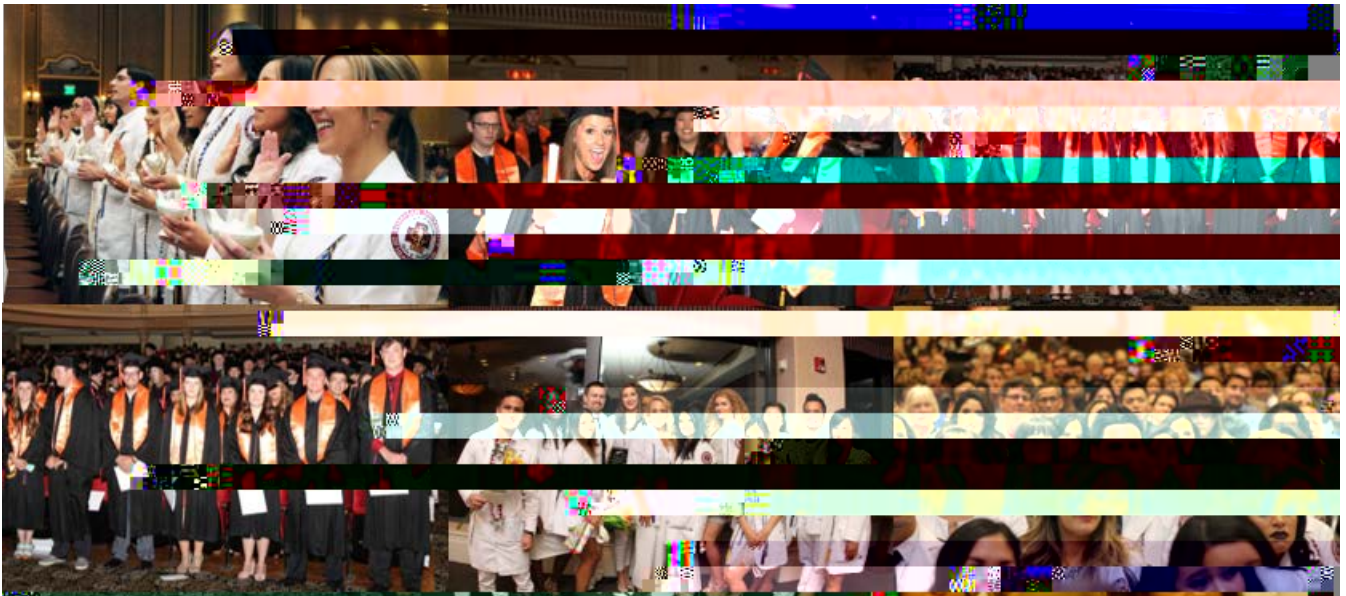




2020-2021 Student Handbook



HENDERSON CAMPUS (MSN-FNP, BSN, ABSN, RN-BSN)

SOUTH JORDAN CAMPUS (BSN, ABSN)

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Letter from the Associate Dean of Academic and Student Affairs
College of Nursing

Dear Students,

Welcome to Roseman University of Health Sciences College of Nursing. We are excited to be on this journey with you. I know you will be pleased with your selection of Roseman University to begin or advance your nursing career. The Six-Point Mastery Learning Model you will experience here will ensure you are prepared to deliver safe care to even your very first patient.

The nursing program here at Roseman University is challenging and can be stressful at times. The faculty and staff will help you work through the program. If you have any questions, please contact the program manager at (703) 441-2100 or email at nursing@roseman.edu. We are here to support you every step of the way.

Letter from the Assistant Dean of Curriculum and Assessment

Dear Nursing Students,

It is a pleasure to welcome you to Roseman University of Health Sciences College of Nursing. What a tremendous accomplishment to have gained acceptance to the Nursing Program. We are sure you will soon feel a sense of pride in becoming a part of the Roseman Family.

You will find your experience at the College of Nursing to be challenging, exciting, and highly rewarding. Nursing is a wonderful profession with infinite opportunities that can bless the lives of patients, families, and those who practice nursing. These limitless opportunities, that nursing can provide, can only be reached if you are dedicated to mastering the art of nursing. Our dedicated faculty is ready to guide you to becoming the best nurse you can be.

You are the future of nursing and as the next generation of nurses, we want to instill the importance of combining the science and art of nursing while quality care for clients. We will prepare you to implement safe patient care in an ever-changing fast passed world of healthcare while upholding the ethical standards of nursing.

I am looking forward to getting to know you while you are preparing to practice as a professional nurse.

Nursing Administration

Brian C. Oxborn, PhD, MSN, RN (2012)
Dean, College of Nursing Associate Professor
B.S.N., University of Nevada Reno 1992
M.S.N., Drexel University 2005
Ph.D., University of Nevada Reno 2002

Lisa Harper, PhD, RN, CNE (2018)
Campus Dean, College of Nursing – South Jordan, Assistant Professor
A.D.N., Weber State University 1990
B.S.N., University of Phoenix, 2003

Nursing Faculty

*Indicates faculty teaching in the graduate courses

*Marife Aczon-Armstrong, PhD, BSN, MSN,
MSCP, CCM, RN-BC (2017)

Assistant Professor

B.S.N., Hawaii Pacific University 1997

M.S.C.P., Chara

***Laura O. Okolo DNP, MSN, APRN, FNP-BC
(2011)**

Graduate Practicum Coordinator

Assistant Professor

B.S.N., Roseman University of Health Sciences

2009

M.S.N., University of St. Joseph 2011

D.N.P., Carlow University 2012

Sheila Parker, MSN, RN (2011)

Assistant Professor

B.S., Chicago State

Administrative Staff – College of Nursing

Denise House (2009)

Administ

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Student Handbook Notice

The policies contained in this handbook apply to all students &/or cohorts who matriculate into the College of Nursing between July 1, 2019 and June 30, 2020.

