BSN STUDENT HANDBOOK

RN TO BSN TRACK

2022 – 2023

NEVADA STATE COLLEGE
SCHOOL OF NURSING

Dear Nursing Students,

Welcome to Nevada State College (NSC) School of Nursing. This is a very exciting time for the profession of nursing, for our local community, and for the larger global community. The nursing profession has experienced several decades of evolution and growth as nurses are called upon to practice to the full extent of their educational preparation. Nursing is a journey of life-long learning and provides many opportunities for increased responsibility and influence that leads to a fulfilling life for those of us who choose this pathway.

The administration, faculty, and staff at Nevada State College are thrilled to be a part of your journey. This nursing student handbook is designed to provide the BSN student with information about requirements, professional codes of conduct, policies, procedures, and guidelines specific to the School of Nursing. It should be used as a supplement to the Nevada State College Catalog, the Nevada State College Student Handbook, and other College-wide publications. As adult learners within the scope of a professional education program, it is each student's responsibility to locate and adhere to all established policies and procedures as presented by the School of Nursing and Nevada State College.

A professional nursing program cannot operate and fulfill its mission without the participation of students. Participation in the program requires us all to work together to build and sustain a culture of civility which we hope you will carry with you into societies and nursing practice settings that are in need of caring influence. A culture of civility requires that each person:

- Respects the dignity, perspectives, and well-being of self and others.
- Intentionally welcomes and seeks others' points of view and finds common ground.
- Uses multiple ways of listening and communicating.
- Assumes goodwill and best intentions from the words and actions of others.
- Honors diversity and inclusivity.

Thank you for choosing NSC School of Nursing, and we look forward to building a better future for you, your future patients, and the communities we serve.

Best always,

June Eastridge EdD, MSN, CNE, COI
Dean, NSC School of Nursing

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SECTION 1:

CIVILITY IN THE SCHOOL OF NURSING

Civility in the School of Nursing

Civility is respect in action – to identify with others and to feel, to some extent, what others feel…to act in a responsible and caring manner. It is our expectation that all students, faculty, and staff in the School of Nursing will choose civility.

Research studies have shown that incivility in nursing education often results in psychological and physiological distress in both students and faculty. This stress affects the academic environment. Clark and Springer (2010) report that the major stressors of students include juggling many roles and competing demands (e.g., work, school and family); financial pressures, and time management. Faculty stressors include multiple work demands, heavy workloads, problematic students, and maintaining clinical competence.

Examples of uncivil behaviors reported in the literature and experienced by School of Nursing faculty/staff include:

- In-class disruptions (e.g., rude comments, excessive whispering/side conversations, texting, cell phone and computer misuse)
- Late arrivals and leaving early
- Sleeping in class
- Working on another course's work assignments
- Anger or excuses for one's own poor performance
- Dismissive comments
- Insubordination
- Expressly being non-compliant

Unfortunately, it only takes one person to affect the learning environment. Furthermore, the American Nurses Association [ANA] (2015) Code of Ethics for Nurses requires nurses to treat colleagues, students, and patients with dignity and respect and states that any form of harassment, disrespect, or threatening action will not be tolerated. Your time with us in the School of Nursing is the time for you to learn and apply these professional standards. Students, faculty and staff are encouraged to work together to provide a safe teaching-learning environment that encourages civil behavior.

The expectation at the School of Nursing is that faculty, staff and students work together to resolve conflict as soon as possible by using open and respectful dialogue. According to Berman and Snyder (2012), managing conflict involves these actions:

- Demonstrate respect for all parties
- Avoid blaming others
- Encourage full discussion of issues
- Actively listen to other points of view
- Use ground rules during discussions to promote fairness
- Explore all possible solutions
- Being familiar with and exercising chains-of-command

By working together, civility becomes part of our culture. A safe, respectful learning environment is created to meet the mission of graduating competent, caring and respectful nurses.

References:

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements.* Silver Spring, MD: Nursesbooks.org Retrieved from https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/

Berman, A., & Snyder, S. (2012). *Fundamentals of nursing*. Upper Saddle River, NJ: Pearson Education, Inc.

Clark, C. M., & Springer, P. J. (2010). Academic nurse leaders' role in fostering a culture of civility in nursing education. *Journal of Nursing Education, 49*(6), 319-325.

SECTION 2:

SCHOOL OF NURSING OVERVIEW

School of Nursing Mission Statement

The Nevada State College School of Nursing fosters excellence in healthcare by providing innovative and evidence-based education. Our focus on caring and competence leads to improved health, safety and cultural awareness for all participants within the communities served.

Approved by SoN Faculty 2-14-2013. Updated by SON Faculty 11-12-2019

School of Nursing Vision Statement

Nevada State College School of Nursing is the leader in innovative teaching excellence that graduates a diverse population of safe and caring nurses who embrace all cultures in the community.

Approved by SoN Faculty 2-14-2013. Reaffirmed by Faculty 2-2-2021

School of Nursing Philosophy

The nursing program philosophy contains the faculty's beliefs about person, well-being (health), nursing, and nursing education.

A person is a unique functionally integrated individual connected with others and with the environment. To be human means to be free to choose, which gives meaning to life and affects a person's well-being (health).

Well-being (health) is considered to be a dynamic process involving unity and harmony encompassing the entire nature of the individual; the physical, social, esthetic and moral realms. When individuals experience real self, harmony is the result. Harmony is associated with well-being (health). Moreover, individual well-being (health) contributes to community well-being (health).

Nursing is both an art and a practice science. The faculty believes that caring in the human health experience is the essence of the discipline of nursing. That is, the goal of nursing is to promote well-being (health) through caring. The nurse supports the well-being of persons, families, groups, communities and societies via a caring relationship.

Caring is a relational process in which the aim is to nurture the wholeness of persons, including faculty, students, colleagues, and patients. Caring has both spiritual and ethical dimensions. Spiritual caring involves creativity and choice. Nurses use support, empowerment, growth, and hope in spiritual caring practice. The crucial part of ethical caring promotes the good and functions as the compass in nurses' choice making.

In transpersonal caring, the nurse seeks to connect with the spirit of another in a mutual search for meaning and wholeness. The nurse, through transpersonal caring, develops a helping-trusting, authentic relationship with a patient to facilitate healing.

Caring nursing practice includes application of both the art and science of nursing. Caring practice by the nurse incorporates cultural sensitivity and humility, professionalism, leadership, collaboration, critical thinking, and expert clinical reasoning in the context of evidence-based practice to provide safe, quality, patient-centered care. On the personal level, caring in the individual nurse's practice is developed through reflection-on-experience. At the system level, the nurse demonstrates caring through continuous quality improvement.

The nurse, patient, and health-care system are dynamically interconnected. For example, system and patient-care decisions incorporate expert application of information management and patient care technology. Nurses as leaders in the health-care system focus on optimal patient, family, and community physical, emotional, and spiritual wellness. Professional collaboration and communication with patients and health-care professionals, in a variety of settings, is essential to achieve positive health outcomes.

The faculty believes that nursing requires integration of multiple types of knowledge. These include empirics (the science of nursing), aesthetics (the art of nursing), ethics (moral knowledge), and personal knowledge (knowledge gained by life experience). The application of nursing knowledge requires complex decision-making involving consciousness, caring, and choice. Education involves all aspects of caring for the person (student, faculty, patient, or community member). Undergraduate education in nursing builds on previously learned information and prepares the student as a beginning professional practitioner. Within nursing, personal and professional learning and growth are lifetime endeavors.

Approved by Faculty 7/3/03
Reviewed by Faculty 5/14/04
Revised by Faculty 4/27/09
Revised by Faculty 4/05/11
Affirmed by Faculty 2/14/13
Reaffirmed by Faculty 2/2/2021

Introduction to the Caring Science

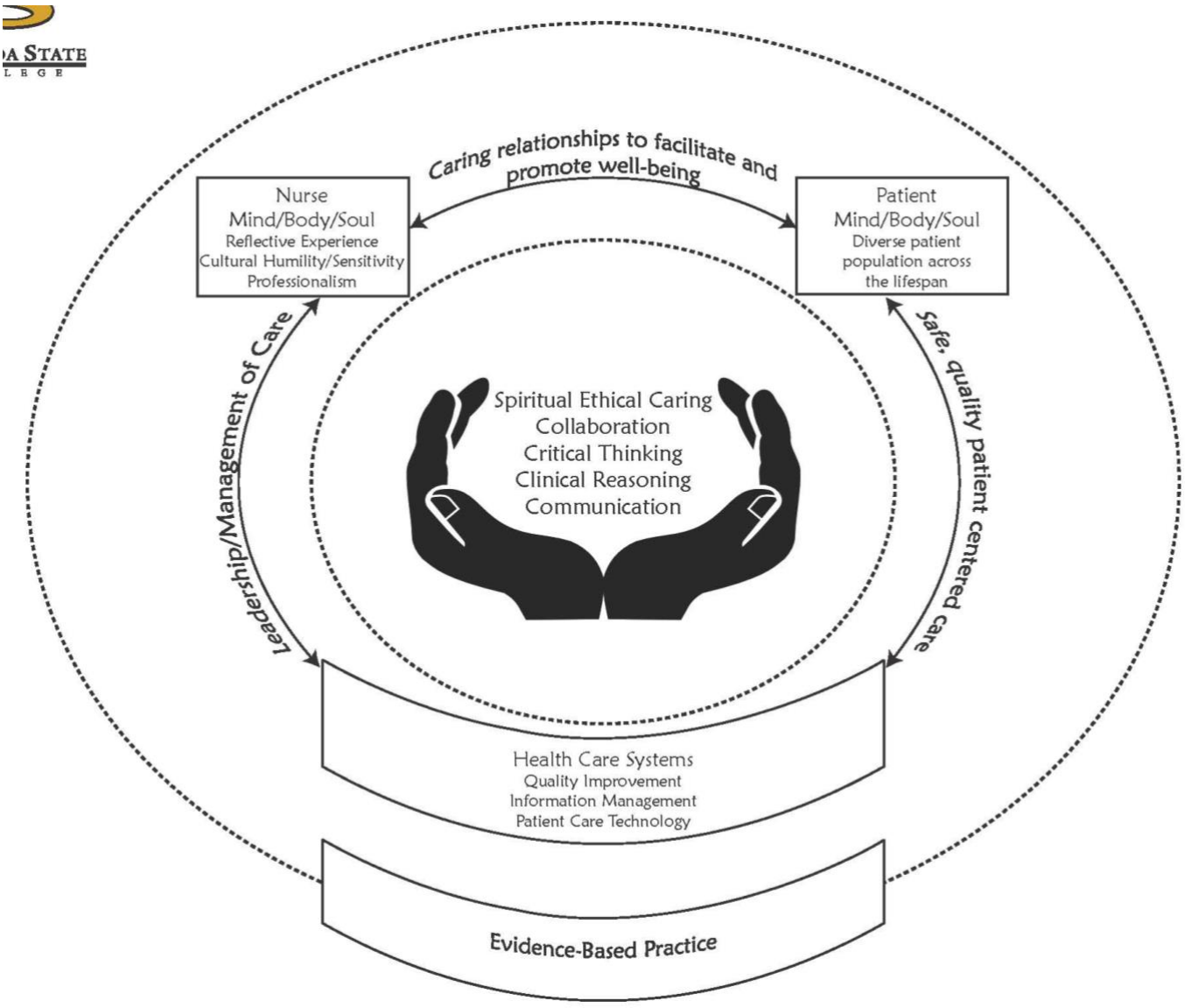
The School of Nursing's curriculum is deeply anchored in the Caring Science whereby caring is considered as one central feature within the meta-paradigm of nursing knowledge and practice. Caring Science is an evolving philosophical-ethical-epistemic field of study grounded in the discipline of nursing and informed by related fields (Watson Caring Science Institute, 2020).

