th>NURS 211 &amp; 296</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can perform these skills <strong>ONLY</strong> after being checked off in the lab:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hang IV fluids on peripheral lines: Crystalline only</td>
<td>Hang IV fluids on peripheral lines: Crystalline only</td>
<td>Hang IV fluids on peripheral lines: Crystalline only</td>
</tr>
<tr>
<td>Change IV tubing on peripheral lines</td>
<td>Change IV tubing on peripheral lines</td>
<td>Change IV tubing on peripheral lines</td>
</tr>
<tr>
<td>Hang IV piggy back’s (IVPB) and mainline IV’s into peripheral and central lines with direct supervision of a staff RN or instructor</td>
<td>Hang IV piggy back’s (IVPB) and saline IV’s into peripheral and central lines with direct supervision of a staff RN or instructor</td>
<td>Hang IV piggy back’s (IVPB) and saline IV’s into peripheral and central lines with direct supervision of a staff RN or instructor</td>
</tr>
<tr>
<td>Flush saline locks/central lines</td>
<td>Flush saline locks/central lines</td>
<td>Flush saline locks/central lines</td>
</tr>
<tr>
<td>Discontinue peripheral IV’s</td>
<td>Discontinue peripheral IV’s</td>
<td>Discontinue peripheral IV’s</td>
</tr>
<tr>
<td>May <strong>NOT</strong> discontinue central lines, including PICC lines</td>
<td>May <strong>NOT</strong> discontinue central lines, including PICC lines</td>
<td>May <strong>NOT</strong> discontinue central lines, including PICC lines</td>
</tr>
<tr>
<td>May <strong>NOT</strong> administer IV Push (IVP) medications</td>
<td>May <strong>NOT</strong> administer IV Push (IVP) medications (except during NURS 248)</td>
<td>May administer IV push (IVP) medications per facility policy</td>
</tr>
<tr>
<td>May start peripheral IV’s per facility policy</td>
<td>May start peripheral IV’s per facility policy</td>
<td>May start peripheral IV’s per facility policy.</td>
</tr>
<tr>
<td>May <strong>NOT</strong> administer blood or blood products even with direct supervision and of a staff RN or instructor</td>
<td>May <strong>NOT</strong> administer blood or blood products even with direct supervision and of a staff RN or instructor</td>
<td>Upon completion of the blood administration component of NURS 211, may administer blood products per facility policy with direct supervision of a staff RN or instructor.</td>
</tr>
</tbody>
</table>

During NURS 101 and NURS 243 – IV Skills are not performed: revised 6/10/04; 6/08

Students may only perform what is allowed at the clinical site where they are assigned.
Clinical Performance

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

2. Student’s 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 \textbf{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 students’ performance in the skill and who will inform the student when she/he may perform the skill unsupervised.

\textbf{A student who performs a procedure incorrectly in the clinical setting will be referred to the nursing laboratory for further review and practice.}

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

4. \textbf{One critical incident in the clinical setting may result in termination from the program} (see Critical Incident section).

Clinical Evaluations

1. \textbf{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 rating of “Needs Improvement” 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. Clinical activities, for the full specified time frame, continue through to the \textit{last} week of classes. \textbf{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 appropriate report form(s) and submit to the Program Director and 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 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”.  

Nursing Program Guidelines
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
Attendance and Preparedness Policy

The Nursing Programs at CSN prepare nurses and nursing assistants for entry-level positions. Reliable and prompt attendance at the assigned time is the standard of behavior; therefore, these behaviors must be demonstrated by students enrolled in a nursing or certified nursing assistant program at CSN. The Nursing faculty strongly encourage attendance at all theory classes and further assert that it is required that a student attend all labs, and clinical practicums in order to develop the knowledge and skills needed to pass the appropriate licensing/certification exams and to be prepared for the industry’s entry level positions.

College enrollment assumes maturity, seriousness of purpose, and self-discipline for meeting the responsibilities associated with the courses for which a student registers. Students are expected to be prepared and attend every one of their registered courses. In case of unavoidable absence, the student must notify their instructor as per instructor’s directions 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 must complete an alternative clinical experience (ACE) in lieu the clinical hours missed over 10%.

Students are eligible for this ACE only if:
- the associated penalty for ALL clinical absence time has been waived by the APG Committee;
- it is possible for the student to achieve a passing score in the theory portion of the class;
- the student has passed the lab portion of the course; and
- the student obtains a written recommendation from their clinical instructor stating that they are meeting the clinical objectives.

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.