A complete detailed listing of policies specific to the Nursing program is incorporated in this Student Handbook.

Faculty, Staff, and Student Handbooks supplement the information in the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Student Handbooks are reviewed at orientation. A copy of the Student Handbook for the College of Nursing is available for review in the administrative offices and is available for download on the Roseman University website: [College of Nursing Student Handbooks](#)

All references to Campus Dean refer to the South Jordan Campus Dean.

Location, Contact Information

Roseman University of Health Sciences

College of Nursing
MSN, BSN, Accelerated BSN Program
11 Sunset Way
Henderson, NV 89014
Phone: (702) 968-1608
Fax: (702) 968-2097
Website: www.roseman.edu

Accreditation

Roseman University of Health Professions and Sciences
10000 W. 4th Ave. #1524-0.03001

Non-discrimination Policy

Refer to the Roseman University of Health Sciences University Policy : [University Non-Discrimination Policy](#)

Accommodation

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Financial Responsibilities

Students must fulfill their financial responsibilities to the University in order to remain enrolled in the program. Please see the policy in the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Account for Student Indemnification

The State of Nevada has a bond program to reimburse defrauded students. NRS394.553
Account for Student Indemnification

The Commission on Postsecondary Education maintains a tuition indemnification fund that may be used to refund students in the event of a school's closure. Please contact Nevada Commission on Postsecondary Education; 8778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; Telephone: (702) 486-7330; Fax (708) 486-7340 for information concerning the fund.

The State of Utah does not reimburse defrauded students.

Evaluation of Prior Credit for VA Students

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

F1 Visa Students

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Privacy Rights

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Emails

Students must check their Roseman email on a daily basis. Roseman University and the College of Nursing use the student's Roseman email as the primary method of communication. Refer to the Computer and Network Acceptable Use Policy on the Roseman website: [Computer and Network Acceptable Use Policy](#)

Recording

Refer to the Roseman University of Health Sciences Policy: [Multimedia Recording by Students Policy](#)

Latex Allergy Policy

For the complete Latex Allergy Policy, please refer to [Latex Allergy Policy](#)

Facilities

Refer to the Roseman University of Health Sciences Student Catalog: [2020-2021 Student Catalog](#)

Student Intercampus Transfer Policy

Students enrolled in the Bachelor of Science in Nursing program may request to transfer from the South Jordan Campus to the Henderson Campus or from the Henderson Campus to the South Jordan Campus. The student's request will be considered on a first come, first serve basis, determined by the availability of clinical space. The transfer request may be for academic or personal reasons.

The student must be in good financial standing with the College of Nursing and with the University to be considered eligible for a transfer. Any academic concerns or disciplinary issues and/or grievances must be resolved prior to requesting the transfer.

The student may not transfer in the middle of a didactic or clinical course. A student who withdraws in the middle of a didactic or clinical course and then requests a transfer to the alternate campus will be required to retake the entire course.

The student is responsible for any transfer related costs.

Transfer Process

The student must submit a written request to the Dean or designee and complete the required transfer paperwork at least four weeks prior to the date the course begins unless an exception is granted by the Dean or designee. Verification of the course start dates will be confirmed by the Dean or designee.

Students must submit the paperwork to the College of Nursing Dean or Campus Dean.

College of Nursing Academic Calendar

College of Nursing offices are open for business from 8 a.m. to 5 p.m., Monday through Friday, except as outlined in the Roseman University of Health Sciences Student Catalog [2020-2021 Student Catalog](#)

College of Nursing Mission, Purpose, and Goals

Mission

The mission of the College of Nursing is to provide a quality, innovative graduate and undergraduate nursing education designed to meet the diverse healthcare needs of individuals, families,

Goals

Guided by the core values, the goals of the College of Nursing are to:

- Present a curriculum that provides students with knowledge, skills, and competency to perform the role of a professional nurse in a culturally diverse population and variety of environments.
- Provide an environment that promotes intellectual stimulation and facilitates positive faculty/student relationships.
- Promote the health of communities through educational partnerships and collaborations, faculty service and scholarship, and preparation of graduates who can effectively and professionally respond to societal demands.
- Uphold the integrity of the nursing profession through principled actions and ethical decision making.
- Ensure accountability of our students and faculty.

