2023-2024
Student Handbook

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

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Letter from the Dean, College of Nursing

Dear Nursing Student:

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

Students,

Welcome to Roseman University of Health Sciences College of Nursing! We are very excited that you have chosen our program to launch your nursing career as we believe that we offer a competitive, rigorous, and engaging program.

All our faculty are experienced bedside nurses that have chosen to contribute to the nursing profession through the education of future generations of nurses. They are skilled educators who create an engaging, evidence-based curriculum, through ongoing research and collaboration with educators across the country.

We believe that success is a partnership between faculty and students; the incorporation of the Six Point Mastery Learning model will create learning opportunities for students to demonstrate competency and mastery of the material presented in each course. I strongly encourage you to ask questions of your faculty, arrange to meet with them during their office hours, and review all your course material when you're not understanding aspects of the course. All your faculty are here to help and want you to be successful!

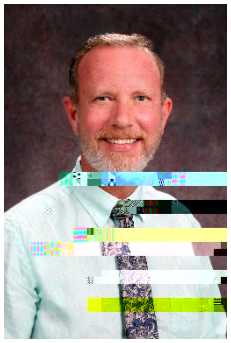
Please don't hesitate to reach out to your faculty, cohort advisor, or myself with question- we look forward to your graduation!

Sincerely,

Suzanne Winslow

Suzanne Winslow, DNP, RN
Associate Dean of Academic and Student Affairs College of Nursing

Letter from the Associate Dean of Faculty Affairs and Learning Innovation, College of Nursing



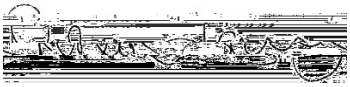
Dear Students,

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 I are all here to help you make it through the program successfully. Part of that success depends on the expertise of the faculty, but part rests on you. Reach out to your instructors frequently. Ask questions, get clarification and review with them often. Faculty are on campus Monday through Friday for your benefit and want to help.

Nursing is an exciting and dynamic field. The role and responsibilities of nurses at every level change quickly and new career opportunities are opening up all the time. Your career will be what you make it. We will ensure you get the educational foundation needed to begin your career. You will make your nursing career all it can be and all you want it to be. Your success starts here!

Sincerely,



Delos Jones, DNP, RN
Associate Dean of Faculty Affairs and Learning Innovation College of Nursing

Letter from the Assistant Dean of Curriculum and Assessment, College of Nursing

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.

Sincerely,

Shanda Clark Ph.D., RN
Assistant Dean of Curriculum & Assessment
College of Nursing

Student Handbook Notice

The policies con

Accreditation

Roseman University of Health Sciences is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E. Suite 100, Redmond, WA 98052, website www.nwccu.org.

The baccalaureate degree program in nursing at Roseman University of Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The master's degree program in nursing at Roseman University of Health is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

Licensure

Roseman University of Health Sciences is licensed l

Non-discrimination Policy

Refer to the Roseman University of Health Sciences University Policy: University Non-Discrimination Policy

Accommodation

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, Td( )Td([Td( )Tj0 Tc 0 Tw 0.81 0 Td(d)Tj-0.028 Tc 0.028 Tww 0.29 0-4 (d)]TJ0 Tc 04.58 lg.63

Domains of Competence

Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3g-

Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9

Interprofessional Partnerships

- Facilitate intentional collaboration across professions with members of the health care team to optimize the health care experience and to improve client outcomes.

System-Based Practice

- Apply knowledge of systems and systems-based care to coordinate resources and ensure continuity of care.

Informatics and Healthcare Technologies

- Utilize current technologies and informatic processes to manage and improve the delivery of care.

Professionalism

- Develop a professional nursing identity consistent with moral, legal, ethical, and regulatory principles.

Personal, Professional and Leadership Development

- Engage in reflection, self-analysis, self-care and intentional learning to promote personal, professional and leadership development.