G. Exam Absence
   a. 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.
   b. If the student neglects to notify their instructor at least one hour ahead of a scheduled exam, a score of 0 will be assigned.
   c. The instructor and student will complete the appropriate form to document the exam absence. Students who have appropriate documentation may submit an appeal to the APG committee to remove the 20% score penalty.

H. Clinical Absence
   a. Clinical absence is defined as:
      i. arriving after agency or unit policy specifies that student cannot provide patient care, or
      ii. arriving more than 30 minutes late, or
iii. leaving more than 30 minutes early, or
iv. missing the entire clinical for any reason
b. 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.
c. The student will not be permitted to stay in clinical if a.i above applies or if the student arrives more than 60 minutes late.
d. 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.
d. The instructor will complete the appropriate form to document the clinical absence. The student’s signature is not required on the form.

I. Laboratory absence
a. Laboratory absence is defined as:
   i. arriving more than 10 minutes late, or
   ii. leaving more than 10 minutes early, or
   iii. missing the entire lab for any reason.
b. 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.
c. 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 reasonably have been 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.
d. The instructor will complete the appropriate form to document the laboratory absence. The student’s signature is not required on the form.

J. 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.

K. 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 reasonably have been avoided.

L. School-sanctioned events: Only the Director of Nursing has the authority to designate an event as being school-sanctioned. 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.

Information on Tardiness to Exams, Lab or Clinical Practicum:

D. Exam Tardiness
   a. 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.
   b. Each course syllabus will explain course policy for late arrival to classroom quizzes.
E. Clinical Tardiness
   a. Clinical tardiness is defined as:
      i. arriving 1- 30 minutes late or
      ii. leaving 1- 30 minutes early for any reason.
   b. The first clinical tardiness will result in a documented verbal warning.
   c. The second clinical tardiness will result in a written warning.
   d. The third clinical tardiness will result in a 3% grade penalty deduction from
      the final theory course.
   e. Each subsequent clinical tardiness will result in additional 3% grade
      penalty deductions from the final theory course.
   f. In case of clinical tardiness, students will be allowed to remain in clinical to
      avoid missing clinical experience time, but penalties described in b-e
      above will be applied.
   g. The instructor will complete the appropriate form to document the clinical
      tardiness. The student’s signature is not required on the form.

F. Laboratory Tardiness
   a. Laboratory tardiness is defined as arriving 1- 10 minutes late or leaving 1-
      10 minutes early for any reason.
   b. The first lab tardiness will result in a documented verbal warning.
   c. The second lab tardiness will result in a written warning.
   d. The third lab tardiness will result in a 3% grade penalty deduction from the
      final theory course.
   e. Each subsequent laboratory tardiness will result in additional 3% grade
      penalty deductions from the final theory course.
   f. In case of laboratory tardiness, students will be allowed to remain in lab to
      learn the skills, but will still incur penalties explained in paragraphs b –e
      immediately above.
   g. The instructor will complete the appropriate form to document the
      laboratory tardiness. The student’s signature is not required on the form.

Information on Being Unprepared
F. Unprepared is defined as failure to bring any one of the following materials to
   clinical or lab:
   a. Updated clinical ticket/compliance report
   b. Uniform
   c. Nametag and agency badge (if applicable)
   d. Preparation assignment
   e. Nursing Skills Checklist
   f. Stethoscope (optional for CNA)
   g. Watch
   h. Black pen
   i. Additional materials as specified in the course syllabus or as required by
      the instructor.

G. Clinical: Students will be dismissed from clinical and a 3% deduction from their
   final course grade applied if they:
   a. do not have completed preparation assignment, or
   b. are not wearing the specified clinical uniform, or
   c. 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.

H. The first instance of being unprepared for clinical or lab that does not involve any materials specified in section B above, the student will be given a documented verbal warning and learning contract.

I. The second and every subsequent instance of being unprepared for clinical or lab that does not involve any materials specified in section B above
   a. 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.
   b. 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.

J. An unprepared penalty (including absence and tardy penalties because of being unprepared) cannot be appealed.

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

K. 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.

L. The instructor and student may discuss appropriateness of referral to 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:
   a. Illness, injury, childbirth
   b. Student’s minor child’s emergency,
   c. Death of a family member: grandparent, parent, child, sibling, spouse/partner, in-laws
   d. Religious observance
   e. Subpoena for court appearance, jury summons or other legal appearance
   f. Natural disaster

M. An appeal to the APG is not appropriate in the following circumstances:
   a. Student absences exceeding 16% of the scheduled clinical per course
b. Failure to notify the instructor at least one hour ahead of absence or tardiness (unless has documentation of inability to do so)
c. Unpreparedness
d. If the student does not adhere to the two week rule (see paragraph E below).

