



*Department of Health Sciences*

*Baccalaureate Nursing  
Student Handbook*



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## Mission

The program provides a foundation for excellence in professional nursing practice. It is designed to prepare graduates having met state licensure requirements to:

- practice as a professional nurse
- pursue graduate education
- assume leadership roles
- promote learning as a lifelong process

## Philosophy

The philosophy of the nursing program is consistent with the general purposes of liberal education at Mesa State College. The program is community-focused with an integration of knowledge from the arts and sciences into the nursing curriculum providing a solid foundation for the development of clinical judgment skills. The faculty believe that the baccalaureate degree is requisite for entry into the practice of professional nursing and provides a base for graduate study. A professional nursing education prepares a proficient practitioner who values the lifelong process of self-evaluation, self-acceptance, and learning which support the continual acquisition of new skills. Graduates of the program are prepared for entry into practice to function in a caring manner within increasingly complex health care settings.

Each learner possesses unique experiences, interests, values, attitudes, motivations, learning styles and capabilities that must be recognized and cultivated. Students have a responsibility to actively participate in the educational process, and join faculty in planning for this approach. Alternative and non-traditional teaching-learning strategies, in accordance with academic requirements of the College, recognized standards of nursing practice and societal expectations, are used to enhance learner needs. Learning is achieved through progression from simple concepts to complex theories in an environment that is conducive to teaching/learning. The faculty further believes in quality assurance in nursing education, which is apparent in an outcomes based assessment of the program's mission and goals.

The faculty identify **patients** as individuals, families, groups, or communities, who continuously interrelate within their environment. Patients, as recipients of holistic nursing care, are complex with physiological, psychological, social, spiritual, and cultural components. Patients function in independent, interdependent, or dependent roles, and may seek to receive nursing interventions related to health promotion and maintenance, as well as health restoration and end-of-life care.

**Health** is viewed as patterns of interrelationships with the environment. One of these patterns may be disease. The dynamic patterning of health, which includes illness, is characterized as becoming, transcending and unfolding. Health and illness are not polar opposites, but are part of a rhythmic process, and part of the whole expression of life. This process includes dying as a heightened awareness of the meaningfulness of life. Within this framework, the delivery of health care resources is an interdisciplinary collaborative effort among health professionals.

The **environment** as defined by each individual, family, group, community, or global population, is the total context in which people exist. Environments encompass the physical surroundings, and social and personal beliefs that influence people's perceptions and interactions in regard to health. Environments change in response to biotic factors; societal values and needs; gender, racial, ethnic and cultural diversity; technological advances; health care legislation; and consumer expectations.

**Professional** nursing's ascribed roles are derived from the science and art that is inherent in a practice discipline. The essence of nursing is a deliberate caring relationship, designed to uniquely preserve and enhance the integrity, dignity and worth of individuals while upholding ethical, moral, legal and humanistic principles. Nurses, practicing from a holistic perspective, are integral members of interdisciplinary teams. They collaborate with patients and other providers to design, provide, manage, and coordinate care for individuals, families, groups and communities in an evolving health care system. This requires the use of critical thinking, communication, assessment and technical skills characteristic of a health care professional. Furthermore, to provide professional care, nurses must demonstrate knowledge of health promotion, risk reduction, disease prevention and management, the nursing process, leadership process, information technologies, and evidence-based practice. As members of a profession, nurses advocate for quality care that is respectful of human diversity within a global environment. A commitment to enhance the discipline is demonstrated by remaining active in professional organizations as well as in the political and regulatory processes.

## Program Goals

1. Utilize knowledge gained from liberal education courses as the base for professional nursing education.
2. Facilitate the development of value-based behaviors as the foundation for professional practice.
3. Ensure the utilization of broad-based knowledge as requisite for competent professional nursing practice.
4. Promote an awareness of the roles of the professional nurse.