Graduate Student Learning Outcomes

The graduate & post-Master's certificate program courses build upon each other and are meant to be completed in the sequence outlined in the student catalog. Additionally, courses are 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

Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups	x Establishment of rapport with patients/clients and colleagues x Capacity to engage in successful conflict resolution x Peer accountability
Communication	Communication adeptness sufficient for verbal and written professional interactions	x Explanation of treatment procedures, initiation of health teaching. x Documentation and interpretation of nursing actions and patient/client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	x Movement about patient's room, work spaces and treatment areas x Administration of rescue procedures-cardiopulmonary resuscitation
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	x Calibration and use of equipment x Therapeutic positioning of patients

[redacted]

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. Nurses and nursi

Graduation

Graduation from the College of Nursing with a Bachelor of Science in Nursing degree requires successful completion of prerequisite coursework and all courses described in the nursing curriculum. Graduation from the College of Nursing with a Master of Science in Nursing, Family Nurse Practitioner degree requires successful completion of all courses described in the MSN-FNP curriculum, including 525 experiential hours and the MSN portfolio.

Questions regarding eligibility for registered nursing licensure in Utah should be directed to: Departments

of Professions and Licensing
160 East 300 South
Salt Lake City, UT 84111

Telephone: (801) 530-

Attendance at Instructional Periods

Because the active learning and team activities are a critical component of the Roseman educational model supporting each student's achievement of competence and mastery, it is expected that all students attend all instructional sections, assessments, and remediation/ reassessment periods. Absence from instructional

Bereavement

A student may request an excused absence from an assessment or reassessment to attend scheduled funeral services for a close friend or

The makeup assessment and, if necessary, the makeup reassessment, must

of Academic and Student Affairs and the Assistant Dean of Curriculum and Assessment.

For video conferencing-based course meeting/session, it is expected that all student and faculty will have their cameras turned on for the duration of the session. This is an indication of professionalism and active course participation.

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 rescheduled 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 academic probation and receive an Academic Intervention
Plan to include written notification that additional unexcused absences will result in academic suspension from the College of Nursing.

Following the second unexcused absence from a scheduled skills and simulation laboratory sessions, the student will be placed on academic suspension and receive an Academic Intervention Plan to include written notification that additional unexcused absences will result in academic termination from the College of Nursing.

Following the third unexcused absence from scheduled skills and simulation laboratory sessions, the student will be terminated from the College of Nursing and not eligible for automatic readmission to a subsequent cohort. The student may re-apply to the College of
Nursing through the College's Admissions Application process as outlined in the 2023-2024 Student Catalog.

Attendance in Clinical Courses

Attendance at clinical sites for the entire assigned time period is mandatory. The student is responsible for notifying the clinical instructor in advance if she or he will be tardy or absent from clinical. Excused absences will be granted only by the Director/Assistant Director of Clinical Resources or designee. Stu**de**n**t**s **a**r**e** **r**e**q**u**i**r**e**d **t**o **a**t**t**e**n**d **a**l**l** **s**c**h**e**d**u**l**e**d** **c**l**i**n**i**c**a**l **e**x**p**e**r**i**e**n**c**e**s**. **U**n**e**x**c**u**s**e**d** **a**b**s**e**n**c**e**s **f**r**o**m **s**c**h**e**d**u**l**e**d** **c**l**i**n**i**c**a**l **e**x**p**e**r**i**e**n**c**e**s** **m**a**y** **r**e**s**u**l**t **i**n **t**h**e** **s**t**u**d**e**n**t** **b**e**i**n**g** **a**s**s**i**g**n**e**d **t**o **a** **d**i**f**f**e**r**e**n**t** **c**l**i**n**i**c**a**l **s**i**t**e**,** **a**s**s**i**g**n**e**d **t**o **a** **d**i**f**f**e**r**e**n**t** **c**l**i**n**i**c**a**l **i**n**s**t**r**u**c**t**o**r**,** **o**r **a**s**s**i**g**n**e**d **t**o **a** **d**i**f**f**e**r**e**n**t **d**a**y**/**e**v**e**n**i**n**g **s**h**i**f**t**. **T**h**e** **c**l**i**n**i**c**a**l **a**s**s**i**g**n**m**e**n**t **w**i**l**l **b**e **c**o**n**s**i**s**t**e**n**t **w**i**t**h **t**h**e** **e**s**t**a**b**l**i**s**h**e**d** **c**l**i**n**i**c**a**l **o**u**t**c**o**m**e**s **d** **t**h**e** **t**u**d**e**n**t**'**s **e**a**r**n**i**i**n**g **n**e**d**s**.** **c**l**i**n**i**c**a**l **a**s**s**i**g**n**m**e**n**t **w**i**l**l **b**e **c**o**n**s**i**s**t**e**n**t **w**i**t**h **t**h**e** **e**s**t**a**b**l**i**s**h**e**d** **c**l**i**n**i**c**a**l **o**u**t**c**o**m**e**s **d** **t**h**e** **t**u**d**e**n**t**'**s **e**a**r**n**i**i**n**g **n**e**d**s**.** 9 0.B (n)-4 (i)-6 (cal)fidh.