N. The student will indicate on the form if appeal to APG is requested.
O. 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.

P. **Two week rule:** The student is responsible to go in person to the Nursing Administration Desk in WC in 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.

Q. **The student’s written appeal must contain the following:**
   f. written explanation of their appeal
g. written explanation of the circumstances of the appealed situation
   h. supporting documentation of their appeal (ie doctor’s or mortician’s note)
   i. phone number where student will be available when their appeal is being considered by the APG.
   j. student’s email

R. 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.

S. 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.

T. A student who has concerns about the decision of the APG, may speak to the Director of Nursing.
GOAL: To attain a passing average for the nursing course

Criteria:

1. Score below 75%, 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
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 __________________
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?: Yes ____NO ____ (Student to initial one)

*Appeal must be submitted within 2 weeks of incident which is before _______ (date)

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:

Revised April 2015
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?*: Yes ☐ NO ☐ (Student to initial one)

*Appeal must be submitted within 2 weeks of incident which is before ______ (date)

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:

Revised April 2015
Lab/Clinical Unpreparedness

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/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: ___________

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

Additional faculty comments/recommendations:

Revise April 2015
Lab/Clinical/Exam Absence

Student Name: ___________________________________________

Date of Absence: ___________________________________________

Course #: ___________________________________________

Student's Instructors: ___________________________________________

Lab or Clinical Absence:
Reflects the _____ incidence within the time-frame of this course.
(1st, 2nd, 3rd, 4th, etc.)

- 10% or less of total lab/clinical time
  (3% deduction from final course grade)

- 10-16% of the total lab/clinical time or one clinical/lab day (whichever longer)
  (3% deduction from final course grade and refer to Director of Nursing to determine viability in course)

- 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)

How much notice did student provide instructor? _______________________

Exam Absence: Student notified their instructor at least one hour in advance?

☐ No – Exam may not be made up and is scored a 0%. This penalty may not be appealed.

☐ Yes – Exam penalty is 20% off the student's exam score. This penalty may be appealed.

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

Student is appealing?*: Yes ____ No ____ (Student to initial one)

*Appeal must be submitted within 2 weeks of incident which is before ______ (date)

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.

Revised April 2015
RECOMMENDATION FOR REMOVAL FROM A HEALTH SCIENCES PROGRAM

Student Name ____________________________ Program ____________________________
Student ID Number ____________________________

Reason for Removal

A. Academic Failure
   Nature of Problem _______________________________________________________
   _______________________________________________________

B. Unsatisfactory Clinical Performance
   Nature of Problem _______________________________________________________
   _______________________________________________________

C. Professional Misconduct
   Nature of Problem _______________________________________________________
   _______________________________________________________

D. Voluntary Program Withdrawal
   Nature of Problem _______________________________________________________
   _______________________________________________________

I have read and discussed the above with the Program director. I have been informed of the appeals process.

_______________________________________________________
Student Signature Date

_______________________________________________________
Program director Signature Date

PRINT Program director Name

Copies to: student, program director, department chair, and dean of health sciences
Graduate Reference

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

The following rating scale is used:

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

Name of graduate

I authorize 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

_____ Uses critical thinking when contributing to the nursing process

_____ Use principles of biological, psychological, social, and nursing sciences when assisting with the development and implementation of the plan of care

_____ Is proficient in basic nursing techniques and skills
Nursing process
- Contributes to assessment of the client’s health status
- Participates in development of written care plan
- Accurately determines priority of care
- Assists with collection of evaluation data

Communication
- Able to express self effectively – verbally and written
- Modifies communication based on client needs
- Documents and communicates outcomes of care given

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
- Consults with RN and others and seeks guidance as necessary
- Works well in stable, predictable environment
- Capable of providing nursing care for a group of clients
- Demonstrates leadership potential

Legal-ethical
- Aware of LPN 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
Associate Degree Graduate Reference

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

The following rating scale is used:

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

Name of graduate ________________________________

I authorize 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
COLLEGE OF SOUTHERN NEVADA
NURSING DEPARTMENT

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
COLLEGE OF SOUTHERN NEVADA
NURSING DEPARTMENT

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 ___________
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: Mr. Thomas Brown, Associate Vice-President
College of Southern Nevada
3200 East Cheyenne Ave. N2E
North Las Vegas, Nevada 89030
thomas.brown@csn.edu
702-651-4002

--------------------------------------------------
Participant’s Signature ___________________________ Date ________

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