## Program Objectives

1. Provide educational opportunities to:
  - apply concepts from humanities, behavioral, biological, sociological, and natural science courses (Liberal Education)
  - enhance critical thinking and problem solving skills (Liberal Education)
  - communicate effectively in a variety of situations (Liberal Education)
  - engage in effective working relationships (Liberal Education)
  - demonstrate professional attitude and behavior (Liberal Education)
2. Provide educational opportunities to:
  - demonstrate empathy for and a connection with patients (Caring)
  - display concern for the welfare and well being of others (Altruism)
  - reflect support for patients' rights to make decisions about their health care (Autonomy)
  - show respect for the inherent worth and uniqueness of patients (Human Dignity)
  - act in accordance with accepted ethical and professional standards of practice (Integrity)
  - uphold moral, legal and humanistic principles (Social Justice)
3. Provide educational opportunities to:
  - design care based on theoretical and evidence-based practice (Critical Thinking)
  - evaluate patient outcomes using clinical judgment and decision-making skills (Critical Thinking)
  - utilize creative problem solving (Critical Thinking)
  - employee self-reflection in the maintenance of interdisciplinary relationships (Communication)
  - provide relevant information in a clear, thorough, effective, and accurate manner (Communication)

- accurately document patient needs, interventions and nursing outcomes (Communication)
  - complete a holistic assessment of patient abilities and needs (Assessment)
  - utilize assessment findings to design patient care (Assessment)
  - provide safe and appropriate care in a professionally competent manner (Technical Skills)
  - provide care that enables patients to achieve and maintain an optimal level of wellness (Health Promotion, Risk Reduction, Disease Prevention)
  - demonstrate an appreciation for cultural diversity among patient populations (Health Promotion, Risk Reduction, Disease Prevention)
  - provide holistic care incorporating physiological, psychological, social, spiritual and cultural components (Illness and Disease Management)
  - utilize information technologies to enhance one's own knowledge base (Information and Health Care Technologies)
  - incorporate information technologies into patient care (Information and Health Care Technologies)
  - incorporate personal accountability into holistic practice (Ethics)
  - provide holistic care that acknowledges diversity (Human Diversity)
  - adapt plan of care in response to global environmental factors (Global Health Care)
  - implement holistic care that reflects an awareness of the health care system and related policies (Health Care Systems and Policy)
4. Provide educational opportunities to:
- utilize theoretical and research-based knowledge to develop an effective plan of care (Provider of Care)
  - implement care that is comprehensive and holistic in design (Provider of Care)
  - supervise collaborative therapeutic interventions while retaining personal accountability (Provider of Care; Designer/Manager/Coordinator of Care)
  - assume a leadership role when delivering cost-effective, holistic patient care (Designer/Manager/Coordinator of Care)
  - advocate for the role of the professional nurse as a member of the interdisciplinary health care team (Member of a Profession)
  - demonstrate a commitment for continued professional development (Member of a Profession)

Rev.:3/89,4/89,7/89,2/94,11/94,9/95,5/99, 8/03

## Terminology/Definition of Terms

**Liberal Education:** integrated educational experience recognized and valued as an ongoing, life-long process.

**Professional Practice:** a pattern of behavior to which an individual is committed that reflects specific beliefs or values.

- **Caring:** the process by which nurses help patients reach self-actualization, maintain or attain optimal health, or die a peaceful death.
- **Altruism:** reflects a belief that nursing has a moral **and** ethical duty to help others.
- **Autonomy:** the quality or state of being self-**governing**, self-directing, free and morally independent.
- **Human Dignity:** the inherent worth and uniqueness of the individual with the right to maintain one's own concept of self as a person.
- **Integrity:** the self-worth and practice of fidelity to moral principles to act in accordance with accepted ethical and professional codes of practice.
- **Social Justice:** the advocacy for equal opportunity, protection and treatment for all people within humanistic, moral, legal and ethical principles.

### **Core Competencies:**

- **Critical Thinking:** a process of seeking knowledge that **leads** to reflective action.
- **Communication:** an interactive process of exchanging **information** for the purpose of cultivating relationships.
- **Assessment:** a systematic process of gathering **information** used for the planning and delivery of professional care.
- **Technical Skills:** the essential knowledge-based skills **that** are professional and proficiently used when providing care.