Students who are absent more than one (1) day in a one (1), two (2) or three (3) week clinical or two (2) days in a four (4) week clinical, even if the absences are excused, will be required to remediate the clinical

- Communication between teams during the team assessment will result in all team members from both teams losing all credit for the team assessment.
- Communication between teams during the EBR assessment will result in all members from both teams losing the ability to upload the EBR.

- Students are required to download all (individual, teams, and EBR) of the assessments the day before the assessment, as instructed by the faculty.

Individual Assessment

-

- Faculty will display assessment questions with the rationales on the monitors in the classroom.
- Students are not permitted to have any items with them during the expert review process except

reference includes unassigned reading(s) and/or incorrect edition of the text.

- All evidence-based requests are required to include what the student wants done with the question (i.e., give full credit to all students, accept an alternative answer, accept more than one answer, etc.).
  - The evidence-based review team will not review items that do not contain appropriate reference(s).
  - Items

Reassessment Pre-licensure Program Process

- The initial assessment is taken individually, followed by a 10-minute break.
- Faculty will complete an expert review of the assessment, followed by a 10-minute break.
- Following the break, students will begin the evidenced-

RN-BSN

Following the completion of:
NURS 410 (Course 4) encompassing blocks 1.0 through 4.0.
NURS 414 (Course 7) encompassing Blocks 5.0, 6.0 & 7.0.

In the event of a military leave, the request must be accompanied by a letter from the appropriate agency indicating the estimated length of absence. In the event of serious personal problems, the Dean reserves the right to request appropriate documentation.

A student who is granted a leave of absence must submit a letter of intent to return to classes to the Dean at least three months prior to the requested date of return. It is the student's responsibility to keep the Dean informed of any change of address while on a leave of absence.

Leaves of absence may be granted for a maximum of 180 days. The terms and conditions of the leave will be determined by the Dean of the College of Nursing. If the leave exceeds 180 days, the Dean and student will complete a re-evaluation of the situation and a determination will be made whether the Leave of Absence may be continued.

Students who have been granted a Leave of Absence prior to completing all course requirements and remediation opportunities may receive an Incomplete, "I" for the course in which they are currently enrolled at the time of approval.

Students on an approved leave of absence will be considered withdrawn for Federal Student Aid and enrollment reporting purposes.

Auditing Courses in the College of Nursing

A student who received a No Pass "NP" in a course and will re-take the course the next time it is offered on the curriculum calendar may audit the previously successfully passed courses to refresh the student's knowledge with prior written approval from the Dean or Associate Dean of Academic and Student Affairs. The student must notify the College of Nursing that the student wishes to audit no later than the first day of the course.

The student who attends the didactic component of a course will not be required to pay tuition or fees and may not take assessments. The student will not receive additional credit or a grade.

The student who elects to re-attend the skills laboratory component of a course will be required to pay a fee of $50.00. The fee will be collected by the Bursar's office. Clinical rotations cannot be audited.

person to look at your answers. This applies to hard copy and online assessments.