College of Nursing Philosophy

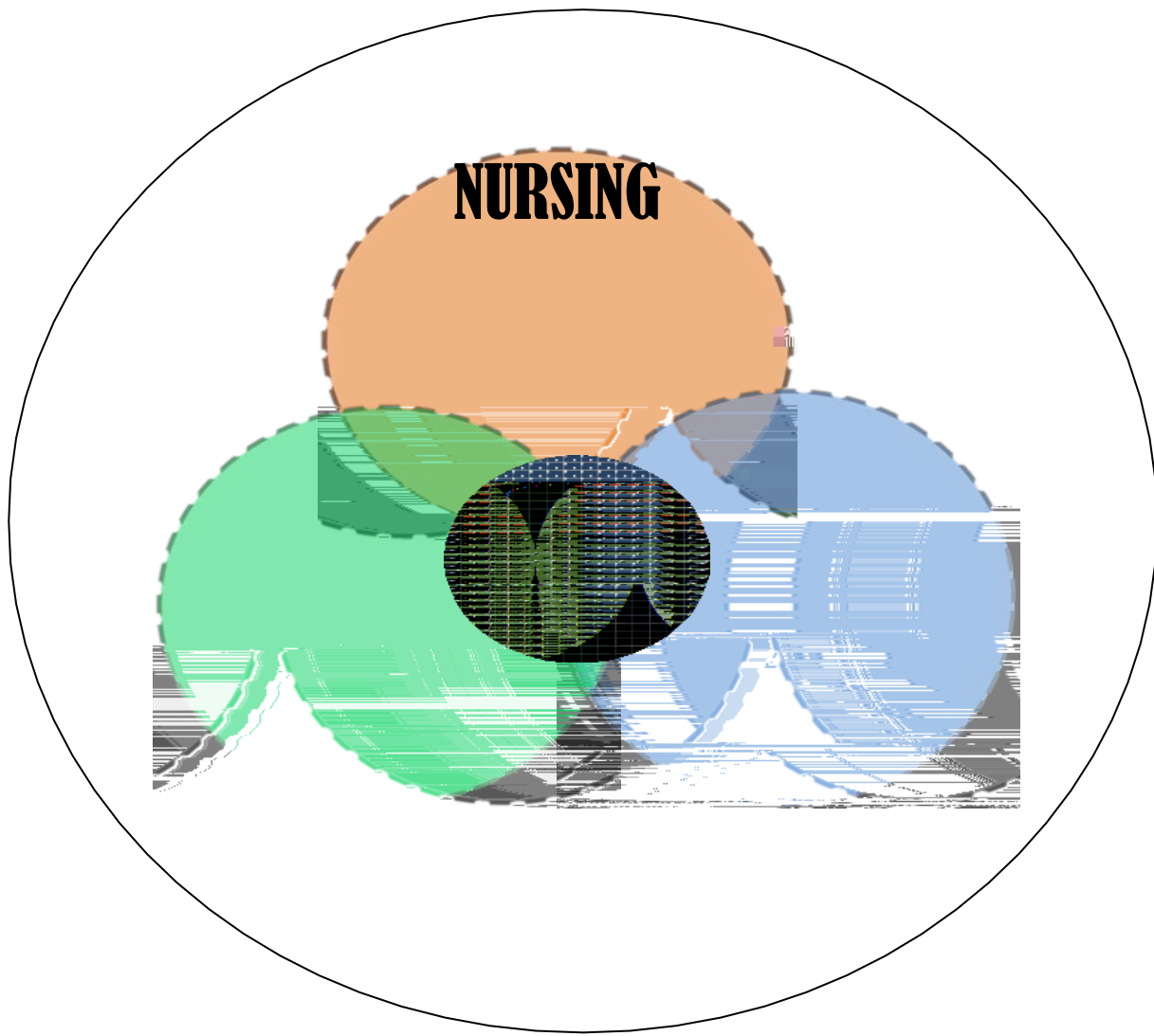
The College of Nursing is positioned within an academic environment that respects the individual, fosters diversity, promotes scholarship, cultivates life-long learning, and makes excellence an imperative. The faculty of the College of Nursing accepts the mission of Roseman University of Health Sciences and supports the concept of an educational system that instills in our students a passion for learning through dynamic curricula. Learning is facilitated by progression of concepts and principles from simple to complex.

Nursing

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

The professional nurse uses knowledge derived from the arts, humanities, sciences, and nursing sciences to assist client in health promotion and maintenance, illness prevention, health restoration, or a peaceful death.

College of Nursing Conceptual Framework



Prelicensure Student Learning Outcomes

The nursing curriculum of Roseman University of Health Sciences' College of Nursing is built upon a foundation of liberal arts and sciences integrated throughout the nursing courses. The College of Nursing utilizes the Six-Point Mastery Learning Model as the philosophical underpinning of the Nursing Programs. The Six-Point Mastery Learning Model consists of a Block Curriculum, Active and Collaborative Learning, Competency-based Education, Formative and Summative Assessment Learning, Early Experiential Learning, and a Classroom Design that facilitates learning.

All the Six-Point Mastery Learning components reinforce one another and contribute to an unparalleled educational environment. Course progression is designed to integrate pre-requisite learning with new concepts to further develop critical thinking, clinical judgment and nursing knowledge and skills.

Progression Outcomes as Related to Role Specific Competencies

Role Specific Competencies	Progression One NURS 300304.1 (Courses 1-5)
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Graduate Student Learning Outcomes

The graduate program builds upon course progression and is designed to integrate previous learning with advanced nursing practice concepts to expand and develop the ability to critically and accurately assess, plan, intervene and evaluate the health and illness experiences of clients (individuals, families, communities and societies)

Patient-Centered Care

- Integrate concepts from the sciences, humanities and nursing theory to provide evidence-based, culturally sensitive health promotion, illness prevention and maintenance of function across the health-illness continuum with patients: the individual, families, groups and communities.
- Advocate for ethical policies that promote access, equity quality and efficient utilization of resources from a global health care delivery perspective.