10 Caritas Processes™

1. Sustaining humanistic-altruistic values by practice of loving-kindness, compassion and equanimity with self/others.
2. Being authentically present, enabling faith/hope/belief system; honoring subjective inner, life-world of self/others.
3. Being sensitive to self and others by cultivating own spiritual practices; beyond ego-self to transpersonal presence.
4. Developing and sustaining loving, trusting-caring relationships.
5. Allowing for expression of positive and negative feelings – authentically listening to another person's story.
6. Creatively problem-solving-'solution-seeking' through caring process; full use of self and artistry of caring-healing practices via use of all ways of knowing/being/doing/becoming.
7. Engaging in transpersonal teaching and learning within context of caring relationship; staying within other's frame of reference-shift toward coaching model for expanded health/wellness.
8. Creating a healing environment at all levels; subtle environment for energetic authentic caring presence.
9. Reverentially assisting with basic needs as sacred acts, touching mind-body-spirit of spirit of other; sustaining human dignity.
10. Opening to spiritual, mystery, unknowns-allowing for miracles.

Watson Caring Science Institute. (2020). *Caring science/human caring theory*. https://www.watsoncaringscience.org/jean-bio/caring-science-theory/

Graphic Representation of the School of Nursing



School of Nursing Outcomes

- Develop authentic presence to create culturally sensitive, nurturing relationships with patients and families.
- Use scientific problem-solving methods and multiple ways of knowing to make caring-based nursing decisions that promote wellness and healing.
- Create a culture of safety and continuous quality improvement within the healthcare system.
- Co-create collaborative relationships with patients, families, communities, and members of the interprofessional team through open communication, mutual respect, and shared decision-making to promote optimal health.
- Use information and technology to communicate, manage knowledge, enhance safety and decision making and coordinate care.
- Practice stewardship of the profession that fosters human dignity and advocates for equity in healthcare environments.
- Assimilate professional, legal, and ethical guidelines in practice by embracing altruistic values and practicing loving kindness with self and others.

Revised and approved by Faculty 10/11/2016

National Accreditation and State Board Approval

CCNE: Commission on Collegiate Nursing Education

The baccalaureate degree program in nursing at Nevada State College is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Nevada State Board of Nursing

The School of Nursing holds full approval by the Nevada State Board of Nursing.

Admission to the RN to BSN Program

To establish eligibility for admission into the RN to BSN program, you must have the following:

- Associate degree from a regionally accredited institution of higher education and a nationally accredited nursing program*.
- Official Transcripts sent directly to the Office of Admissions (conditional admission may occur pending receipt of transcripts)
- A current, unencumbered Registered Nurse (RN) license** that must be maintained throughout the course of the program
- Recent graduates must obtain RN license within 7 weeks of acceptance to the program
- A cumulative GPA on all coursework of 2.0 or above
- A copy of government-issued ID

*Individuals who have graduated with an ADN from a nationally accredited institution of higher education and/ or a nursing diploma program are welcome to apply. After a full transcript review, a program plan, including additional core education and/or nursing requirements in accordance with the NSC policy on transfer credits for Previous College or University Work as outlined in the course catalog at the time of admission, will be provided to the student. The application of Gen Ed block credits as well as NURS prior learning credits is subject to transcript review in these instances.

** Students are required to hold an active, unencumbered license in the state in which they reside and/or in the state where the student's practice experiences will occur. The state in which the student's practice experiences occur must be listed as one of the approved states for this program.

Program Description

The RN to BSN program is for students who have passed (or will pass within 7 weeks of acceptance into the program) the National Council Licensing Examination for Registered Nurses (NCLEX-RN) exam and who are recognized as registered nurses holding an unencumbered nursing license. The innovative curriculum for this program is offered in an online format and includes both indirect and direct practice experiences. The goal of the program is to support educational mobility and to strengthen community health and leadership abilities of nurses who already have a foundation in the profession.

RN to BSN Course Offerings

The RN to BSN coursework requires the completion of 36 hours in 12 upper division courses.

- Courses are offered per a designed carousel (see below) with six distinct entry points each academic year – Two entry points each in fall, spring, and summer sessions.
- Courses offered in spring "A", summer "A" & "B", and fall "A" sessions will span 7 calendar weeks where a calendar week is defined as 12:01am on Monday – 11:59pm on Sunday. Courses offered in the spring "B" and fall "B" sessions will span 8 calendar weeks.

RN-BSN Carousel					
FALL 1	FALL 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURS 409 Theory of Caring Science CR3	NURS 409 Theory of Caring Science CR3	NURS 409 Theory of Caring Science CR3	NURS 409 Theory of Caring Science CR3	NURS 409 Theory of Caring Science CR3	NURS 409 Theory of Caring Science CR3
NURS 408 Conceptual Bases of Nursing CR3	NURS 411 Holistic Health Assessment CR3	NURS 408 Conceptual Bases of Nursing CR3	NURS 411 Holistic Health Assessment CR3	NURS 408 Conceptual Bases of Nursing CR3	NURS 411 Holistic Health Assessment CR3
NURS 415 Bioethics & Health Informatics CR3	NURS 330 Biostatistics for Nursing CR3	NURS 366 Nursing in the Global Environment CR3	NURS 330 Biostatistics for Nursing CR3	NURS 330 Biostatistics for Nursing CR3	NURS 366 Nursing in the Global Environment CR3
NURS 437 Theory and Practice of Conscious Dying CR3	NURS 431 Care of Aging Populations CR3	NURS 461 Engaging in Leadership & Health Policy CR3	NURS 415 Bioethics & Health Informatics CR3	NURS 431 Care of Aging Populations CR3	NURS 461 Engaging in Leadership & Health Policy CR3
NURS 462 Caring in Nursing Communities CR3	NURS 451 Scholarly Inquiry of Nursing (WI) CR3	NURS 462 Caring in Nursing Communities CR3	NURS 437 Theory and Practice of Conscious Dying CR3	NURS 462 Caring in Nursing Communities CR3	NURS 451 Scholarly Inquiry of Nursing (WI) CR3
NURS 463 Synthesis of Professional Nursing CR3	NURS 463 Synthesis of Professional Nursing CR3	NURS 463 Synthesis of Professional Nursing CR3	NURS 451 Scholarly Inquiry of Nursing (WI) CR3	NURS 463 Synthesis of Professional Nursing CR3	NURS 463 Synthesis of Professional Nursing CR3
			NURS 463 Synthesis of Professional Nursing CR3		

Please note that the carousel of course offerings is subject to change. For a individualized education plan and/or for guidance as to how to integrate any one of the 3 general education requirements (if needed) into your individualized plan, please reach out to rn2bsn@nsc.edu.

RN to BSN Track Curriculum

GENERAL EDUCATION COURSES

47 credits	
General Education Block Transfer Credits	38 cr.
MATH 120 Fundamentals of College Mathematics*	3 cr.
ENG 102 Composition II*	3 cr.
CH 203 American Experience & Constitutional Change*	3 cr.

*= Transcripts are reviewed for these courses. If not reflected on transcript, students in this track must complete these courses prior to degree completion and in most cases, prior to specific upper division NURS course enrollment. Students needing any or all of these courses should work closely with the RN to BSN Advisor (rn2bsn@nsc.edu) to map an indivdualized education(track) plan for completion of the course(s) in a timely manner as to not delay coursework or degree completion.

TRACK SPECIFIC UPPER DIVISION NURSING CURRICULUM PATHWAY** (ADMISSION REQUIRED)

= Sample plans only. The exact pathway is dependent on session start and whether full- or part-time pace is desired. Students are to reach out to the RN to BSN Advisor (rn2bsn@nsc.edu) for an individualized education (track) plan specific to their needs.

Full-time Status – 36 credits – 12 months to degree completion – 6 sessions offered per year	
Session 1 (7-8 week session)	
NURS 409 Theory of Caring Science	3 cr.
NURS 408 Conceptual Bases of Nursing	3 cr.
Session 2 (7-8 week session)	
NURS 366 Nursing in the Global Environment	3 cr.
NURS 411 Holistic Health Assessment	3 cr.
Session 3 (7-8 week session)	
NURS 415 Bioethics and Health Informatics	3 cr.
NURS 437 Theory and Practice of Conscious Dying	3 cr.
Session 4 (7-8 week session)	
NURS 330 Biostatistics for Nursing	3 cr.
NURS 431 Care of Aging Population	3 cr.
Session 5 (7-8 week session)	
NURS 462 Caring in Nursing Communities	3 cr.
NURS 461 Engaging in Leadership & Health Policy	3 cr.
Session 6 (7-8 week session)	
NURS 451 Scholarly Inquiry in Nursing	3 cr.
NURS 463 Synthesis of Professional Nursing	3 cr.