### **Core Knowledge:**

- **Health Promotion:** activities to create conditions which nurture and promote wellness.
- **Risk Reduction:** actions to facilitate health **protection** behaviors which enable persons to react to threats in the environment through early identification and avoidance of risk.
- **Disease Prevention:** actions to thwart disease process by modifying the environment, behavior and body defenses.
- **Illness and Disease Management:** specific **modalities** to modify or eliminate disease/illness manifestations. Disease is an alteration at cellular, tissue or organ level while an illness is the experience of loss or dysfunction.
- **Information Technologies:** the application of the **principles** of information science and theory to the study, scientific analysis, and management of nursing information.
- **Health Care Technologies:** the methodologies used in nursing practice settings designed to provide assessment data and support patient care.

### **Professional Nursing Roles:**

- **Provider of Care:** the provision of care to patients that combines both the art and science of nursing. As a provider of care, the nurse integrates the roles of communicator, teacher,

counselor, leader, researcher and advocate when promoting an optimal level of wellness.

- **Designer, Manager, and Coordinator of Care:** involves actions used when caring for multiple patients, supervision and direction of care given by other health care team members.
- **Member of a Profession:** one who identifies with and demonstrates specific behaviors that have been established by the discipline of nursing.

Rev. 5/99

## NSNA Student Bill of Rights

**The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).**

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Rev. 7/08

## **National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct**

### **PREAMBLE**

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

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

### **A CODE FOR NURSING STUDENTS**

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

1. Advocate for the rights of all clients.
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 clients, 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.

Adopted by the NSNA House of Delegates, Nashville, TN on April 6, 2001.

## Scope of Practice

From DORA website [www.dora.state.co.us/nursing](http://www.dora.state.co.us/nursing)

I. Purpose: To identify the scope of practice for all levels of nursing

II. General Information: Provides faculty and students with clear guidelines for nursing's scope of practice in Colorado.

***See form on next page***

**Definition of Nursing Delegation: Delegation of nursing function is per occurrence and is limited to patients that are stable and where the outcome of the delegated task is predictable. It is the responsibility of the delegator to verify adequate skills of the delegatee. Delegation of care is only allowed within the RN scope of practice.**

REGISTERED NURSE	LICENSED PRACTICAL NURSE	NURSING ASSISTANT
<b><u>ASSESSMENT</u></b>		
<p><b>Independent, dependent and interdependent functions</b></p> <p>Assess and evaluate health status of individuals:</p> <p>Collect objective and subjective data</p> <p>Analyze, report and record data</p> <p>Validate, refine and modify data</p>	<p><b>At the direction of RN, APN, licensed physician, dentist, or podiatrist</b></p> <p>Contribute to assessment of health status:</p> <p>Collect, report, and record objective/subjective data</p> <p>Observe conditions or change in condition</p> <p>Collect data and report signs and symptoms of deviation from normal health status</p>	<p><b>At the direction and under the supervision of RN or LPN</b></p> <p>Collect, report and record basic objective and subjective data</p> <p>Observe and report change in signs and symptoms or deviations from normal health status</p>
<b><u>IDENTIFICATION OF HEALTH CARE PROBLEMS</u></b>		
<p>Utilize all data to identify and document health care problems</p>	<p>Assist in formulating lists of needs/problems</p>	<p>Provide basic patient information which assists the licensed nurse in making lists of problems and needs</p>
<b><u>ESTABLISHES GOALS</u></b>		
<p>Collaborate with patient, family, significant others and health team to:</p> <p>Identify present and predicted needs</p> <p>Establish short and long-term goals</p> <p>Set realistic and measurable goals</p>	<p>Contribute to setting realistic short and long-term goals</p>	<p>Provide basic information regarding the patient which assists the licensed nurse in setting goals</p>

**PLANNING A STRATEGY OF CARE**

<p>Develop a written care plan to include:</p> <p>Cultural, ethical, spiritual aspects and decisions regarding treatment</p> <p>Measures to support human functions and maintain hygiene, comfort and safe environment</p> <p>Educational and counseling needs to promote, maintain, restore health.</p> <p>Utilize community resources for continued care Prioritize needs</p> <p>Review and revise care plan as necessary</p>	<p>Participate in development of written care plan</p> <p>Recognize, understand, respect cultural, spiritual, religious backgrounds, beliefs, needs/rights to choice</p> <p>Assist in identification of measures to support human function and maintain hygiene and comfort</p> <p>Maintain environment conducive to well-being</p> <p>Assist in assuring access to community resources</p> <p>Participate in identification of priorities</p> <p>Participate in reviewing and revising plan of care</p>	<p>Contribute to the development and revision of the plan of care by providing basic information regarding the patient which assists the licensed nurse in the development and revision of the plan of care</p>
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**IMPLEMENTING STRATEGY OF CARE**