Evidence-Based Practice

- Lead and direct quality initiatives translating new knowledge and research outcomes into the practice setting to provide high quality health care, initiate change and improve practice outcomes.
- Apply evidence to advance patient outcomes and healthcare delivery across the lifespan.

Safety and Quality

- Analyze factors that create a culture of safety and a “just culture”.
- Identify effective strategies to promote a high-reliability organization.
- Apply research within the practice setting to resolve practice problems working as a change agent to deliver safe, quality, patient-centered care based on best practices incorporating quality improvement measures into advanced nursing practice.

Health Information

- Use health information technologies to deliver, coordinate and enhance patient-centered care and communication. Incorporate data and patient care technologies to organize patient care and ensure regulatory compliance.
- Identify critical and useful electronic data to provide high quality, efficient care through effective decision support.

Communication

- Foster collaboration with mul.68 Tm [(F)8 (o)2 (s)1 v6Up (f)3 (f)3 ()5 cn /TT1 1 Tf 1 ()Tj ET82 (

- Collaborating with other health professionals, coordinate care in and across care settings across the lifespan.

Leadership

- Assume a complex and advanced nursing leadership role.
- Manage fiscal, human and physical health care resources to promote patient wellness in diverse settings.
- Apply knowledge of the health care delivery system to address the needs of a culturally diverse population, providers and other stakeholders to improve the delivery of care across the lifespan and across the healthcare continuum.

Core Performance Standards*

Visual	Visual ability sufficient for observation and assessment necessary for patient care	x Ability to discern auscultatory sounds and cries for help
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Social Media Policy

The College of Nursing will follow the American Nurses Association (ANA) principles for Social Networking policy. Failure to follow the policy will be considered unprofessional conduct and may be referred to the University Student Professionalism Board for review.

“Social networks and the Internet provide unprecedented opportunities for rapid information exchange and dissemination among many people, but this exchange does not come without risk.

Graduation

Gradu

Nevada State Board of Nursing
4220 South Maryland Parkway, Suite B300
Las Vegas, NV 89119
Tele

The American Association of Nurse Practitioners Certification Program
Capitol Station,
P.O. Box 12926
Austin, TX 78711-2926

All questions may be directed to (512) 637-0500, toll free (855)822-6727, Fax (512) 637-0540 or by writing to the above address, or by email to: Certification@aanpcert.org

The American Nurses Credentialing Center (ANCC) offers national certification exams in over 37 specialty and advanced practice areas each year. Students from the

Faculty who write assessment items need not be present during any makeup assessment or re assessment. No pre

Attendance in Lab

Attendance is required at all scheduled Skills and Simulation laboratory sessions. An excused absence (as described above) from the Skills and Simulation lab must be re-scheduled with the Skills and Simulation Faculty and be completed prior to the next assessment.

Unexcused absences from scheduled Skills and Simulation laboratory sessions will not be re-scheduled with the student. An unexcused absence from Skills and Simulation instructional periods for any reason does not relieve the student from responsibility for the material covered during the missed period.

Following the first unexcused absence from a scheduled Skills and Simulation laboratory sessions, the student will be placed on be p-4 (l)-6 (aced)-143 (r)3-4 (l)- an Aiexexexbatin aa(l)-(d)-4 (r)-.1 (eeci)-6 (((l)-A

device available for use at that time. Students without an approved device will not be permitted
loaner devices and will receive a score of zt

is linked to any site other than the electronic assessment system; all members of the team will lose eligibility for team points. Electronic resources (such as electronic versions of the textbook) may not be used during the EBR process. Textbooks must be used in their hard copy, print version. This includes required and recommended textbooks and the ATI Review Modules.

Time Allocation for Individual Assessment, Team Assessment, Review, and EBR

Students will be allowed 1.5 minutes per assessment item for the individual assessment. Examples are displayed below:

	Individual Assessment	Team Assessment	Secure Review	EBR	Reassessment EBR
60 questions	90 minutes	60 minutes	30 minutes	60 minutes	75 minutes
80 questions	120 minutes	60 minutes	30 minutes	80 minutes	100 minutes
100 questions	150 minutes	60 minutes	30 minutes	100 minutes	125 minutes

Final Review

Following the review of the item analysis and the EBR, faculty will review all assessment items in addition to providing students with a final decision and rationale in response to the requests submitted during the EBR process. New evidence-based requests will not be allowed; however, faculty and students may engage in a rational discourse regarding previously submitted evidence-based requests to facilitate the student learning process.

Final Grade

Once the students’ individual scores are calculated, students who have not earned the required 90% will receive a No Pass “NP” and be provided an opportunity to remediate the assessment on the designated remediation day(s). Final assessment grades are released following completion of the final review.

Student Review of Prior Assessments

No review of prior assessments will be allowed for students repeating a course.

Remediation

Following each summative assessment, a day is set aside to remediate and reassess those students who have not successfully achieved the established outcomes. Students who do not receive a Pass “P” are required to attend a mandatory review session before the reassessment. There will be at least 24 hours between the assessment and the reassessment. The reassessment will test the same concepts and learning outcomes.