Part-time Status – 36 credits – 24 months to degree completion – 6 sessions offered per year	
Year 1- Session 1 (7-8 week session)	
NURS 409 Theory of Caring Science	3 cr.
Session 2 (7-8 week session)	
NURS 408 Conceptual Bases of Nursing	3 cr.
Session 3 (7-8 week session)	
NURS 411 Holistic Health Assessment	3 cr.
Session 4 (7-8 week session)	
NURS 366 Nursing in the Global Environment	3 cr.
Session 5 (7-8 week session)	
NURS 415 Bioethics and Health Informatics	3 cr.
Session 6 (7-8 week session)	
NURS 431 Care for Aging Populations	3 cr.
Year 2 - Session 7 (7-8 week session)	
NURS 461 Engaging in Leadership & Health Policy	3 cr.
Session 8 (7-8 week session)	
NURS 437 Theory and Practice of Conscious Dying	3 cr.
Session 9 (7-8 week session)	
NURS 330 Biostatistics for Nursing	3 cr.
Session 10 (7-8 week session)	
NURS 462 Caring in Nursing Communities	3 cr.
Session 11 (7-8 week session)	
NURS 451 Scholarly Inquiry of Nursing	3 cr.
Session 12 (7-8 week session)	
NURS 463 Synthesis of Professional Nursing	3 cr.

NURS Prior Learning Credits***

37 credits	
NURS Prior Learning Credits from prior nursing program and for successful completion of the NCLEX-RN	37 cr.

***= Credits applied to transcript once an application for graduation has been submitted by the student.

Course Descriptions

RN to BSN Orientation
This self-paced course is designed to help you become a successful online learner and acclimate to the online learning environment. The orientation will provide you with an introduction to your online courses and help you become familiar with the necessary tools to access course components, resources, and other information you need to succeed. Upon completion of this orientation course, you will be better prepared to participate in the online learning environment. Once completed, a digital badge is assigned to your personal account indicating completion.

NURS 409 Theory of Caring Science (3.00)
The focus of this course is to introduce the learner to Jean Watson's Theory of Human Caring with emphasis on the application of the Caritas to personal and professional environments. This course will take the learner through a personal journey of self-reflection and self-exploration all-the-while laying a foundation for theory-in-practice. This course includes assignments that require direct clinical practice.
Pre-requisite(s): Admission to the RN to BSN track.

NURS 408 Conceptual Bases of Nursing (3.00)
This course provides a foundational knowledge of nursing theories, and historical trends in nursing education and practice that leads to growth in the role of the professional nurse. Identification of current issues in nursing and healthcare will enhance the basis of the learner's professional nursing practices.
Pre-requisite(s): NURS 409 - May take concurrently with NURS 409

NURS 411 Holistic Health Assessment (3.00)
This course explores the theory and practice of holistic health assessment across the lifespan utilizing a developmental model and theory of human caring based on focused case studies of children, adults, and the geriatric patient. This course includes assignments that require direct clinical practice.
Pre-requisite(s): NURS 409 - May take concurrently with NURS 409

NURS 366 Nursing in the Global Environment (3.00)
This course will provide a foundational understanding of global health issues from a multidisciplinary perspective regarding public health challenges as they are shaped by political, economic and socio-cultural aspects of globalization. This formational knowledge base will enable nurses to understand and reflect, within a Caring Science framework, on the current state of global health.
Pre-requisite(s): NURS 409

NURS 415 Bioethics & Health Informatics (3.00)
An introduction to the fundamental knowledge and skills needed for effective, ethical and compassionate delivery of patient care through application of clinical information systems and bioethical principles. Emerging trends in information technology and current issues in bioethics will be explored.
Pre-requisite(s): NURS 409

NURS 437 Theory and Practice of Conscious Dying (3.00)
This course provides an understanding, through a holistic perspective, of the theory and practice of conscious dying. Students will gain knowledge through self-reflection about their own beliefs surrounding death and dying. Students will enhance their ability to provide sensitive, loving, equanimous, and individualized care to patients and their families as they navigate the sacred passage from life to death.
Pre-requisite(s): NURS 409

NURS 330 Biostatistics for Nursing (3.00)
This course provides an introduction to biostatistics for nursing and allied health professionals. The course covers descriptive statistics, basic probability concepts and distributions, classic estimation and hypothesis testing, regression and correlation, sampling and survey construction, analysis of frequency and count data, and measures of validity and reliability.
Pre-requisite(s): NURS 409; MATH 120 or equivalent

NURS 431 Care of Aging Populations (3.00)
This course uses a wellness approach to holistically explore the care of aging populations. Students identify the complexity of aging through examination of geriatric syndromes and understand that aging is an individualized process involving a vulnerable, yet thriving population. This course includes assignments that require direct clinical practice.
Pre-requisite(s): NURS 409

NURS 451 Scholarly Inquiry of Nursing (3.00)
This course provides the philosophical basis for the development of nursing science and the inquiry of knowledge. The relationships between nursing theory, science, research, and evidence in practice will be explored. Students analyze nursing theories, concepts, research methodologies, and Ways of Knowing within the perceived worldview.
Pre-requisite(s): NURS 409; NURS 330; ENG 102 or equivalent

NURS 461 Engaging in Leadership & Health Policy (3.00)
The focus of this course is on the theoretical basis for the practices used in leadership roles in a variety of healthcare settings for the purpose of providing and improving patient care that is developmentally and culturally appropriate. Analyzes the roles of planning, organizing, directing, and controlling resources in a changing healthcare delivery system. Learners critically analyze a variety of societal, economic, political, and professional issues that influence contemporary nursing. This course includes assignments that require direct clinical practice.
Pre-requisite(s): NURS 409

NURS 462 Caring in Nursing Communities (3.00)
Focus on the community as the client, including community assessment and assessment of the needs within populations. Understand the relationship between health, disease and the environment, with emphasis on the role of community health agencies and programs for communities in need of health care support, regionally, nationally and globally.
Pre-requisite(s): NURS 409

NURS 463 Synthesis of Professional Nursing (3.00)
The final nursing course provides the RN to BSN nursing student the opportunity to apply and integrate knowledge from previous coursework in the development of an evidence-based practice change project. With the help of a Registered Nurse facilitator, you will initiate a proposal that may influence a practice change in a healthcare agency that has the potential for future implementation. This course includes assignments that require direct clinical practice.
Pre-requisite(s): All core RN to BSN NURS coursework. - May take concurrently with NURS 451 or NURS 462

Transfer Credit

Students must submit official transcripts for all prior college course work to the Office of Admissions. As admitted students are required to have graduated from a regionally accredited institution of Higher Education, the student is eligible to transfer in 38 General Education (GE) Block credits. Special attention during transcript review will be paid to the completion of the following 3 general education courses (9 additional GE credits): Math 120 or higher, ENG 102 or higher, and CH 203. Should any of the 3 courses be missing from the student's prior coursework, the student will be required to complete the missing coursework prior to program completion and in some cases, as pre-requisite to core NURS courses. The student, in this case, should work closely with their academic advisor in order to complete the courses in a timely manner as to not delay coursework or program completion.

**Once all transcripts are received, please note that it may take 4-6 weeks for an official transcript review. You may continue to take program specific courses while awaiting official transcript review.

Prior Learning Credits for Nursing Coursework and Successful Completion of NCLEX-RN

To avoid repetition of coursework as the RN student transitions to BSN completion, recognition is given for prior nursing coursework in a nationally accredited ADN program and satisfactory completion of the NCLEX-RN licensure exam. Students admitted to this program will receive a block transfer of 37 nursing credits applied as in-residence upper division courses. These credits will be applied to the student's transcript once an application for graduation has been submitted. Official degree audits are performed by the Registrar's Office upon application for graduation.

Cancellation of Nursing Courses or Change in Course Offering Schedule

The School of Nursing has the right to cancel any course with insufficient enrollment or other operational challenges. Additionally, the School of Nursing has the right to change the day and time of course offerings as deemed necessary to meet operational needs.

RN to BSN Academic Advisement

SON Faculty Advising Model

Purpose

This Nevada State – School of Nursing (SoN) Faculty Advising Model cultivates the co-creation of a caring-trusting, mentorship relationship between the SoN Faculty Advisor and Advisee.

Overview of Advising Model
Post-Licensure

Robinson et al. (2018) emphasizes the importance of recognizing the unique needs of registered nurses returning to the academic setting while continuing their work in a variety of practice settings. As such, an interprofessional, holistic approach to advising RN to BSN students is ideal (Robinson et al., 2018). The interprofessional, holistic approach lends way for relationship building, enhanced student success, and a student-centered experience (Robinson et al., 2018).

Caritas

The developmental advising model organically embeds Caritas #4 the co-creation of trusting-caring relationships as well as Caritas #7 engaging in a genuine teaching and learning environment to result in a relationship between advisor and advisee representative of authentic presence and connectedness (Taylor & Perry, 2019).

Model Outcomes

- Fostering a caring culture in the School of Nursing that supports academic advising and mentorship as a co-created responsibility essential to the educational experience and student success.
- The promotion of self-reflective practices is integral to personal and professional growth.
- Mentorship through exploration of personal and professional activities that are consistent with advisees' aspirations, interests, strengths, and values.
- Dissemination of resources to advisees as needed to support holistic growth and development across the academic journey.
- Maintenance and/or improvement of current student satisfaction scores, graduation, and retention rates.

Advisor/Advisee Assignment

At Nevada State, the interprofessional team consists of two individuals – an academic advisor (hereafter referred to as the RN to BSN Coordinator) and a Faculty Advisor (hereafter referred to as the Post-Licensure Director). In this model, the RN to BSN Coordinator is the first line advisor and is available to students either virtually, by phone, or in-person based on student preference or need. The RN to BSN Coordinator is responsible for proactive and regular outreach to advisees, individualized degree planning, guidance through the RN to BSN Handbook policies and procedures, and generally, responsible for creating a supportive presence through to degree completion. In the instance that an RN to BSN student requests, or is suspected to benefit from, professional mentorship, the RN to BSN Coordinator will connect the student with the Post-

Licensure Director for such professional mentorship. It is, however, important to note that the Post-Licensure Director is also part of the chain of command for Professional Behavior Deficiencies and/or chain of command-related scenarios. These roles are not to be confused.