<p>Consider complexity of care, educational preparation and facility policies when delegating* care</p> <p>Remains responsible for all delegated* acts</p> <p>Delegate* /assist staff in implementing care</p> <p>De1egate*/assign duties as specified in rules and regulations</p> <p>Initiate, provide, assist with delegated* care</p> <p>Verify medical orders are accurate, properly authorized; no documented contraindications</p> <p>Administer prescribed medications and IV therapy</p> <p>Develop and initiate plan to provide patient education and counseling</p>	<p>Carry out functions taught in approved PN program</p> <p>Assist patient with ADLs; encourage self-care Provide direct care, comfort measures, emotional support to patients whose condition is stable or predictable</p> <p>Under Direct Supervision: Provide care, interventions; and communicate response for patients whose condition is complex or unstable)</p> <p>Assist with rehabilitation (e.g., ROM, alignment, body mechanics)</p> <p>Provide environment conducive to safety and health</p> <p>Administer prescribed treatment and medication, except by intravenous route (IV certified LPNs - see</p>	<p>Carry out functions taught in approved nursing assistant programs</p> <p>Complete basic duties assigned by a licensed nurse</p> <p>Provide total personal care or assist patient with ADLs; encourage self-care</p> <p>Provide physical care, comfort measures, emotional support to patients whose conditions are stable or predictable</p> <p>Assist with basic restorative nursing, bladder training Provide a safe and healthy environment Repeat patient teaching instructions as given by the RN</p>
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<p>Document interventions and responses</p> <p>Communicate interventions and responses</p> <p>Make judgments, decisions and modify care as needed</p>	<p><b>Advanced Educational Preparation)</b> Perform selected IV therapy functions as delegated* and supervised by RN</p> <p>Document prescribed interventions and responses</p> <p>Assist and provide reinforcement with patient teaching</p>	<p>Document and communicate completion of assigned duties and patient responses</p>
<p><b><u>MAINTAINING SAFE AND EFFECTIVE CARE</u></b></p>		
<p>Evaluate environment and initiate plan to provide a safe environment</p> <p>Institute standard procedures to stabilize patient's condition or prevent serious complications in emergency situations</p> <p>Act as patient advocate</p>	<p>Maintain safe environment</p> <p>Consult/seek guidance from RN and others as necessary</p> <p>Initiate standard emergency procedures until RN or physician is available</p> <p>Apply principles of asepsis and infection control</p> <p>Participate in development, revision and implementation of policies and procedures</p>	<p>Maintain safe environment</p> <p>Seek guidance from a licensed nurse as necessary</p> <p>Perform CPR when necessary</p> <p>Follow principles of asepsis and infection control</p> <p>Share pertinent information with a licensed nurse</p>
<p><b><u>EVALUATING RESPONSES TO INTERVENTIONS</u></b></p>		
<p>Utilize identified goals to:</p> <p>Determine data needed to evaluate outcome of care</p> <p>Document and communicate evaluation data</p> <p>Evaluate effectiveness of common treatments/tasks, document and communicate outcomes of care given</p> <p>Use evaluation data to reassess patient status, revise care plan to reflect needed changes in nursing intervention.</p>	<p>Evaluate effectiveness of common treatments/tasks, document and communicate outcomes of care given</p> <p>Assist with collection of evaluation data</p> <p>Contribute to modification of plan of care</p>	<p>Document and communicate patient responses</p> <p>Assist with collection of data</p>