In a course with one (1) summative assessment, the student who receives a No Pass “NP” will be required to attend a mandatory review session before the reassessment. There will be at least 24 hours between the assessment and the reassessment. The reassessment will test the same concepts and learning outcomes.

Academic Withdrawal

A student is considered an academic withdrawal if he/she does not achieve the required 90% on Course Assessments and/or Projects/Papers and withdraws or is required to withdraw from the Cra

Conditions for Re-Admission

Following a voluntary or academic withdrawal, a student that wishes

Academic and/or Professional Misconduct

The College of Nursing expects students to be academically honest. To maintain academic integrity and professionalism in the College of Nursing, academic and/or professional misconduct will not be tolerated. All students are expected to behave professionally in all matters relating to their program of study.

The College of Nursing has established what constitutes academic and/or professional misconduct. Academic misconduct includes, but is not limited to the following:

- x **Cheating** – Cheating is defined as providing or receiving information and/or assistance during assessments. Examples of cheating include, but are not limited to:
 - o Possession of unauthorized copies of assessments (tests) or access to assessments prior to, during or following completion of the assessment
 - o Looking at another person’s answers during an assessment or allowing another person to look at your answers. This applies to hard copy and online assessments.
 - o Collaborating with another person during individual assessments or assignments where the work is to be performed by the individual student.
 - o Taking an assessment for someone else or having another person take one for you.
 - o Exchanging notes or information between students during an assessment.
 - o Obtaining unauthorized information about an assessment.
 - o Bringing materials or information to an assessment that is not permitted, whether you planned to use it or not.
 - o Printing and/or removing an assessment from the examination room without permission.
 - o Changing an answer that has not been authorized on an assessment that has been returned to you for review. This policy applies whether the assessment has been graded or not.
 - o Presenting collaborative work (2 or more) as your own independent work.
 - o Utilizing cellular telephones, cameras, laptops, recording devices, or electronic devices during an assessment, team assessment, challenges and assessment reviews.
- x **Plagiarism** - Taking someone’s work and presenting it as your own without acknowledgement or giving credit to the originator of the work. It includes having someone else write a paper or assignment, putting your name on it and submitting it as your own.
- x **Fraud** - Intentional misrepresentation or omission of material facts.
- x **Misrepresentation** - Providing misleading information.
- x **Unethical Behavior** - Violation of any ethical standard of your profession and/or academic program. An example of an unethical behavior is knowingly disclosing or participating in the disclosure of client information to unauthorized individuals.
- x **Improper Behavior** - Disruptive behavior may occur in the classroom, online discussion threads, or other facilities. Disruptive behavior is defined as any behaviors that hamper the ability of instructors to teach or students to learn. Common examples of disruptive behaviors include, but are not limited to:
 - x Eating in class
 - x Monopolizing classroom discussions
 - x Failing to respect the rights of other students to express their viewpoints
 - x Talking when the instructor or others are speaking
 - x Constant questions or interruptions which interfere with the instructor’s

presentation

- x Overt inattentiveness (e.g., sleeping or reading the paper in class)
- x Creating excessive noise
- x Entering the class late or leaving early
- x Use of unauthorized electronics in the classroom
- x Inordinate or inappropriate demands for time or attention
- x Refusal to comply with faculty direction

Students exhibiting these types of behaviors can expect an academic intervention plan from the faculty and/or dismissal from the class in which the behavior occurs. Failure to correct such behaviors can result in a “No Pass” for the course and may lead to further disciplinary action including probation, suspension or withdrawal. An Academic Intervention Plan will be provided by the faculty member and discussed with the Associate Dean of Academic and Student Affairs/Campus Dean/Director.

More extreme examples of disruptive behavior include, but are not limited to:

- x Use of profanity or pejorative language
- x Intoxication
- x Verbal abuse of instructor or other students (e.g., taunting, badgering, intimidation)
- x Harassment of instructor or other students

Clinical Misconduct

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

- x Failure to meet clinical outcomes
- x Actions which place patients, families, oneself, or other humans at risk for physical or emotional harm
- x Refusal or failure to follow College of Nursing, clinical site, or agency protocols
- x Violation of Health Insurance Portability and Accountability Act (HIPAA) regulations
- x Illegal use of drugs or the consumption of alcohol during clinical rotations, or under the influence

The Campus Dean, Associate Dean or designee will notify the student of his/her termination in a reasonable timeframe. The decision shall be delivered to the student by hand, via email to her/his university email address or by certified mail and will be effective as of the date specified in the termination letter. A copy of the letter will be submitted to the Dean.

A student who is terminated for academic, professional, and/or clinical misconduct may not be reinstated under any circumstances.

Appeals of Probation Decisions for Academic, Professional, and/or Clinical Misconduct

The student may proceed to the next step only if the issue is not resolved.

1. Discuss the issue with the Course Faculty, within one (1) business days of the

1. If this initial attempt is unsuccessful, the student may contact the Campus/Associate Dean for the College of Nursing for assistance in resolving the matter informally. The student must complete the informal grievance process within three (3) business days of the issue occurrence. The Campus/Associate Dean will review the issue and determine if it is grievable. If it is not grievable, the issue is resolved by the Campus/Associate Dean.