Sources

Robinson, M., Mole, J., Hiller, R., Swenson, J., & Harrington, A. (2018). Holistic academic progression for nurses: An interprofessional model. *Journal of Community and Public Health Nursing, 4*(1), 211. doi: 10.4172/2471-9846.1000211

Taylor, D., & Perry, L. (2019). Eliciting understanding of faculty advising role using Caritas Processes. *International Journal for Human Caring, 23*(4), pp. 284-294. doi: 0.20467/1091-5710.23.4.284

Approved by Faculty April 12, 2022

Your Advisor is available to:

- Explain curriculum
- Develop degree plans for accepted students
- Act as liaison between students and other campus departments
- Answer questions related to transfer and prior learning credits
- Ongoing advisement on coursework within the carousel as well as any outstanding general education courses required prior to program completion.

Contact your Academic Advisor:

- Through email – rn2bsn@nsc.edu
- By phone – (702) 992-2048
- For additional program-specific information visit https://online.nsc.edu

** All correspondence from advising is unofficial and is for guidance purposes only. Official degree audits are performed by the Registrar's Office upon application for graduation.

Scorpion Success Network

The Scorpion Success Network (SSN) is an early-alert and note-taking tool that can be utilized by faculty and staff. Within the SoN, faculty may create an e-alert for a student who is struggling. The RN-BSN advisor will monitor these alerts and appropriately reach out to offer support to students. Alerts for students in the SSN is a resource, in addition to the Success Plan Policy, faculty and staff within the SoN can use to help students succeed.

SECTION 3:

GENERAL ACADEMIC POLICIES AND PROCEDURES

General Conduct and Responsibility

The faculty of NSC value integrity. To support this value, the School of Nursing endorses an honor code based upon trust and integrity in others. With a commitment to professionalism, this code of conduct is an integral part of the School of Nursing and every student enrolled in the program is expected to follow the code of professional conduct. Students who break the professional conduct code are subject to the actions as defined in the Professional Behavior Deficiency policy located in this handbook. Honesty is a professional characteristic that is vital to the practice of safe nursing and is expected of all students. Misconduct of any type will not be tolerated as it lowers the standards of Professional Nursing Practice, and ultimately jeopardizes the safety and well-being of the public. The faculty of the School of Nursing is charged with establishing and maintaining standards of ethical, moral, and personal conduct for students in the program. It is the responsibility of the Dean, School of Nursing, or delegated agent or agents, to enforce all rules governing student affairs.

The Dean has the authority to administratively withdraw a student from School of Nursing at any time if professional breeches of a legal, moral, ethical, health, social or academic nature occur. Students, who are found in violation of professional conduct, may appeal the Dean's decision. Please refer to the student grievance section of this handbook.

In addition to the School of Nursing Honor code, all students must comply with Nevada State College Student Code of Conduct and Policies, which can be found at https://nsc.smartcatalogiq.com/en/2022-2023/Undergraduate-Catalog.

School of Nursing Code of Professional Conduct

Students who major in Nursing at Nevada State College (NSC) are expected to demonstrate behaviors that are appropriate for the profession of nursing. Students must adhere to each of the following behaviors:

1. Demonstrate honest, trustworthy, and caring behavior at all times.
2. Be respectful in oral, written, and electronic communications and in all interactions with others. This includes maintaining professional interactions with peers, faculty, staff, healthcare professionals, patients, and their families.
3. Maintain standards as defined by the Health Insurance Portability and Accountability Act regarding patient information. This includes but is not limited to photography, screen captures, audio/video recording, paper documentation, social media, streaming live (e.g. Skype, FaceTime), etc.
4. Seek solutions to problems rather than engaging in blocking or blaming behaviors.
5. Exhibit no discrimination, violence, and/or bullying against any person or group including but not limited to those protected under federal and state law.
6. Collaborate with peers, faculty, staff, and healthcare professionals in all learning environments.
7. Establish ethical and caring relationships in accordance with ANA Code of Ethics and the 10 Caritas Processes™ with peers, faculty, staff, healthcare professionals, patients, and their families.
8. Demonstrate cultural competence in all interactions with peers, faculty, staff, healthcare professionals, patients, and their families.
9. When issues arise between students or between students and faculty that cannot be resolved, students should refer to “The Chain of Command for Student Grievances” located in the RN to BSN Handbook.

I understand I am responsible to adhere to these behaviors that will enrich my nursing education experience and allow me to be in good standing with the School of Nursing at Nevada State College. Non-adherence to these behaviors will result in disciplinary action up to and including dismissal from the program.

Printed Name:_____ Student ID:_____

Signature: _____ Date: _____

Professional Behavior Deficiencies

Any faculty/staff member who becomes aware of a potential breach of professional behavior by a student representing the NSC School of Nursing (SoN) will follow this process:

First Occurrence:

Faculty/staff complete a Professional Behavior Deficiency Form (PBDF) in collaboration with the Pre-Licensure Director, Post-Licensure Director, Director of Health Science Lab, or the Director of Clinical Affairs in consultation with the Associate Dean. If at that time there is agreement that a breach of professional behavior did occur,

- Faculty/staff along with the SoN leadership representative(s) will meet with the student to discuss the unprofessional behavior within 3 business days of becoming aware of the incident and deliver the PBDF of the incident. Professional behavior at the meeting is expected.
    - A student has the right to submit written documentation regarding their interpretation and perception of the incident. Written documentation will be part of the student's PBDF documentation.
    - A student may choose to consult with and attend the meeting with a neutral third-party within the School of Nursing, for example, the student's faculty advisor.
    - Student's failure to meet within 3 business days will result in student's inability to continue attending class, lab, and/or clinical until after the meeting has occurred.
    - Demonstration of unprofessional behavior during the meeting may result in possible dismissal from the program.
- Faculty/staff, in collaboration with the SoN leadership representative(s), will provide a copy of the fully executed PBDF to the student, to the student's advisor, and to the SoN Dean or designee. If the occurrence is in the clinical/lab setting as opposed to the theory setting, the theory instructor of record will be notified that a Professional Behavior Deficiency has been identified, that the remediation process is in progress, and notified also upon process completion. *The likelihood of dismissal increases should a student be found to demonstrate a subsequent deficiency in professional behavior resulting in a second occurrence at any time through program completion.*

Criminal action will be handled in accordance with Nevada state or federal law and the Nevada State College Student Code of Conduct.

Student Remediation Process

Student will be required to present information about the professional code violation at a Conduct Committee meeting. The student will research at least 2 articles from a peer-reviewed journal or recognized scholarly electronic resource addressing professional behavior in nursing. The student will then identify and suggest applications of alternative strategies to appropriately

handle the situation. The student will state what he/she has learned during this process of introspection and how his/her behavior will change in the immediate future. The Associate Dean or designee will schedule a meeting within 3-6 business days where the student will satisfactorily present their findings. In the event the Conduct Committee finds the remediation presentation unsatisfactory, the student will be given ONE opportunity to re-submit the presentation in 3 business days before escalation to a second occurrence. The following criteria define the minimal satisfactory content:

- Review/synopsis of incident
- Identification of the impact of the action in the learning environment and future professional practice environment
- Reflection of the impact on stakeholder(s) involved
- Review of literature related to the behavior violation
- Connection between literature findings and future behavior or decision-making related to professional expectations
- Identify behavior that will be changed immediately and sustained throughout the nursing program

Additional Guidelines

- 5-10 slides in PowerPoint (or similar) presentation
- Presentation in APA 7thedition format
- 10 minutes in length
- Dress attire will be business professional

Non-Compliance with Remediation Process

A student has the right to choose to be non-compliant with the remediation process. Non-compliance includes but is not limited to, refusal to sign PBDF or failure to submit a presentation.

In the event the student chooses to exercise their right to non-compliance, the student forfeits the opportunity to go through the remediation process and understands this will result in dismissal from the program. The Dean of Nursing has final authority on the decision.

Second Occurrence:

In the event of a second occurrence, the event will be described on the existing PBDF and qualified as the second occurrence, regardless of whether or not it is related by time or situation with the first occurrence. Faculty/staff complete a Professional Behavior Deficiency Form (PBDF) in collaboration with the Pre-Licensure Director, Post-Licensure Director, Director of Health Science Lab, or the Director of Clinical Affairs in consultation with the Associate Dean.

- Faculty/staff along with the SoN leadership representative(s) will meet with the student to discuss the unprofessional behavior within 3 business days of becoming aware of the incident and deliver the PBDF of the incident. Professional behavior at the meeting is expected.
    - A student has the right to submit written documentation regarding their interpretation and perception of the incident. Written documentation will be part of the student's PBDF documentation.
    - A student may choose to consult with and attend the meeting with a neutral third-party within the School of Nursing, for example, the student's faculty advisor.
    - Student's failure to meet within 3 business days will result in immediate dismissal from the program.
    - Demonstration of unprofessional behavior during the meeting will be handled in accordance with the Nevada State College Student Code of Conduct.
- Faculty/staff, in collaboration with the SoN leadership representative(s), will provide a copy of the fully executed PBDF to the student, to the student's advisor, and to the SoN Dean or designee. If the occurrence is in the clinical/lab setting as opposed to the theory setting, the theory instructor of record will be notified that a Professional Behavior Deficiency has been identified, that the remediation process is in progress, and notified also upon process completion. The original form will be placed in the student's SoN file.
- Student to complete the remediation process as outlined above.
- The Conduct Committee will review and provide a recommendation to the Dean of Nursing, up to and including dismissal. The Dean of Nursing will have the final decision on dismissal.
- A letter will be issued via certified mail regarding the decision.

Reviewed and approved with revisions – August 18, 2020
Reviewed and approved with revisions -- May 3, 2022

Student Responsibilities Regarding College and School of Nursing Regulations

Students are responsible for knowing and complying with the various regulations of the College and the School of Nursing. They are also responsible for familiarizing and updating themselves about information contained in each nursing course/clinical/lab syllabus, supplement, and schedule. It is the student's responsibility to be informed of general and special notices including examination schedules. Students are responsible for making arrangements for the completion of all work including makeup examinations and requirements for removal of an incomplete grade.

At the time of registration and throughout students' enrollment in NSC, it shall be their responsibility to keep the School of Nursing Office informed of current contact information: 1)

name change, 2) local address, 3) telephone number 4) home address and 5) email address. This is essential so that schedules, official correspondence, and emergency messages will not be delayed or lost. Students are held responsible for all communication from the school offices sent to them at the address last given and may not claim indulgence on the plea of having moved their lodgings and, therefore of not having received the communication.