- Collaborating with another person during individual assessments or assignments where the work is to be performed by the individual student.
- Taking an assessment for someone else or having another person take one for you.
- Exchanging notes or information between students during an assessment.
- Obtaining unauthorized information about an assessment.
- Bringing materials or information to an assessment that is not permitted, whether you planned to use it or not.
-

Suspension for Academic, Professional, and/or Clinical Misconduct

The College reservese

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

If a student feels the student has been treated unfairly in a matter involving probation, the student may appeal that decision in writing to the Dean. The written appeal must be submitted to the office of the Dean within two (2) business days of notification of the Dean, Associate Dean of Academic and Student Affairs or designee's decision. The Dean shall consider the appeal and render the decision. The Dean shall communicate this decision in writing to the student and the Associate Dean of Academic and Student Affairs or designee. The decision of the Dean shall be final, effective immediately.

Grievances

Grievance Procedures

The College of Nursing is committed to mutual respect among all of its members. This commitment includes students, faculty, staff and administration. We seek to resolve issues and concerns in a fair and informal manner. However, should a formal grievance be filed by a student the student shall be given the right to due process.

An action or a decision can be grieved if it involves the failure to follow or a misapplication or misinterpretation of University policy, regulation, or rule; or a violation of state or federal law. Unless a clear threat to the safety or well-being of members of the University community exists, the student shall have the opportunity to continue to attend classes and participate in all sanctioned College activities until such time as any/all appeals are exhausted.

The student is expected to behave in a professional manner during this time period. Any disruptions of class or University operations or any other unprofessional behavior may result in rescission of the student's opportunity to attend class and/or all sanctioned College activities.
Throughout the grievance process, the student may be accompanied by a support person who may advise the student but cannot speak for or provide information on behalf of the student.

Informal Grievances

Any student in the College of Nursing who believes that he or she has a grievable issue (as defined above under Grievance Procedures) is encouraged to resolve the matter informally. The student must first talk with the person or groups at whom the grievance is directed in an attempt to informally resolve the issue. Grievances will be reviewed, and decisions made based on the evidence presented. In no event shall persons who review a grievance substitute their subjective judgment about the issue or academic quality for that of the professor or other parties involved.

Student Concerns, Issues & Questions Phase 1:

Attempt resolution with parties involved.

1. The student (s) should meet with individual (s) with whom the concern originated. The Grievance Form will be completed by the student and all individuals involved in the meeting.
2. After meeting with the individual (s) to discuss the matter, if a resolution cannot be reached, the student must continue with the Chain of Command which proceeds to phase 2 and/or 3. The Grievance Form will be completed and signed by all individuals involved in any meetings related to the grievance.

Phase 2:

1. Course Issue - All parties involved will meet with the Course team. If the student met with the course team in phase 1, the student is not required to have a second meeting with the team but may consider the informal grievance procedure complete. The grievance form will be updated, signed and dated by all individuals involve in the meeting.
2. Non-Course Issue - All parties involved will meet with the Cohort Advisor to discuss the matter (s) and rdeed, sigri04 rdei044 Td[(ma)6 (tte Tc 0.0)-2 bri04 rdee 0.33 0 ,aette TTh 0.0(s)
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1. A calculation error in the grade.
2. Assignment of a grade based on factors other than student achievement.
3. Inconsistently applied standards for evaluation of student academic performance. Individual assessment items may not be appealed.
    - The student may request the review of an assessment item(s) only during the evidence-based review process provided after each Team assessment is completed. Once a decision has been made regarding each disputed assessment item, there will be no further discussion of that item.
4. Appeals may not be submitted for any assessment until all reassessments have been completed and grades have been released. Consequently, no appeals will be accepted between the assessment and the reassessment.
5. Any student achieving a Pass "P" on either the assessment or the reassessment is ineligible to submit grade appeals for that assessment/reassessment.
6. A student who wishes to initiate a grade appeal must follow the Grade Appeal process outlined below:

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

1. Discuss the issue with the Course Coordinator, within one (1) business days of the assigned grade.
2. Discuss the issue with the Course team within two (2) business days of the assigned grade. If the Course team is not available, the student may proceed to step 3 below.
3. Submit a formal written grade appeal to the Associate Dean of Academic and Student Affairs

Complaints may be directed to the “CCNE Complaints Administrator” and sent to:

CCNE
655 K Street NW Suite 750
Washington, DC. 20001

Hence, the College has established, implemented, and maintains a student complaint procedure that affords the complainants with fundamental procedural due process. In accordance with CCNE and good academic conduct, our college has developed the following policies and procedures. The student may submit a written complaint to any of the following College administrators: Associate Dean of Research and Graduate Programs, Associate Dean of Faculty Affairs and Learning Innovation, Associate Dean of Academic & Student Affairs, Assistant Dean of Curriculum & Assessment and/or Directors. A student may also submit a written complaint to a student class officer (e.g., class president, vice president) or anonymously place the complaint in a secure box located in the student commons. The Student Affairs committee will formally investigate a student's written complaint. If the complaint involves a member of the Student Affairs Committee, the member will recuse himself. If the complaint involves the Dean, the Chancellor of the Henderson, Nevada campus will assume responsibility for leading the investigation. The Chairperson of the Student Affairs committee will share the results of this investigation with the other Deans and Directors. The Dean will review this report and determine if the complaint requires a formal intervention. All written complaints will be kept in a confidential, secured file in the Dean's office.

Undergraduate Class Officers & Responsibilities

Class President

- The president is the chief executive officer of the class and takes the lead in determining non-academic outcomes.
- The president works with all class officers to ensure that the class’s interest is being observed in matters of finance, publicity, and fundraising programs.
- The president acts as a liaison with the college of nursing administration and the class advisors on behalf of the class.
- The president presides over all meetings of the class and is responsible for implementing all decisions of the class.
- The president may appoint an interim class member to fill an officer vacancy that arises between class officer elections. The careful selection of class officers is vital to an energetic, active class.
- The president selects the time and place of all regular and special meetings.
- The president oversees duties and activities of all other class officers.
- The president is proactive in matters related to fund-raising development, implementation and evaluation.
- The president is responsible for implem3.9 (er8 Td0078Tj/TTt(nd)Tgeas)-5ndssor iilass m tlerr4.42 30.49(

Vice President

- The vice president shall perform the duties of the president in the president's absence.
- The vice president shall assist the president to act as a liaison between the class and class advisors.
- The vice-president may be appointed by the president to assume oversight of a committee such as graduation or fundraising.
- The vice president represents the class in the planning of orientation and related activities and events.
- The vice-president may serve in the absence of the secretary or treasurer and fulfills duties of each office as required.
- The vice president shall fulfill other duties as directed by the president.

Secretary

- The secretary shall prepare and distribute the meeting agendas.
- The secretary shall record and publish meeting minutes and maintain all records (including attendance) that apply.
- The secretary shall prepare and respond to all class correspondence.
- The secretary may serve in the absence of the president, vice-president and treasurer and fulfills

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

Students are active participants in the governance of the College of Nursing. Selected College of Nursing Faculty Council committees shall have a class member from each campus who may be elected or appointed by the Class President. All elected or appointed student committee members must be admitted and in good academic standing to serve on Faculty Council committees. Student representatives will hold voting privileges on assigned committees. The College of Nursing has student representation on the Student Affairs Committee, Simulation Committee, Curriculum Committee and the Advisory and Resource Committee.

College of Nursing Faculty Council Committees Advisory Resource Committee (ARC)

The purpose of the ARC is to:

- Provide counsel to the 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.
- Assist in the development of long-range plans for the College of Nursing.
- Review long range plans annually and make recommendations.
- Review bylaws at least every two years (or as needed) and make recommendations.
- Create and/or review forms (academic tools) for consistency with CON philosophy, mission, and student outcomes.