<b><u>MANAGING PRACTICE OF NURSING</u></b>		
<p>Provide direct care; assign and/or delegate* functions according to education and demonstrated competence</p> <p>Supervise staff to whom nursing functions are assigned! delegated*</p> <p>Provide leadership in formulating, interpreting, implementing and evaluating nursing service objectives and policies</p> <p>Direct and evaluate quality of nursing service</p>	<p>Assign duties to ancillary workers as specified in rules and regulations</p> <p>Assist ancillary workers to carry out assigned care</p> <p>Supervise ancillary workers to whom care is assigned</p>	N/A
<b><u>COLLABORATION WITH OTHER HEALTH PROFESSIONALS</u></b>		
<p>Communicate significant changes in patient status</p> <p>Consult as necessary to meet patient needs</p>	<p>Share pertinent information</p>	<p>Share pertinent information</p>
<b><u>ADVANCED EDUCATIONAL PREPARATION</u></b>		
<p>Document completion of comprehensive program including supervised clinical; <b>OR</b> has previously acquired the additional knowledge/judgment/skill and can provide evidence thereof to employer</p> <p>Maintain evidence (both RN and employer) of original documentation and demonstration of acquired knowledge/judgment/skill</p> <p>Verify additional duties are within RN scope of practice</p> <p>Follow written policies and procedures approved by medical staff, nursing and agency administration</p>	<p>** Complete Board approved IV certification course including supervised clinical; OR document completion of such from another state</p> <p>Maintains evidence (both LPN and employer) of original documentation and demonstration of IV knowledge/judgment/skill</p> <p>Follows written IV policies and procedures approved by medical staff, nursing and agency administration</p> <p><b>** Advanced Educational Preparation for LPNs in Colorado is limited to IV certification.</b></p>	N/A

# ***Policies***

## **Academic Advising**

### I. Purposes:

- A. To explain the roles of the student and the advisor in the academic advising relationship.
- B. To insure that students make satisfactory progress toward a degree.
- C. To set standards for satisfactory progress in the nursing program.

### II. Policy:

#### A. Academic Advising

1. Students are responsible for contacting their assigned advisor for initial advising prior to each semester's registration and at any other time that the student and advisor may deem necessary.
2. Students are strongly encouraged to have their advisor review their course load, but the advisor's signature is not necessary for the student to proceed with the registration process.
3. The help of a faculty advisor does not relieve the student of the fundamental responsibility for establishing and maintaining his/her own academic program. Students are responsible for full knowledge of the provisions of their program.
4. For courses requiring "permission of the instructor" as an alternate to a stated prerequisite course, the students must receive such permission before registering for class. Instructors reserve the right to withdraw any student who does *not* have permission.
5. Mesa State College advisors maintain a minimum of 5 scheduled office hours per week, which are scheduled for the purpose of being available to students.
6. Students must contact course instructors to have appropriate forms signed when adding or dropping classes or withdrawing from the program.
7. The advisor will refer the student to the college registrar regarding evaluation of courses for credit and other appropriate matters.
8. Students are responsible for picking up and completing *Intent to Graduate* forms from the Registrar's Office, and for making an appointment with their advisor the semester prior to graduation to complete the program sheet and petition to graduate.
9. Students are responsible for making sure all copies of transcripts from other colleges are current and on file in the nursing department. Student must provide a transcript evaluation from Registrar's Office.
10. Students must provide current Mesa State College transcript obtained from the Registrar's Office.

#### B. Personal Counseling

1. Students may discuss personal problems with an advisor in a confidential, accepting atmosphere.
2. Advisors will refer students for appropriate counseling when the problems are beyond the problem solving abilities of the advisor and advisee.

3. The Dean of Student Service is available to provide counseling and referral services to students seeking personal, career or substance abuse counseling and resources.

### **Academic Dishonesty**

- I. Definition: Intentional act of fraud, in which an individual claims credit for work belonging to another individual.
- II. Purpose: To identify policy related to cheating, plagiarism, or knowingly furnishing false information.
- III. General Information:

Examples of cheating include, but are not limited to:

- Looking at another individual's work with the intent to use it on tests, assignments, or presentations.
- Bringing notes to a testing situation on paper, books, or electronic device, not allowed by the instructor.
- Sharing or posting course work/assignments for clinical on the internet other than organized group study guides for tests or authorized by the instructor.
- Assisting others in cheating or plagiarizing.

Examples of plagiarism include, but are not limited to:

- Submitting of another individual's work as one's own whether it was obtained from print or electronic source.
- Unauthorized collaboration.
- Forging an academic document.
- Taking someone's ideas during class discussion without citing the individual and circumstances of the lecture.
- Paraphrasing without citing the source.
- Submitting in whole or substantial portions written or oral academic work without appropriate citation.