Plagiarism and Cheating

Plagiarism includes, but is not limited to, directly quoting, summarizing, or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own. The American Psychological Association (2020) defines self-plagiarism as the practices of presenting one's own previously published work as though it were new. An example of self-plagiarism is reusing portions of a previously submitted assignment for a new assignment. Cheating is the unauthorized giving or receiving of information in examinations or other course assignments. Student assignments are reviewed through "TurnitIn," a software program on Canvas, for the detection of plagiarism and cheating. The grade of "0" or "F" will be given for any assignment in which plagiarism or cheating is discovered. This grade will seriously affect the final grade in the course. Evidence of such dishonesty will be kept on file and will not be returned to the student. Additionally, to meet the course outcomes, the student will need to redo the plagiarized assignment, without extra points for the redo assignment. Failure to successfully redo the plagiarized assignment may result in an incomplete ("I") course grade. Instructors have the responsibility to report such incidents to the Dean of Nursing and the Dean of Students. Incidence of plagiarism and cheating are subject to the Professional Behavior Deficiency Policy course of action. Additional serious penalties may be imposed, depending on the nature of the incident. See the NSC policy on plagiarism and cheating at https://nsc.smartcatalogiq.com/2022-2023/Undergraduate-Catalog under "Nevada State College Student Code of Conduct and Policies."

Revised with faculty approval on 4/12/22

Academic Student Grievance in the School of Nursing

It is expected that academic disputes are conducted in a professional process and manner. Students who have an academic dispute need to attempt to resolve the dispute with the involved faculty member. If the dispute is not resolved at this meeting, the student may seek advice of his/her academic advisor as needed. Additionally, the student may make an appointment with the Post-licensure Director. If the dispute is still unresolved, the student may make an appointment with the Associate Dean. If resolution is still not reached, the student should schedule a meeting with the Dean of Nursing. If no resolution is reached, the student may submit a formal written complaint to the NSC Office of the Dean of Students.

Refer to the NSC Student Code of Conduct and Policies, section 1, subsection C to report any alleged misconduct. This policy states, “complaints may be received from any department or individual member of the college community.”

For all academic grade grievances, students will use the following NSC Grade Appeal Policy and Procedure:

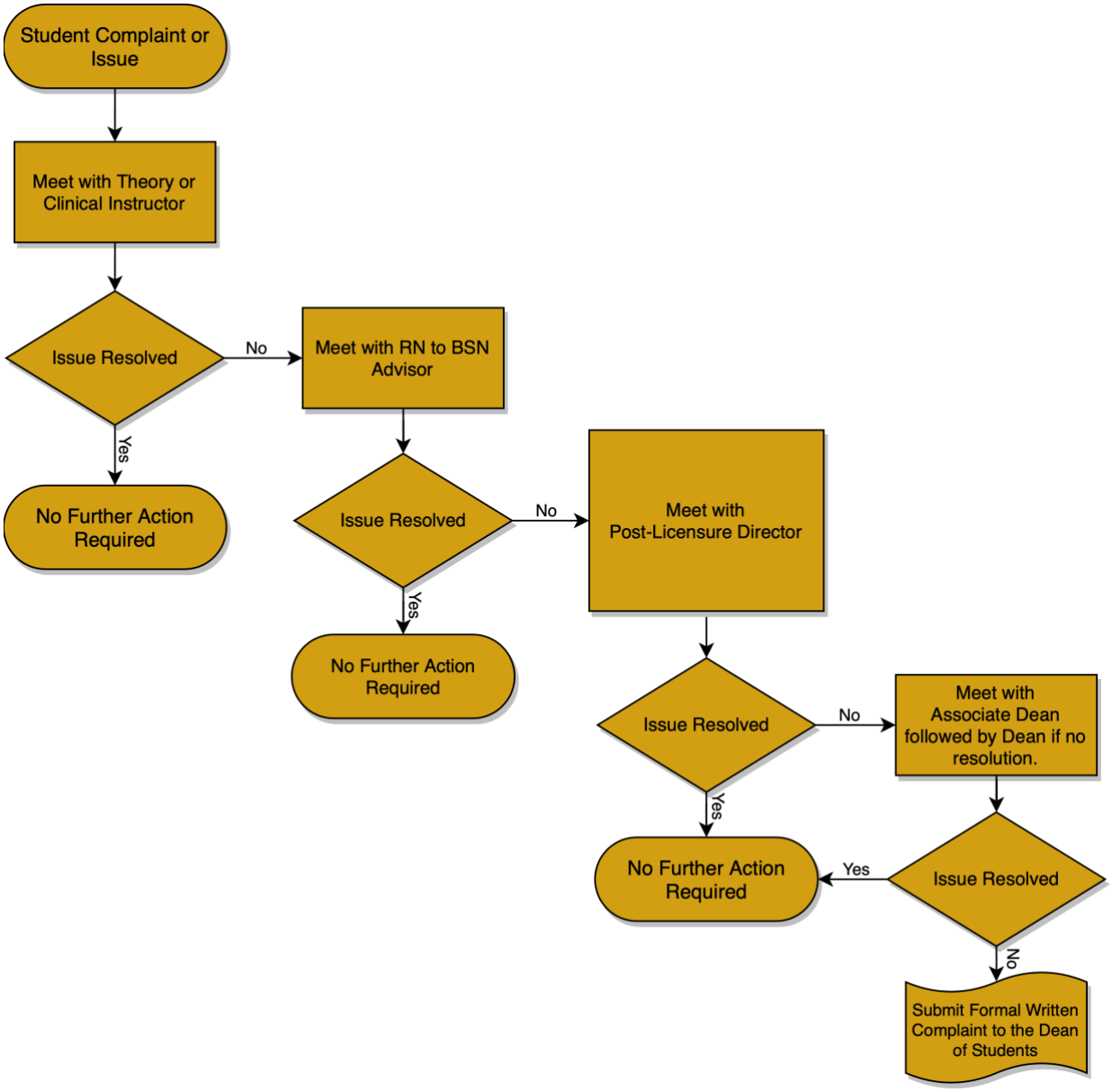
Grade Appeal Policy and Procedure

The grade appeal procedures are applicable only to examine a student’s claim of an unfair academic evaluation made by the instructor. The academic evaluation, resulting in grade assignment, will be subject to appeal if the instructor’s evaluation is based on any factors other than the student’s performance in the course and/or adherence to course requirements.

There are two levels of the grade appeal process, the Department Level Grade Appeal and the College Level Grade Appeal. In the event a student has a dispute with the grade received in a course, s/he shall discuss the accuracy of the grade with the instructor. If the student and instructor do not agree that the grading criteria were applied appropriately to the final grade, the student can proceed to file a Departmental Grade Appeal Form, located in the Office of the Registrar. Should the decision of the Department Level Grade Appeal be contested by the instructor and/or student, a College Grade Appeal Committee will be created by the Provost to review the contested grade appeal.

The entire Grade Appeal Policy and Procedure, including the deadline to submit a grade appeal, is located in the NSC catalog at https://nsc.smartcatalogiq.com/en/2022-2023/Undergraduate-Catalog.

Chain of Command for Student Grievances



Other School of Nursing Policies and Procedures

Progression and Retention
A minimum grade of "C" or above is required to pass a nursing course and progress through the curriculum on schedule.

Academic Probation
A student who obtains a grade of C- or lower in one nursing course will automatically be notified by the School of Nursing at the end of the semester prior to progressing to the next course and will be placed on academic probation. Academic probation will continue until term progression to good standing. After academic probation is instituted, a hold is placed on the student account and the student is required to meet with the academic advisor to co-create a success plan.

Academic Suspension
Failure to meet with the Academic Advisor once placed on academic probation will result in academic suspension as students are unable to register in subsequent courses. Additionally, students who do not adhere to the co-created success plan may be subject to academic suspension.

NS AE 10 Academic Standing Policy
In addition to the probation and suspension policies noted above, students are subject to the Nevada State School-wide AE 10 Academic Standing Policy. In cases where the SON policy sets a higher academic benchmark than the general NSC policy, the SON policy will supersede.

Online Classroom Participation Statement
It is the belief of the School of Nursing that online classroom participation is important to academic achievement and professional development. Since nursing is a practice discipline, safe performance requires that learning in theory class be transferred to clinical decision making. Students should review the course syllabus for specific details/regulations for each course. Nevada State College's RN to BSN track is an intense program. Students agree by taking this program, that it will be their own responsibility of submitting assignments on time.

Students must show courtesy toward others in the online classroom by following web etiquette. This includes completing coursework on time. Online discussions and group work require students to be aware of assignment due dates and times. Online coursework requires self-regulation and on time posting of coursework to facilitate one's learning as well as other students in the course.

Students should refer to the course syllabi for all their courses to ensure compliance with specific guidelines for courses absences, tardiness, exam schedules and assignments. The course instructor is charged with ensuring that all students follow the structure of the course and the accountability of students who are not compliant. Participation in class is a professional behavior that students are expected to adhere to while at Nevada State College.

In addition, evidence of attendance through participation within the first two weeks of each semester is required for students to receive financial aid disbursements. Lack of attendance in those first two weeks will result in the student being administratively withdrawn from a course.

The Role of the Academic Coach

Each academic coach is a highly qualified, experienced practitioner in their field of study and has earned a minimum of a graduate or higher from an accredited university in the individual discipline. These individuals possess a strong educational, instructional, and leadership background, bringing value to the overall student learning experience. Under the direction of the faculty of record, they help students make connections with their learning, increase depth and complexity in the discussion forum, and encourage students as they progress through the program. Academic coaches may grade assignments, manage discussion threads, answer and respond to emails within 24 hours, and manage the day-to-day issues as directed by the faculty. This enables the faculty of record to focus on delivery of course curriculum and outcomes while allowing the institution to scale the course to meet student enrollment demands. The exact qualifications and requirements of an academic coach are tailored according to individual course and/or program needs (excerpt from A Brief Overview of the Academic Coaching Model, Instructional Connections, LLC, n.d)

Evaluation of Curriculum, Faculty, and Academic Coaches

Students' suggestions for development of the nursing curriculum and creation of School of Nursing activities are welcomed by the Faculty. Students' active participation in the online learning process is essential. Each student will be given the opportunity to evaluate the course, the instructor, and the academic coach(es) at the end of the term. When doing the evaluations, thoughtfully consider the overall class experience, including areas that have been excellent as well as those that have room for growth or improvement. Evaluations need to be as objective and constructive as possible. Learning to evaluate performance of self, colleagues, program effectiveness and educational programs is an integral part of being a professional.