Formal Grievance Procedures

The formal grievance procedure is available to resolve issues that have not been satisfactorily resolved through the informal grievance process. The person filing the grievance must be the recipient of the alleged incident leading to the grievance. A grievance cannot be filed on behalf of another person. Grievances must meet the requirements of a “grievable action/decision” (the failure to follow or a misapplication or misinterpretation of University policy, regulation, or rule; or a violation of state or federal law). If the Campus/Associate Dean determines that the student’s issue is grievable and it is unresolved in favor of the student or if the issue is grievable and the decision could result in involuntary withdrawal from the College of Nursing, the formal grievance procedure should be followed as outlined below. If the issue does not meet the definition of a grievable action/decision, the procedures outlined the Informal Grievances process will be followed. A grievance that is not filed in a timely manner or is from a person without grievance rights may be dismissed by the Campus/Associate Dean.

To initiate the formal grievance procedure, the student must submit his or her grievance in writing to the Campus/Associate Dean of the College of Nursing.

1. The written grievance must include:
 - a. A statement indicating how the Informal Grievance process has been followed.
 - b. A statement that the student wishes a review of the situation by a grievance committee.
 - c. The identification of the person or group at whom the grievance is directed.
 - d. The specifics of the incident leading to the filing of a grievance.
 - e. Evidence to support the student’s grievance, and the outcome or resolution desired by the student.
2. The formal grievance process must be initiated no later than one (1) business days after completing the informal grievance process. A student who does not file a grievance within one (1) business days of completing the informal grievance process will be subject to the resolution of the informal grievance process.
3. Within 2 business days of receiving and validating the formal grievance, the Campus/Associate Dean shall appoint an ad hoc committee to review the formal grievance.

Ad Hoc Grievance Committee

If the Campus/Associate Dean determines that convening the committee is appropriate, an Ad Hoc Grievance Committee will be convened on the alternate campus and Campus/Associate Dean will appoint the Chair of the committee. The Chair of the committee will select individuals who are not personally involved in the assessment/course.

The committee will consider the points-of-view of both the student and the faculty member(s) to make a recommendation to the Campus/ Associate Dean.

The Ad Hoc Grievance Committee will consist of one nursing student and two nursing faculty members. The student should not be in the same cohort as the student filing the grievance. If a

nursing student is not available, a student representative may be selected from another discipline (Pharmacy, Dentistry, or Medicine).

1. The committee will review the student's letter to the Campus/ Associate Dean stating the rationale for the grievance. The committee may request a written response from the person or group at whom the formal grievance is directed, may ask for additional information from any or all parties involved, may request that the parties involved appear before the

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Hence, the College has established, implemented and maintains a student complaint procedure that affords the complainants with fundamental procedural due process. In accordance with

Treasurer

- x The treasurer is responsible for the financial resources of the class.
- x The treasurer shall prepare and maintain the class budget and accounting records.
- x The treasurer shall prepare and present a financial report setting forth the amount, management, and disposition of the class funds at each class meeting. The treasurer's report will update and communicate balances and progression toward goals.
- x The treasurer shall disburse class funds to pay necessary and authorized charges in accordance with College of Nursing policy.
- x The treasurer will work in close collaboration with the Fundraising chair and committee.
- x The class account maintained by the treasurer will be used to pay for expenses associated with class events, e.g., publicity, invitations, catering, etc.
- x The treasurer may serve in the absence of the president, vice-president and secretary and fulfills duties of each office as required.
- x The treasurer will set-up an account with the Roseman Bursar's Office.
- x The treasurer shall fulfill other duties as directed by the president.

Standing Class Committees

Fundraising Committee

- x Creates, organizes and implements fundraising activities with the assistance of class officers to meet financial goals of the class.
- x The chairperson of the committee shall report fundraising committee activities to the class and class officers at class meetings.

Graduation Committee

- x Assists with planning, organizing and implementing the graduation event activities
- x The chairperson of the committee shall report graduation event activities to the class and class officers at class meetings

Class Meetings

Class meetings should be at least bi-monthly or more frequently as needed. The schedule of meetings will be determined by the officers of the class.

Student Participation in Governance

- x Provide counsel to the Dean or Campus Dean in matters related to policy implementation or change, external and internal relations, and College of Nursing activities not specifically delegated to other committees by existing bylaws.
- x Assist in the development of long-range plans for the College of Nursing.
- x Review long range plans annually and make recommendations.
- x Review bylaws at least every two years (or as needed) and make recommendations.
- x Create and/or review forms (academic tools) for consistency with CON philosophy, mission, and student outcomes.

nrg

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[

Curriculum Committee

The purpose of the curriculum committee is to:

- x Provide for ongoing planning, development and evaluation

Class Advisor

Each faculty member is assigned to be the class advisor for an individual cohort by campus. An advisor should meet with their cohort on a regular basis to establish rapport and provide guidance as needed.