#### IV. Policy:

- A. Upon entrance into the program, all students will be required to sign a statement regarding academic dishonesty. This is in effect for the entire program of study.
- B. The signed form should be turned in to the administrative assistant to be kept in the student's file.
- C. Students on flexible schedules will complete the form in the first nursing course of the academic program.
- D. Students should also read the Mesa State College Student Handbook sections on student conduct: Cheating, Plagiarism, Academic Integrity, and Discipline as these apply to all Mesa State College Students.
- E. Information of any kind used for any department course/clinical remains the property of the department.

- F. Health Sciences faculty may require students to submit their written assignments to Mesa State College's plagiarism software program, Turnitin, before submitting a hard copy for class.

V. Group Work

- While the student might choose to participate in a study group, each student is responsible for his/her own assignment. Collaboration, rather than division of labor, is expected.
- Group presentations require the same standards as study group.

VI. Sanctions and Disciplinary Action for Academic Dishonesty

Faculty members reserve the right to enforce sanctions for academic dishonesty. Such sanctions include, but are not limited to:

- Lowering grades or complete failure for assignments, tests, or the entire course.
- Withdrawing student from course at any time at the discretion of the nursing department.
- Students identified as violating academic honesty will be subject to disciplinary action up to and including expulsion from the program.
- Students who observe academic dishonesty can file a written report and turn it into the head of the department.
- Students may appeal sanctions for academic dishonesty reports made against them. Students should first appeal against the person writing the sanctions against them. If the student is not pleased with the result of the appeal, the student may then appeal to the Vice President of Student Services and Outreach.

Date 02/08

*Please print and sign the Academic Honesty Agreement in the appendix of this handbook and return to the Health Sciences office.*

### ***Assessment Technologies Incorporated (ATI) Testing- BSN Program***

- I. Purpose: To inform students about assessment-driven review program designed to assess content mastery and increase student pass rates on the nursing licensing exam (NCLEX).
- II. General Information:
- A. Student performance on NCLEX is an important outcome assessment indicator for the nursing curriculum. Content is presented throughout the curriculum to prepare students for the licensing examination.
  - B. The use of nationally benchmarked examinations assists the student in self-assessment of content mastery and focused their preparation for the licensing examination.
  - C. The use of nationally benchmarked examinations assist faculty in better preparing students for the NCLEX exam by identifying weaknesses for remediation. The examinations also assist in program evaluation and curriculum review.

- D. ATI provides a comprehensive assessment and review program which begins prior to admission to the nursing program and continues beyond graduation as the graduate prepares for the licensing examination.
- a. **Test of Essential Academic Skills (TEAS)** – The TEAS is designed to predict the academic readiness of applicants prior to admission into a program of study in nursing. The four subtests are math, science, English, and reading. The TEAS is one component of the admission process.
  - b. **Self-Assessment**– ATI's Self- Assessment Inventory identifies unique learning style characteristics, quantifies critical thinking components, and serves as a communication tool to improve the understanding of each student's professional and work values. Questions on the Self-Assessment Inventory use a five-point Likert scale to provide educators with data about the thinking process, learning style, professionalism, and work values of each student.
  - c. **Critical Thinking Entrance/Exit Exams** – These non-nursing exams are administered at entrance and exit from the nursing program to assess the student's ability to use the phases of the critical thinking process.
  - d. **Quest for Academic Success** – This tool provides students with an introduction to the concepts of the critical thinking process. Study and testing skills are enhanced by highlighting key points for note-taking, textbook annotation, and content application through case study.
  - e. **Content Mastery Series** - This program aids students in the review and remediation process for the state licensing exam in nursing. Each module combines thorough content mastery assessment with review questions based on case studies. Review modules are followed by non-proctored and proctored student exams to assess the effectiveness of remediation. Assessment and review are designed in accordance with the NCLEX test plan and cover the following nursing specialty areas: Medical-Surgical, Maternal-Newborn, Nursing Care of Children, Fundamentals of Nursing Practice, Mental Health, Pharmacology of Nursing Practice, Community Health Nursing Practice, Leadership and Management for Nursing Practice, and Nutrition. A performance report summarizes the student's knowledge of content areas and use of the critical thinking phases, nursing process, and cognitive levels. Results are available immediately.
  - f. **RN Comprehensive Predictor** assessment tool is **96% predictive** for outcomes of the NCLEX. Scores are included for content, nursing process, critical thinking, and knowledge level. The exam report includes NCLEX correlation and a study guide.
  - g. **Preparing for the NCLEX** – This preparatory guide features strategies for improving performance on the NCLEX