Application for Graduation

All students need to apply for graduation as required by the Registrar's office. An application form must be completed by the student. It is the student's responsibility to meet the advertised application deadlines and that the Registrar's office receives the completed application on time. Failure to adhere to the advertised deadline will result in the student's name not appearing in the commencement program. Students who do not graduate during the graduation period for which they have applied must submit a new graduation application, along with the graduation application fee.

- Fall Graduation: May 1st
- Spring/Summer Graduation: October 1st
- Attending Spring Commencement: Apply by October 1st; if your application has already been submitted, attendance decision may be updated on or before April 5th. *Failure to adhere to this deadline will result in the student's name not appearing in the program.*

For more information related to applying for graduation, go to the website: http://faq.nsc.edu/FAQ/index.php/knowledge-base/when-and-how-do-i-apply-for-graduation/

Pinning Ceremony

The symbolism of the nursing pin relates to the customs established in the 1600's when the privilege of wearing a coat of arms was limited to noblemen. As centuries passed, this custom was passed to schools and craft guilds. Florence Nightingale attempted to capture the spirit of wisdom, strength and courage that pins represent when she chose the Maltese Cross as a symbol for the first nursing school graduates (Ericksen, 2016). As nursing schools developed, each school chose a unique pin. Faculty and students designed the Nevada State College school pin. The Pinning Ceremony heralds the completion of the Nursing Program and represents entry into professional practice. Students who have successfully completed all NSC School of Nursing courses and/or other graduation requirements will participate in the pinning ceremony.

Eligibility
Students who have successfully completed all Nevada State College (NSC) School of Nursing courses and/or other graduation requirements are eligible to participate in the pinning ceremony.

Event
Pinning Ceremony for (Full-Time [FT], Part-Time [PT] and Post-Licensure cohorts combined) will be provided each term.

Venue/Location
Selection of the venue will be a joint decision between Student Affairs Committee (SAC) and (SON) leadership. Scheduling and finalizing the venue will be the responsibility of the SON Administration and SAC. If off campus, NS Events office will be notified upon the securing of the venue.

Date
Pinning Ceremony preferably takes place on the Thursday following the end of a semester. Pinning date will be confirmed in coordination with venue selection. The date and venue will be secured as far in advance as possible, preferably 8 weeks. The SON Administration or Program Officer will advise the SAC when the venue has been reserved.

Student Nursing Association
The SNA will be responsible for the following:

- Staffing and presentation of audiovisual presentation and maintenance in coordination
- with venue devices
- Entrance door hosting
- Hosting and seating assistance
- Handling Facebook live feed (when applicable)
- Supplemental set-up and clean-up

Attendees
The following attendees may be present during the Pinning Ceremony:

- NSC SON Faculty (Full-Time Faculty & Staff, adjunct faculty)
- Graduating Students (Full-Time, Part-Time, Post-Licensure)

- College Administration (invitation determined/distributed by SAC). Invitation will be the responsibility of the chair of SAC.
- Community VIPs and honored guests as invited SAC
- Invited guests of graduates. A specific set number of tickets for guests will be determined by SAC

NSC SoN Nursing Pin

- The unique Nevada State SoN Pin can be purchased by students at the NSC bookstore or wherever directed by SAC to do so.

Dress Code

- Professional dress is expected.
- Graduates may not identify themselves as a Registered Nurse (RN.)
- For safety reasons, modest heels are recommended.
- Students may contact the pinning advisor for questions related to the pinning dress code.

Miscellaneous

- The Master of Ceremony will be named by SAC.
- Ex-Officio members of SAC provide support in planning and executing the event.

Program

A Pinning Ceremony Program will be created and printed by the SON Program Officer with the following formatting:

- Master of Ceremonies
- Graduate Processional
- Welcome
- Leadership Speaker
- Graduate Speaker
- Video Presentation
- Faculty Speaker
- Nursing Excellence Award
- Beverly Canfield Award
- Pinning
- Nursing Pledge
- Graduate Recessional

Reviewed and approved with revisions – August 18, 2020
Reviewed and approved with revisions – April 12, 2022

Use of NSC Portal for SON Communication

Students should check the NSC Portal (my.nsc.edu) on a regular basis for program announcements.

NSC Student Email Policy

As per NSC IT 4 Student Email Policy:
Official email communications are intended to meet student, faculty, and staff academic and administrative needs within the campus community. Unless otherwise prohibited by law, the College and its faculty may communicate with students officially by email and will expect that such email messages will be received and read in a timely manner. This policy stipulates that all formal communication will be sent to students using the official issued College email address.

Non-Discrimination Policy

Nevada State College nursing students will promote a positive image and be nonjudgmental in their attitudes in all interactions with clients, community and clinical agencies, each other, and NSC faculty and staff. Students will not refuse practicum assignments solely based on race, gender, cultural origin, religion, or medical condition of the clients served in their practicum site.

Employment

Some students may be employed during their education experience. It is recommended that students keep extra work hours to a minimum during the academic semesters. Participation in employment orientation or work is not considered to be an approved absence from nursing classes, assignments or exams.

Policy Regarding Social Networking

1. Social networking sites include, but are not limited to: Facebook, Twitter, Instagram, YouTube, Snapchat, Tiktok, LinkedIn, blogs, texting, etc.
2. SoN students shall not present personal opinions in networking sites that imply endorsement by the SoN. Students should be responsible in representing the SoN in the community and should be aware of situations that might compromise the reputation of SoN.
3. SoN students shall not use patients' names (including any identifiers such as initials, photos, etc.) and personal health information of patients in social media communications.
4. SoN students who engage in social media communications may not violate Nevada State College's academic policies or violate local, state, or federal laws and regulations.
5. In response to complaints about violation of this policy, SoN may look up profiles on social networking sites and may use the information in formal disciplinary proceedings against the student, which may result in suspension or dismissal from the program and/or the college.

Approved by SoN Faculty 5-10-11
Approved Revisions by SoN Faculty 10-12-21

SECTION 4:

SCHOOL OF NURSING
COURSE GRADING GUIDELINES

School of Nursing Course Grading Guidelines

Nevada State College School of Nursing uses the following grading system to evaluate the student's performance. Grading criteria for the successful completion of each course are found in each course syllabus. Weighting of exams, papers, presentations, and other assignments will be determined by each instructor and posted in the syllabus.

The syllabus serves as a contract for the course. Students are accountable and responsible for the information provided in this document. Each student is expected to have read and understood the syllabus at the beginning of the semester, or to ask questions to clarify course requirements. Faculty reserve the right to provide additional assignments, information, and learning activities throughout the semester. Students are expected to refer to the syllabus periodically throughout the semester to assure they are following course policies.

Theory Courses

An average of 75% must be achieved in order to pass a course. Failure to achieve this will automatically result in an overall grade of C- or lower. The final course grade, when a 75% is not achieved, will be based on the exam/quiz/knowledge check grade only, without addition of other assignments.

Grading Scale:

Grade		Quality Points
A	93-100%	4.0
A-	90-92%	3.7
B+	88-89%	3.3
B	83-87%	3.0
B-	80-82%	2.7
C+	78-79%	2.3
C	75-77%	2.0
C-	70-74%	1.7
D+	68-69%	1.3
D	65-67%	1.0
D-	60-64%	0.7
F	59% and below	0.0
I	----------	Incomplete
W	----------	Withdrawal

Rounding

Students must achieve 75% *before* rounding occurs. Grades on exams are rounded to the hundredths. First example: 84.654 is recorded as 84.65. Second example:74.349 is recorded as 74.35. The final course grade is rounded to a whole number only if it is above 75.00% First example: 82.48 is rounded to 82. Second example: 89.53 is rounded to 90. Third example: 74.88 is not rounded because it is not above 75.00%. Therefore, 74.88% is not a passing grade.

Should there be an instance when Canvas final grade calculation differs from the above rounding calculation, the instructor will be calculating the final course grades. The instructor-calculated grade will be sent to the Registrar.

Other Grades

I = As per the NSC Incomplete (I) and Not Recorded (NR) Grade Policy, to receive an Incomplete in a course offered by the School of Nursing, the student must be passing the course with a grade of 75% or higher based on work completed and must have completed a sufficient portion of the course such that the remaining coursework (e.g., a final paper, final exam) can be completed before the beginning of the next term. A student with an Incomplete grade in a required nursing course cannot progress in the BSN program until the Incomplete is resolved; in some cases, students may be unable to register for the subsequent semester until the Incomplete has been resolved. A student cannot re-enroll in a course in which an Incomplete grade remains on record.

W = "W" signifies that a course has been dropped or that a student has withdrawn from the college. The grade of "W" is not included in the grade-point average. An "F" is given to students who are failing when they withdraw from any course after the college drop date.

Students are responsible for adhering to the NSC SoN (RN to BSN) Academic Calendar with regards to add/drop/withdrawal dates and deadlines.

SECTION 5:

RN TO BSN PRACTICE EXPERIENCE

RN to BSN Clinical Practice Experiences

Post-Licensure students are provided opportunities for clinical practice experiences with interpersonal interaction at a higher level of practice than that of an Associate Degree Registered Nurse, through completion of clinically based course assignments. Each assignment is designed to meet specific health goals or expected health outcomes.

Direct care refers to nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve:

- Specific health goals, or
- Achieve selected health outcomes.

Direct care may be provided in a wide range of settings, including:

- Acute and critical care
- Long term care
- Home health
- Community-based settings, and
- Education settings (Suby, 2009; Upenieks, Akhavan, Kolterman, et al., 2007).