Curriculum Committee

The purpose of the Curriculum committee is to:

- Provide for ongoing planning, development and evaluation of the educational program(s) and curriculum.
- Receive recommendations from course coordinators and course teams regarding curriculum.
- Make recommendations to the Faculty Council regarding curriculum and/or course changes.
- Provide counsel to the Dean in matters related to recommended curriculum changes.
- Review course evaluations, aggregate and trend data across cohorts and present data to the Faculty Council for evaluation and discussion quarterly.

Educational Resource Committee

The purpose of the ERC is to:

- Collaborate with Library staff to purge outdated library holdings of digital and hardcopy materials as determined by relevancy to the CON.

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University, or other organizations.

- Develop and implement procedures to ensure recognition of scholarships and awards.

Simulation Committee

The purpose of the Simulation committee is to:

- Provide for ongoing planning, development, and evaluation of simulation activities.
- Develop and recommend pr

The student must make-up time missed from the clinical rotation during the designated remediation period, if any. Clinical make up time is based on availability of clinical sites and is not guaranteed.

Students who are meeting course outcomes and have an excused clinical absence (see student handbook), may miss 1 day in clinical courses that are one, two or three weeks long and up to 2 days in clinical courses that are four weeks long without being required to remediate/repeat the clinical course in which the absence occurred.

The student will receive an alternate clinical assignment that is comparable to the missed clinical day(s), (i.e., Simulation Lab and/or written assignments or disease concept maps, case study, etc.). The alternate clinical assignment will be consistent with the established clinical outcomes and the student's learning needs. All alternate clinical assignments must be approved by the clinical instructor and the Director/Assistant Director of Clinical Resources. The option for an alternative clinical assignments only available for up to two (2) clinical courses throughout the duration of the program.

If the student has an excused absence in a third clinical course, the student will receive an incomplete for

the student's clinical performance is unsatisfactory. A No Pass "NP" grade in a clinical course must be remediated or repeated to continue in the program. The student will be given a Clinical Intervention Plan specifying placement on academic probation. The student is required to remediate or repeat the entire course and successfully complete all assignments or assessments. If the student is successful in repeating or remediating the course, the student will be removed from academic probation. If the student does not meet clinical course competencies after remediation, the student will receive a No Pass "NP" for the course and must withdraw from the program. The student's status at the time of the withdrawal is "not in good academic standing." If a student demonstrates unsatisfactory clinical performance, a Clinical Intervention Action Plan will be completed by the clinical faculty and reviewed with the student. The student may make comments on the clinical intervention plan, develop goals to achieve a successful resolution, and both parties will sign verifying that the information was discussed. The

Incomplete Assignments

The clinical faculty will determine the due dates for all clinical assignments based on the clinical schedule. All assignments must receive a “Pass” grade on or before the final clinical day or as designated by the clinical instructor to complete the course successfully. Unless excused, the student who does not complete and submit a clinical assignment on 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. Students who are excused must complete and submit all clinical assignments at the time and date designated by thef byctm1tel

healthcare provider (physician, nurse practitioner, or physician assistant).

- Immunizations – A copy of completed immunization record of documentation that contains the

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. In any clinical facility, cut-offs, jeans, flip- flops, open-toed shoes, or bare and revealing clothing will not be allowed.

Violations of Dress Code

Any violations of the above dress code will be subject to disciplinary action. The first offense will be a verbal warning and correction of the dress code violation. The second offense will include correction of the dress code violation and a referral to the Associate Dean of Academic & Student Affairs or designee.

Clinical Uniforms

Students are expected to wear the approved College of Nursing uniform, purchased from the approved vendor, when reporting to clinical rotations. Any student who appears at a clinical site without a clean and appropriate uniform will be sent home immediately and will not receive credit for any subsequent missed clinical hours.

The College of Nursing uniform consists of a "white unisex scrub top with Burgundy trim on the sleeve, Burgundy unisex pants, a white laboratory coat, and white shoes with an impenetrable top and non-marking soles.