The class advisor is a faculty member (employed full time) who is responsible for providing the students with the guidance and support necessary to maximize the opportunity of the class to successfully progress from admission to graduation. The advisor may use multiple strategies including, but not limited to, sharing ideas, facilitating insight, inspiring, providing different perspectives, and counseling the class and individual cohort members. An advisor may only advise one cohort at a time. Faculty may volunteer for this position or be assigned

4. The skills assessment rubric will be available in Canvas.
5. The student will have an opportunity to practice the skill during the nursing skills lab open hours. A lab coordinator will always be available during the open lab hours for instruction.
6. If a “live patient” is required for the assessment, another nursing student will serve as the “live patient”. Students may work in teams of 2 or 3 as needed. The team will remain intact and support each individual member until the assessment is complete. This includes remediation if needed.
7. The faculty member evaluating the student’s skill assessment will use the ExamSoft assessment rubric.
8. Faculty decision of assessment performance is final.
9. The student who receives a No Pass on his/her skill will be provided an opportunity to remediate.
10. If remediation is required, the student must practice in the nursing skills lab prior to remediation.
11. Grading of skill reassessments will follow the same guidelines as initial assessment. If the student does not achieve a Pass grade on the reassessment, the student will complete block remediation. Block remediation assessment will include the same guidelines above and will include two faculty members.
12. If the student does not achieve a Pass grade on block remediation, the student will not be allowed to advance in the program and will have to remediate the course.

Undergraduate C hr44 0 Td (d)Tj () (t)-B 0.94 0 Td02 Tc 5 TI

needs. All alternate clinical assignments must be approved by the clinical instructor and the Director of Clinical Resources. The option for an alternative clinical assignment is only available for two courses.

Students who are absent more than 1 day in a two or three week clinical or 2 days in a four week clinical, even if the absences are excused, will be required to remediate the clinical rotation the next time it is offered and clinical space is available.

If the student has an excused absence in a third course, the student will receive an incomplete for that clinical course and is not eligible for an alternative clinical assignment. The missed clinical time must be completed during the next remediation period (BSN) or the next time the course is offered on the curriculum calendar based on space availability (ABSIN).

Students with an unexcused absence will be given a No Pass, “NP” for the course and be required to repeat the clinical course the next time it is offered, and clinical space is available.

Punctuality in Clinical Courses

Being on time for the start of class is required. 73imt32d

the Director of Clinical Resources and submit the Clinical Intervention Action Plan (See Appendix B for Clinical Intervention Action PI

cannot remediate two clinical courses during the designated scheduled remediation period for the courses.

Targeted Clinical Remediation (ABSN only)

Students complete experiential learning throughout the nursing program. Student evaluation takes place throughout the clinical experience but is focused and directed at the midterm point and at the end of each clinical learning experience. Grading in the clinical area, as in the didactic courses, is done on a “Pass” or “No Pass” basis utilizing defined role-specific competencies. Students are expected to achieve a “Pass” mark in all areas on the student clinical evaluation tool to pass an experiential course. However, because students learn at different rates, some students may not achieve the “Pass” grade in all areas by the end of a clinical rotation.

For Accelerated BSN (ABSN) students: If a student receives a “No Pass” grade in three (3) or fewer areas not designated with an “*” on the final evaluation, the student will move into a targeted remediation period of no more than three (3) additional clinical shifts. These extra shifts allow the student to demonstrate competency in the identified clinical areas.

However, if a student receives a “No Pass” in any clinical area deemed an “Absolute No Pass” (indicated on the clinical evaluation sheet with an asterisk “*”) by the nursing faculty, the student will not be permitted to remediate the clinical in the targeted remediation period and must repeat the entire experiential course the next time it is offered based on space availability. The “Absolute No Pass” designation is determined by the faculty council and reflects knowledge, skills or attitudes that the faculty do not believe can be remediated or demonstrated in a shorted clinical rotation or are of such importance to patient safety as to require a repeat of the entire experiential course.

Placement in a targeted remediation clinical group will be coordinated by the Director of Clinical Resources. The same clinical facility or faculty member is not g (f)5 (C)-5-6 (n)-14 (i)-6 (c4)-6nsama6 (i) (g)-8 (e

clinical assignment at the scheduled date and time will be given a Clinical Intervention Action Plan. A student who has received a Clinical Intervention Action Plan for failure to complete and/or submit a satisfactory or completed clinical assignment and has a repeated occurrence will receive a No Pass “NP” and must repeat the clinical course during remediation or the next time it is offered on the curriculum calendar, if space is available in the requested cohort. So0M2B.36 (b)Tj 0.76 0 Td (.5Tj 0.3t 0 T

x Immunizations – A copy of completed immunization record of documentation

cost of the screening and may be recommended for additional misconduct proceedings which may include anything up to and including probation, suspension or withdrawal.

- Signed Clinical Requirement CI

Clinical Conferences

Clinical conferences are an integral part of the clinical rotations. The purpose of clinical conferences is to share preparatory information and address any care issues. Students should come prepared for care delivery on that specific day and to discuss their specific clients.

Blood Borne Pathogens and Exposures

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

Students may not have visible piercings except for one pair of stud earrings. No tongue rings or studs, nasal or facial piercing jewelry may be worn. Students must cover all visible tattoos. Students must have naturally occurring hair color (No blue, pink, purple, etc...colors). One single watch with a second hand and one plain wedding band are acceptable. Other than the items listed above, no additional jewelry may be worn during the clinical rotation.

Many of the facilities have a “no cell phone” policy during patient care, please review the policies and adhere to rules outlined for the nursing staff. If allowed, cell phones may be used to communicate with the clinical faculty only. If you must communicate with the clinical faculty, please remove yourself from the patient care area to engage in any conversations on the cell phone. All cell phones must be put on vibrate even if they are stored outside of patient care areas.