The following courses include a direct clinical practice assignment:

Course	Assignment	Brief Description	Specific Health Goal or Outcome Met
NURS 409 Theory of Caring Science	Exploring What Caring Looks Like to Self and Others	Collaborate with five (5) interdisciplinary team members within a healthcare setting to create a caring/healing/supportive environment.	Health People 2030: Create social, physical, and economic environments that promote attaining full potential for health and well-being for all.
NURS 411 Holistic Health Assessment	Spiritual Assessment	Perform a Spiritual Assessment using Spiritual Assessment Tool and create a plan of care for a well adult (21-65 y/o) nursing care directly to an individual.	Health People 2030: Promote healthy development, healthy behaviors and well-being across all life stages.
NURS 431 Care of Aging Populations	Caring Life Review Project – Parts I, II, & III	Explore perceptions of health and aging, practice communication in a professional relationship and human needs and self-care behaviors as they relate to the healthy older adult. Students identify a healthy geriatric patient who signs a consent allowing the student to enter their home for two to three visits, perform an	Healthy People 2030: Attain healthy, thriving lives and well-being, free of preventable disease, disability, injury and premature death.

		environmental assessment, and develop a plan to provide education aimed at injury and illness prevention. Interdisciplinary problems are identified. The plan is approved by course faculty, implemented, and evaluated. Student performance is evaluated with three written submissions and ongoing collaboration with course faculty.	
NURS 461 Engaging in Leadership & Health Policy	Nurse Leader / Manager Interview	Identify and explore the essential characteristics of a nurse leader/manager ultimately contributing to positive work environments and patient outcomes. Students work with a nurse mentor during this 7/8-week course who is a manager/leader in a clinical setting that they would want to emulate. A signed agreement with mentor expectations is completed at the start of the course. If the facility requires a MOU, one is provided by the SoN Post-Licensure Director. Students participate in interprofessional collaboration at an administrative level, and investigate topics like policy development, professional values, motivational techniques, and how to handle conflict. Students' written analyses are evaluated by course faculty.	Healthy People 2030: Engage leadership, key constituents, and the public across multiple sectors to take action and design policies that improve the health and well-being of all.
NURS 463 Synthesis of Professional Nursing	Change Project	The final nursing course provides the RN to BSN nursing student the opportunity to apply and integrate knowledge from previous coursework in the development of an evidence-based practice change project. Students again work with their nurse mentor during this 7/8-week course in a clinical setting. A signed agreement with mentor expectations is completed at the start of the	Healthy People 2030: Engage leadership, key constituents, and the public across multiple sectors to take action and design policies that improve the health and well-being of all.

		course. If the facility requires a MOU, one is provided by the SoN Post-Licensure Director. In partnership with this mentor, students meet with interdisciplinary leaders within the agency and identify agency needs. The student develops and presents a plan based on these identified needs for a community health education project and provide interdisciplinary leadership with tools to use to support this project.	

SECTION 6:

RESOURCES AND STANDARDS

Student Support Resources

Disability Resource Center (DRC)

The Americans with Disabilities Act (ADA) mandates accessibility in all facets of the learning environment. The Disability Resource Center (DRC) on the Nevada State College campus coordinates support services and reasonable accommodations for students qualifying as disabled under the ADA guidelines. These services are free of charge. Any student who believes s/he may need an accommodation, based on the impact of a documented disability, should contact the DRC to speak privately with a representative about specific needs. To make an appointment, please contact the DRC in Roger's Student Center Room 123, by calling (702) 992-2180 or through email at drc@nsc.edu Additional information specific to the Disability Resource Center may be found on the NSC website at https://nsc.edu/academics/disability-resource-center/.

eLearning Device Recommendations for Nursing Students

The following link will provide students with the ***recommended*** specifications to work with the eLearning system, referred to as Canvas (or Canvas):
https://community.canvaslms.com/docs/DOC-10720-67952720329

APA Style and Scholarship

Students are expected to represent themselves professionally, including in written work. APA format is the expected platform for scholarly papers in the nursing program. Unless otherwise noted, all papers are to be written in APA format. The School of Nursing follows the *Publication Manual of the American Psychological Association,* 7th Edition. Please ensure that you are using the most current edition. The book is available for purchase through NSC Bookstore.

Smarthinking Online Tutoring

To complement our in-person services, we encourage you to take advantage of **Smarthinking Online Tutoring** (available 24/7 for most subjects). Smarthinking allows students to connect on demand with an expert tutor for a live drop-in session 24 hours a day, schedule an appointment in advance, submit writing for detailed review, or ask a question offline. Smarthinking does not require any special software installation or equipment. NSC students can access this amazing resource from any Canvas course home page. Android and iOS apps are available so students can sign in from their mobile devices.

NOTE: This service is **free** to NSC students. All students are allotted an initial 10-15 hours of online tutoring for the year. If a student maxes out their 10-15 hours, they can contact the Academic Success Center to request more time.

To Access Smarthinking:

1. Sign into Canvas and select one of your enrolled courses.
    a. It is recommended that you use Google Chrome and be sure to remove/allow any pop-up blockers in your web browser.
2. Once in the course home page click on the Smarthinking Online Tutoring option in the course menu.
    a. If for some reason the Smarthinking menu option is not available in the course menu, choose another course.
    b. If the Smarthinking menu option is not showing in your course, talk to your instructor as they can edit the navigation settings to ensure it is active.
3. For tips on how to use Smarthinking or prepare for an online tutoring session watch the Smarthinking Video Tutorials.

Early Identification and Support for Students

Nevada State College (NSC) is committed to the early identification and support of students who are at risk of not passing or completing a course/degree requirement at Nevada State College. Early Identification and Support for Students is one of NSC's retention strategies designed to provide students with resources to aid them in the successful completion of their academic endeavors.

The College's approach to identifying and supporting students at academic risk will be respectful of privacy and in line with FERPA regulations. Identification will be based on course performance. Faculty may report students to the student's academic advisor at any time for issues in any of the following areas: not keeping pace with the progression of the course; not completing mandated units of study, field/clinical work or practicum; failure to pass units of study or assessments; not attending lecture, clinical work, or assessment components; not participating in online course studies, discussions, or assessments.

In the instance that the academic advisor has been alerted as to any of the aforementioned areas of concern, the advisor will confidentially contact students within 24-48 business hours of an alert to provide academic support, strategies, and resources.
Counseling Services

Emergency Care Services

If you are struggling with hunger, unstable housing, safety, mental health worries or ANY other concerns, contact case manager, Laura Hinojosa. Together, we can help meet those needs. E-mail: laura.hinojosa@nsc.edu | Call 702.992.2514 | Website: www.nsc.edu/care

Counseling Services

Nevada State College has contracted All About You Counseling (AAU) licensed clinicians to offer free, short-term mental health counseling sessions to Nevada State students looking to boost their personal balance and fulfillment. These licensed clinicians focus on stabilization, symptom reduction, and skills building. Clinicians are on campus and available two days per week by appointment. Students must identify themselves as NSC students when calling.

After completion of AAU's short-term therapy program, students are referred to NSC's case manager whose goal is to further assist as needed. The case manager will provide campus and community resources to ease the transition out of counseling.

Professional ethics codes and state laws consider the personal information discussed in counseling to be strictly confidential. All information gathered in counseling, including the fact that a student has accessed services with All About You Counseling is held in strict confidence. No information is released to Nevada State College officials, faculty members, parents, or outside agencies without written prior authorization from the student except when there is imminent danger or serious harm to self or others; in this case, the counselor is required to take action to prevent harm.

To schedule services and get the most up to date information on availability:

1. Call the AAU front desk at 702.754.0807
2. Identify as an NSC student
3. After answering some basic questions, you will be given an appointment

Sessions take place in Dawson 219 A-B.

Additional 24-hour Resources

Suicide Prevention Lifeline
1.800.273.8255 (1.800.273.TALK)
http://www.sprc.org/

Crisis Text Line
Send a text to 741741 from anywhere in the USA to message a trained crisis counselor.
https://www.crisistextline.org/

For an expansive list of Student Support Services, refer to the NSC Website at https://nsc.edu/current-students/support-services/.

Online Course Participation

Online Learning

Successful online learners are actively interacting with other students and with faculty. Online learning material is presented in a variety of ways including video, links to outside learning environment websites, case studies, and discussions, to name a few.

Online learning technology is accessible “anytime, anywhere” which makes it convenient for the student.

Successful online students have some common characteristics. They are:

- Highly motivated, independent, and active learners
- Able to maintain disciplined study without external reminders
- Adaptable to new learning environments
- Willing to ask for help
- Comfortable with technology
- Possess good organizational and time management skills

Self-Paced and Self-Directed Learning

In the RN to BSN program, nursing courses are sequenced to be completed in twelve (12) months if all core courses are completed and attending full-time. However, most students work full-time and prefer to take a part-time approach leading to completion within twenty-four (24) months. Self-paced learning means that a student completes the RN to BSN program at the pace that fits into his or her own lifestyle. Each student needs to consider how coursework fits into his/her personal and work obligations. It is highly encouraged that students consult with an academic advisor prior to enrollment. While students are certainly able to choose the pace of program completion, students are still expected to adhere to the online participation standards/rigor of each course. This means that statements such as, “I had a busy week!” or other demanding situations are not valid excuses for incomplete course work.

In the RN-to-BSN program, the teaching-learning process requires an individual to be self-directed and an active participant. Self-directed learners identify their own learning goals, plan their own learning experiences and evaluate their progress toward achievement of their goals. Faculty members act as consultants, facilitators, resource or reference persons, and teachers for students. This allows the student some freedom and flexibility in the teaching-learning process and assists the student in reaching their highest potential.

Web Etiquette

Every student using e-mail and participating in online discussions should adhere to professional behavior when communicating on the Internet. The student should:

- Address the message to someone.
- Sign any message being sent.
- Write in a professional manner.
- Be very judicious when copying (cc:) an e-mail to someone. It may be improper to copy or forward correspondence to another person.
- Avoid profanity and remember neither the internet nor e-mail are entirely secure.
- Return e-mails in a timely manner. Avoid spamming – this is mass forwarding of an e-mail
- Avoid slamming – this is the use of harsh words to others in a public forum.
- Avoid the use of caps as much as possible. The use of all capital letters is equated with yelling.

Guidelines for Effective Online Communications

Email:

1. Always include a subject line.
2. Remember without facial expressions some comments may be taken the wrong way.
3. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
4. Use standard fonts.
5. Do not send large attachments without permission.
6. Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
7. Respect the privacy of other class members.

Dialogues/Discussion Groups:

1. Review the dialogue/discussion threads thoroughly before entering the discussion.
2. Try to maintain threads by using the "Reply" button rather starting a new topic.
3. Do not make insulting or inflammatory statements to other members of the dialogue/discussion group.
4. Be respectful of others' ideas.
5. Be patient and read the comments of other group members thoroughly before entering your remarks.
6. Be cooperative with group leaders in completing assigned tasks.
7. Be positive and constructive in group dialogues/discussions.
8. Respond in a thoughtful and timely manner.
9. Adhere to the group agreed upon due dates for assignments

Time Guidelines for Online Class Participation

Optimal success and grades in online courses correlate with adequate time and effort devoted to study. While online courses offer more scheduling flexibility, rigor and time requirements are similar to on-campus courses.