Clinical Orientation

For each nursing course, students may be expected to rotate to several nursing agencies or nursing units. Specific hospital requirements will be discussed during orientation. The clinical instructor will plan orientation days and a facility tour. Parking, conference rooms, and meals will be discussed as they pertain to each facility's protocols. Orientation to a clinical setting may be considered a component of a full clinical day during regularly scheduled clinical courses.

Clinical Assignments

Some nursing courses may require that students report to the assigned clinical agency to obtain a patient assignment on the day before clinical rotation. Appropriate professional dress must be worn including appropriate student identification when reporting to get the patient assignment.
Information obtained from the clinical chart must not include the client's name or personal data. All information must adhere to HIPAA regulations.
This information will be used for the client's care plan. Students may not copy a medical record, take a picture of, or remove any document printed from the patient's medical record from the facility. Please be considerate with staff and their shift changes and/or physician rounds. Any chart with an order must not be removed from the nurses' station.

If your assigned client is no longer on the clinical unit or at the facility, the student or professor will select a client of similar acuity, when possible.

Clinical Preparation

Clinical preparation, including the clinical documents, is done to prepare students for total client care within the scope of their current skill level. Typically, this consists of morning care, treatments, meals, physical assessment, documentation, and medication administration. The student will be expected to

- Failure to safely execute critical elements of procedures or protocols in practice

Daily Clinical Routine

The student will report to the student's instructor during pre-conference fully prepared to perform patient care. Upon arrival to the unit, the student will meet with the RN assigned to the student's client and obtain a shift report. After receiving the report, the student will check the assigned charts for any other lab values, new orders, or pertinent information needed to care for that particular client on that day. The RN is ultimately responsible for the client's care. Therefore, the student will report any care given or omitted prior to leaving the unit for breaks and at the end of the shift to the RN or designee.

A typical day in a clinical rotation may include:

- assessment and vital signs as ordered with appropriate charting
- morning or afternoon care, including linen changes as needed
- daily weights as needed
- monitoring intake and output
- monitoring dietary intake/passing trays
- specimen collection
- medication administration and documentation
- charting and documentation
- opportunities for new procedures
- admissions, discharges, and transfers
- accompanying client to tests or procedures
- a 30-minute meal break (arranged with your nurse)
- monitoring client safety, including following hospital "codes"
- monitoring client activity as ordered
- monitoring new physician's orders

(Student nurses may not take verbal or written orders)

Supervision of Skills in the Clinical Area

Nursing skills that are correctly performed by the student and signed off in the Skills Lab may be performed in the clinical setting, if consistent with the policy of the clinical agency. For each clinical course, please review the clinical outcomes document (found in Canvas) to review a list of skills that may be performed. Performing a skill that is not passed off in lab or is not listed on the clinical outcomes document may result in removal from the clinical setting. (See Professionalism).

Medication Administration Limits

- Students MAY NOT administer blood products
- Students may not administer drugs during a "Code"
- Students may not sign out or sign as the witness for the wasting of narcotics
- Students may not administer medications to a patient without a patient ID
- Students may only access a central venous catheter or PICC line in accordance with facility policy (faculty and/or supervising RN present)
- Students may not administer medications in the child life room/playroom
- Students may not perform testing on a Swan-Ganz catheter
- Students may not administer any medications that they did not draw up, mix, or open
- Students may not administer any medication without the supervising RN or faculty member present.

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 #:

6. Actively participate in all group assignments. Be aware of consequences if group participation does not improve
7. Other

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 Associate Dean of Academic & Student Affairs.

Concern #2:

1. As stated in outcome statement, above.

Concern #3:

1. Discuss with appropriate faculty reasons for frequent absences and/or tardiness, whether excused or unexcused, to try to resolve problem.
2. As stated in the course syllabus, be aware that any absence from nursing lab must be made up during the student's free time.