Students going into a clinical facility for any reason, including getting client assignments and other non-client care situations must be in professional attire with appropriate picture ID and other ID as required by agency policy and lab coat. In any clinical facility, cut-offs, jeans, flip-flops, open toed shoes, or bare and revealing clothing will not be allowed.

x Laboratory Reports

- o Note “abnormal” findings on laboratory reports and correlate that information with the pathology

- x Know actions of medications, side effects, and normal dosages
- x Determine the relationship of each medication to the client's disease processes
- x Be alert for new medication orders and discontinued medications
- x Check compatibility of medications, and medications with food
- x Chart medications only after giving them
- x Check policies (as applicable) on how to 004 For 003 on 078 0849 23 00 10 34 12 07 13 04 0 19 T6

Appendix A – Academic Intervention Action Plan



Roseman University of Health Sciences College of Nursing Academic Intervention Plan



Student Name:

Course#

Course Title:

Occurrence # and Date		
Date:	Date:	Date:
Concern #:	Concern #:	Concern #:
Faculty:	Faculty:	Faculty:

This form is to be completed by the Course Coordinator or designee on each student who meets any of the concern criteria listed below. Circle all areas that apply.

Statement of Concern:

1. No Pass assessment
2. Failed reassessment or course reassessment
3. Excessive days absent or tardy
 - a) Excused

P are beet

Action Plan:

Concern #1:

1. Review failed assessment for areas of weakness
2. Review all assignments, lectures, and handouts
3. Clarify concepts with appropriate faculty
4. Assess study habits for ways to improve
5. Review test taking strategies
6. Complete ATI Nurse Logic tutorials
7. Review ATI practice assessments
8. Other

Return form to the Campus Dean

Student Outcomes	
Student Comments:	Faculty Comments:

Date Academic Intervent

Detailed Description of Corrective Action Plan for Student: must include the following language:
Failure to comply with any of the above requirements set forth in this corrective action plan will result in a no pass for this course. Any further incidence of not meeting all clinical objectives and/or unsafe clinical practice will result in immediate dismissal from this clinical course.

Student must remediate or repeat this clinical course.

CHECK IF REFERRING STUDENT TO

Date Academic Intervention Action Plan Resolved: _____

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Place in student file until the student graduates.

Program Outcomes Mapping:

Patient-Centered Care

Health Information

Evidence-based Practice

Communication

Lab Instructor Comments:

Student Signature _____ Date _____

S

Appendix C – Nursing Simulation Laboratory Policy and Confidentiality Agreement

ROSEMAN UNIVERSITY – COLLEGE OF NURSING

Nursing Simulation Laboratory Policy and Confidentiality Agreement

Human Patient Simulators (HPS) are computer-assisted mannequins capable of displaying a wide range of physiological and pathophysiological con

Appendix E – Medical History Form

ROSEMAN UNIVERSITY OF HEA



Appendix F – Physical Examination Form



ROSEMAN UNIVERSITY OF HEALTH SCIENCES COLLEGE OF NURSING



PHYSICAL EXAMINATION

Must be completed and signed by a licensed health care provider i.e. physician, nurse practitioner, or physician assistant, and performed within the past year.

Students Name: _____ Date of Birth: _____

Sex:

Appendix G – Reporting TB Symptoms/Findings

***Reporting Symptoms and/or Findings Consistent with TB
to Southern Nevada Health District TB Clinic***

Student Name: _____ Student Phone # _____

Students who have a positive QuantiFERON- a pos[

Appendix I – Tuberculosis Screening

Annual Tuberculosis Screening Tool
(for positive reactors)

Appendix J – Blood Borne Pathogens Incident Report

Student Name: _____

Date Reported: _____

Instructors Name: _____

Time Reported: _____

Agency and Unit of Exposure: _____

Location of Agency: _____

Source of Exposure (*Medical Record Number of Client*): _____

Describe Activity Leading to Exposure:

Giving injections or handling IV lines
Discarding needles
Cleaning blood spills or patient
Handling of waste products
Performing invasive procedures
Other (explain)

Type of Exposure:

Non-attached skin
Open Wounds
Needle Exposure
Eye Exposure
Mucosal Exposure
Blood Splashes
Droplets or Bodily Secretions
Lacerations
Human Bites
Other (explain)

Detailed Description of Incident, including contributing factors or equipment malfunction:

Student Signature

Date

Faculty Signature

Date

College of Nursing
11 Sunset Way
Henderson, NV 89014
FAX: (702)968-2097
Phone: (702)968-1672

College of Nursing
Accelerated Program
4 Sunset Way, Building E, 2nd Floor
Henderson, NV 89014
FAX: (702)651-2590
Phone: (702)968-5964/5956

College of Nursing
10920 S. River Front Parkway
South Jordan, UT 84095
FAX: (801)878-1100
Phone: (801)878-1363

prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this study.

The research team will share the records generated from this research with the sponsor (NCSBN and its membership), the National Institutes of Health – National Institute of Nursing Research, regulatory agencies such as DHHS, and the IRB. This information is shared so the study supports the study.

Western Institutional Review Board® (WIRB®)
1019 39th Avenue SE Suite 120
Puyallup, Washington 98374-2115
Telephone: 1-800-562-4789 or 360-252-2500
E-mail: Help@wirb.com

IRB will not be able to answer some study-specific questions. However, you may contact the IRB if the research staff cannot be reached or if you wish to talk to someone other than the research staff.

Please print a copy of this consent form for your records.

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