Generally, students in a three (3) credit, seven (7) week course should plan to dedicate approximately 20 hours per week to coursework in an online classroom. This time frame is an approximation. Students may need more or less time depending on their familiarity with course materials, computer skills, and general academic abilities. Students should self-assess their individual abilities and plan study time accordingly.

School of Nursing Standards for Group Work

Some of the course work at NSC will be undertaken by small groups of students working on specific assignments. To enhance development of a work group identity and cohesion, students are directed to utilize the suggestions below:

1. Mutually develop the projects goals and perspectives.
2. The entire group is to aid in the development of a work plan with timelines for the production of course assignments
3. Agree on a set of standards for performance of each group member related to input and quality of work submitted for group approval.
4. Develop an action plan for the internal management of conflict and resolution of problems between group members.
5. Assure that the products produced by the group are cohesive and possess a final presentation as a single product rather than a collection of individual parts.
6. Tasks are completed on time and meet established assignment requirements.
7. When peer evaluation is required, students give thoughtful and constructive feedback.

School of Nursing Standards for Written Work

The following listing is a guideline for the development of student papers authored at baccalaureate level:

- Content/Development
    1. All key elements of the assignment are covered in a comprehensive, accurate, and/or persuasive format.
    2. The context and purpose of the writing is clearly stated in the introduction to the work.
    3. Major paper ideas are organized into appropriate sections, are supported by specific details, examples, or analysis, and are organized logically.
    4. Where appropriate, the paper supports major points with theory relevant to development of the ideas and uses the vocabulary of the theory correctly.
    5. There is integration of theory and practice whereby the writer is able to link theories to practical experiences (i.e. application to the “real world” work setting”).
    6. Research is adequate and timely for the topic.
    7. Each submission is original for the assignment. Resubmitting previous work or assignments created for another course is a form of self-plagiarism.

- Organization
  1. The introduction provides sufficient background on topic and previews major points.
  2. The paper's organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
  3. Ideas flow in a logical sequence.
  4. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper.
  5. The conclusion is logical and flow from the body of the paper with the major points of the paper restated.
- Format
  1. The paper, including citations & reference page, follows APA guidelines for format.
  2. The paper is laid out effectively and uses reader-friendly aids (e.g. sections, summaries, tables of contents, indices, appendices, etc.) when appropriate.
  3. The paper is neat, with attention given to format requirements.
- Grammar/Punctuation/Spelling
  1. Rules of spelling, grammar, usage, and punctuation are followed.
- Readability/ Style
  1. Sentence transitions are present and maintain the flow of thoughts.
  2. Sentences are well constructed, with consistently strong varied structure.
  3. Words used are precise and unambiguous and the tone is appropriate to the content and the assignment.

Guidelines for Testing Online

Students are expected to demonstrate academic integrity when taking tests online. Each online exam/quiz has a time limit set by the instructor and may use online proctoring software. When taking an online test, students are expected to test honestly, ethically, and confirm that the answers are all their own. Unless otherwise specified, online tests are not open book or open notes. Students are not to receive assistance from other resources including the Internet, classmates, or others. Students should understand that they may not copy or print the questions from online quizzes for any purpose.

Policy Regarding Social Networking

- Social networking sites include, but are not limited to: Facebook, Twitter, Instagram, YouTube, Snapchat, Tiktok, LinkedIn, blogs, texting, etc.
- SoN students shall not present personal opinions in networking sites that imply endorsement by the SoN. Students should be responsible in representing the SoN in the community and should be aware of situations that might compromise the reputation of SoN.
- SoN students shall not use patients' names (including any identifiers such as initials, photos, etc.) and personal health information of patients in social media communications.
- SoN students who engage in social media communications may not violate Nevada State College's academic policies or violate local, state or federal laws and regulations.

- In response to complaints about violation of this policy, SoN may look up profiles on social networking sites and may use the information in formal disciplinary proceedings against the student, which may result in suspension or dismissal from the program and/or the college.

Approved by SoN Faculty 5-10-11
Approved Revisions by SoN Faculty 10-12-21

Nevada State College Policies

Tolerance and Civility Policy

Each member of the Nevada State College community is responsible for fostering an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our collegiate community. A fundamental tenet of the college's mission is to nurture a community atmosphere free from discrimination on the basis of race, religion, gender, sexual orientation, age, veteran status, disability and political views or beliefs, and otherwise consistent with state and federal law. Within this context, all members of the college community are accountable for their own behavior and actions. Consequently, the college will not tolerate behavior that violates or infringes upon the civil and statutory rights of any individual or group (and will utilize the Student Code of Conduct in these cases). As members of our Nevada State College community, each of us can feel free to express ourselves in ways that promote openness within a diverse society.

Academic Integrity

Academic integrity is a fundamental value at Nevada State College and is centered on honesty, trust, fairness, respect, and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the values of Nevada State College and shall not be tolerated under any circumstances. A violation of academic integrity is an act that is harmful to students, faculty, and ultimately, the institution.

Academic Dishonesty

Academic dishonesty is against college as well as system community standards. Academic dishonesty includes, but is not limited to:

Plagiarism: Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work. Examples of plagiarism includes, but are not limited to:

1. Directly quoting, summarizing or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own.
2. Copying and/or presenting the words of others as one's own writing, including from Internet sources.
3. Copying words, even if you cite the sources, unless appropriate quotation is noted.
4. Expressing in your own words someone else's ideas as your own.

Cheating: The deception about one's own work or about the work of another. Examples of cheating include, but are not limited to:

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or her own.
2. Several people completing an assignment that was not explicitly assigned as a group project and turning in multiple copies, all represented either implicitly or explicitly as individual work.

3. The use of textbook or notes during an examination without the explicit permission of the instructor. This includes WebCT and take-home exams.
4. Giving or receiving unauthorized help on assignment.
5. Stealing a problem solution from an instructor.
6. Tampering with experimental data to obtain 'desired' results or creating results for experiments not completed.
7. Tampering with or destroying the work of others.
8. Submitting substantial portions of the same academic work more than once without permission of the instructor.
9. Falsifying college records, forms or other documents.
10. Falsifying clinical hours, supervised field experience hours, or student teaching hours.
11. Unauthorized access of computer systems or files.
12. Attempting to bribe an instructor or administrator.

A faculty member who suspects a student of academic dishonesty shall notify the student and offer the student an opportunity for an initial meeting to discuss the allegation and to present any relevant information. When possible, this initial meeting shall occur within seven calendar days of discovery of the alleged violation. Proceedings in case discussions are informal and non-adversarial. The faculty member may make a verbal agreement on, or provide the student with a written or electronic notice, of, a scheduled meeting. The faculty member may request a witness to be present for this meeting. The purpose of this initial meeting is to review and discuss the charges before a decision is reached. The faculty member may use documentary evidence provided the student is allowed to respond to it at the meeting. At this initial meeting the following results may occur:

1. The allegations are dismissed;
2. The student accepts responsibility for the violation and accepts the academic sanction(s) proposed by the faculty member;
3. The student accepts responsibility for the violation but does not accept the sanction and requests a hearing;
4. The student does not accept responsibility for the violation and requests a hearing.

If the allegations are dropped or the student accepts responsibility for the violation and accepts the sanction(s), the case is closed.

Withdrawal from Course

NSC does NOT assign an automatic "W" or "Withdrawal" grade if you stop coming to class or handing in assignments. You will receive an "F" to connote you failed the course. It is your responsibility to officially drop the course by the drop date.

For an expansive list of NSC College Policies refer to the NSC website at https://nsc.edu/college-policies/.

Professional Organizations and Standards

Sigma Theta Tau International

The Honor Society of Nursing, Sigma Theta Tau International was founded in 1922 by six student nurses. The founders chose the name from the Greek words Storgé, Tharsos and Timé meaning "love," "courage" and "honor." The mission of the Honor Society is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

Zeta Kappa at Large is the local chapter in Las Vegas, composed of two colleges: NSC and UNLV. Services of the organization focus on the core areas of education, leadership, career development, evidence-based nursing, research and scholarship.

Undergraduate nursing students at NSC who have completed half of their nursing program, have at least a 3.0 GPA (based on a 4.0 scale) and rank in the upper 35% (GPA) of their graduating class, and meet the expectations of academic integrity, qualify for membership. Students who accept the invitation to membership will be officially inducted into the chapter at a formal induction ceremony traditionally held during the late spring. Inducted students will receive, free of charge, Sigma Theta Tau honor cords to be worn at graduation.

National Student Nurses' Association Code of Academic & Clinical Conduct

Preamble: Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

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

1. Advocate for the rights of all clients
2. Maintain client confidentiality
3. Take appropriate action to ensure the safety of clients, self, and others
4. Provide care for the client in a timely, compassionate and professional manner
5. Communicate client care in a truthful, timely and accurate manner
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions
7. Promote excellence in nursing by encouraging lifelong learning and professional development
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students
11. Encourage faculty, clinical staff, and peers to mentor nursing students
12. Refrain from performing any technique or procedure for which the student has not been adequately trained
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment
16. Strive to achieve and maintain an optimal level of personal health
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy

American Nurse Association Code for Nurses

American Nurses Association, *Code for Ethics for Nurses*, Washington, DC: ANA, 2001

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse" obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association Principles for Social Networking and Using Social Media

Social media is now a daily part of all our lives. It can not only be entertaining and informative, but it also has the potential to help your career as a nurse and the nursing profession in general. On a professional level, it has many significant benefits: from the collaborative exchanging of ideas or discussion of health issues; to the invaluable promotion of nursing and better health and health care for all. However, nurses have a responsibility first and foremost to their patients. As a nurse, you must always ensure that anything you post or publish could never undermine your patient's treatment or privacy. There is also the unavoidable truth that information on social media can take on a life of its own – where inaccuracies become "fact". With that in mind, the American Nurses Association (ANA) has created a set of principles to guide you when using social media, allowing nurses to get the best out of it while safeguarding themselves, the profession, and their patients.

ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References:

American Nurses Association. (2021, June). Principles for social networking and the nurse. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2011, August). White Paper: A nurse's guide to the use of social media. Chicago, IL: Author.

www.NursingWorld.org