Appendix B – Clinical Intervention Action Plan

Roseman University of Health Sciences College of Nursing

Clinical Intervention Action Plan

Student Name:	Date:
Faculty Name:	Block:

Statement of concern my include but are not limited to(select all that apply) Unsafe clinical practice

☐ Actions which place patients, families, oneself, or other humans at risk for physical injury Refusal or

☐ failure to follow clinical site agency policy/protocols

☐ Unprofessional behavior

☐ Disrespectful behavior toward faculty and/or agency staff

☐ Failure to report changes in client's condition to faculty and/or agency staff Providing untrue or

☐ inaccurate information

☐ Unsatisfactory and/or incomplete assignments Failure to meet clinical outcomes

☐ Other

☐ As Evidenced by (Detailed Description of Student's Behavior)

Detailed Description of Interventions by Faculty

Detailed Description of Corrective Action Plan by Student

Clinical Intervention Plan Outcome (to be completed at the end of the clinical block)

Faculty Comments	Students Comments
Student Signature Date	Faculty Signature Date

Clinical Intervention Action Plan Initiated-Date _____

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Student received copy of Mid Term Evaluation _____

Student received copy of Clinical Intervention Action Plan _____

Clinical Intervention Action Plan Outcome:	Student Comments:
Student Signature:_____ Date:_____	Faculty Signature:_____ Date:____

Appendix C – Nursing Simulation Laboratory Policy and Confidentiality Agreement

Roseman University of Health Sciences 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 conditions that can change in response to the learner's interventions. Simulation sessions consist of structured patient scenarios lasting approximately 15-30 minutes, allowing the student to practice direct interactions

Confidentiality Agreement

As a user of the Roseman University of Health Sciences Nursing Simulation Laboratory, I understand the significance of confidentiality with regards to all aspects concerning simulation experiences. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to the simulation faculty. I am aware and understand sharing scenario experiences with fellow students outside of the simulation laboratory will be considered academic misconduct and may result in disciplinary action.

I agree to adhere to the following guidelines:

- All patient information whether electronic, written, overheard or observed is confidential and any inappropriate viewing, discussion or disclosure of this information is a violation of Roseman University of Health Sciences Nursing Simulation Laboratory policy.
- Maintain strict confidentiality regarding my performance as well as the performance of others, whether witnessed in real time or on media. This includes events, actions and statements seen or heard during the scenario and as part of the debriefing discussions.
- Viewing, using, disclosing or copying information related to simulation scenarios will only be allowed as it relates to the performance of educational duties.
- All simulation scenarios, regardless of the outcome, will be treated in a professional manner. Simulation mannequins are to be treated with the same respect as if they were live patients.
- Refrain from use of demeaning, mocking, negative verbal, written or body language about any scenario participant's action or behaviors before, during or after the scenario.
- Support and guide participants in a positive, professional manner and fully participate during the debriefing session.

Student Signature:_____ Date:_____

Printed Name:_____

Faculty Signature:_____ Date:_____

Printed Name:_____

Appendix E – Physical Examination Form

ROSEMAN UNIVERSITY OF HEALTH SCIENCES COLLEGE OF NURSING

PHYSICAL EXAMINATION

Appendix F – 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-

Appendix G – Reporting TB Symptoms/Findings

Reporting Symptoms and/or Findings Consistent with TB to Salt Lake County Health District TB Clinic

Student Name:_____ Student Phone# _____

Students who have a positive QuantiFERON-Gold TB blood test must complete the TB Screening Tool that documents the presence or absence of TB symptoms. The student must also obtain a 1-view chest x-ray within 48 hrs. All above documentation must be immediately submitted to the Director of Clinical Resource at Roseman University College of Nursing.

If the student has a positive TB test and has symptoms consistent with TB or a Chest x-ray report with findings consistent with TB, the student must be seen by a healthcare provider within 24 hrs.

The student will not be permitted to continue in classes or in a clinical rotation until a medical clearance from the student's healthcare provider is submitted to the Director of Clinical Resource or designee.

Because TB is a reportable infectious disease, the Director of Clinical Resources will notify the TB Clinic at the Salt Lake County Health District of all students with a positive TB test and symptoms consistent with TB or a Chest x-ray report with findings consistent with TB.

Appendix H –

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