### III. Procedure:

- A. Prior to the admission deadline each semester, TEAS examinations will be scheduled at a variety of times/dates in computer labs on the campus.
  - a. Potential applicants must schedule a time to take the TEAS examinations by utilizing the exam signup form on the department website. Students should allow 3 hours for this examination. Students must pay for the examination (cash or check) at the time of the test. TEAS scores will be considered as one component

- of admission criteria for the nursing program. Students may retake the TEAS examination at their own expense.
- B. Course specific fees will be utilized to cover costs of the ATI comprehensive assessment and review program. The Department Head will order the correct number of ATI materials after the drop/add period each semester.
  - C. The Self Assessment and Critical Thinking Entrance examination will be administered early in the first semester of the nursing program. The Quest for Academic Success tool will be distributed to students at the time of this examination.
  - D. Review modules for specific content will be distributed to students each semester once the materials are received from ATI. Students at each level in the program will receive the following ATI review modules and content mastery exams:
    - a. Level one – Nutrition, Self-Assessment, Critical thinking
    - b. Level two – Fundamentals, Pharmacology of nursing practice
    - c. Level three – Mental health, Maternal-newborn, Nursing care of children
    - d. Level four – Medical-Surgical, Community health nursing practice
    - e. Level five – Leadership and management for nursing practice, **RN Comprehensive predictor**, Critical Thinking exit exam. Preparing for the NCLEX guide will be distributed during the NCLEX preparation component of Senior Specialty.
  - E. A proctored, standardized exam is administered toward the end of semester in each content mastery area identified above.
    - a. The Department Head will schedule computer labs on the campus at a variety of dates/times over a three week period.
    - b. Students will sign up to take the examinations at a time that is convenient to them.
    - c. Faculty will sign up to proctor the examinations.
    - d. Each faculty member will determine the amount of credit to be awarded in a theory course for achieving the ATI examination at the designated benchmark. Students who do not achieve the designated benchmark must take the non-proctored examination after remediation until they achieve the designated benchmark.
  - F. Students keep the all review modules and may utilize the online non-proctored examinations to review for the NCLEX.
  - G. Faculty will review the results of all examinations at the first curriculum meeting scheduled each semester as one component of program evaluation. Program changes are based on a variety of quality indicators, which include student performance on ATI examinations.

Rev. 01/07

## **Bloodborne Pathogens/Needle Stick Exposure/Injury Policy**

### **I. PURPOSE**

- a. To provide a protocol for students in the Department of Health Sciences to receive appropriate treatment after exposure to a bloodborne pathogen.
- b. To provide systems and processes to minimize occupational exposure to bloodborne pathogens
- c. To comply with the OSHA Bloodborne Pathogen Standard 29 CFR1910.1030
- d. To provide guidelines for injury follow up

### **II. POLICY**

The Department of Health Sciences at Mesa State College has established and maintains the following Exposure Control Plan to eliminate or minimize occupational exposure to bloodborne pathogens.

A copy of the Exposure Control Plan is kept in the department Policy and Procedure Manual. The plan is available to all employees upon hire and is reviewed for all employees during orientation and annually thereafter. All students are oriented to the policy before clinical rotations involving exposure to bloodborne pathogens.

The Exposure Control Plan is reviewed and updated as needed, but no less than annually by the Policy Committee and designated employees to:

- Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens.
- Document consideration and implementation of appropriate commercially available and effective safer medical devices

#### **A. Program Administration:**

The Department Head is responsible for the implementation of the Exposure Control Plan (ECP). He/She will maintain, review and update the ECP at least annually, and whenever necessary to include new or modified tasks and procedures.

Those employees who are determined to have occupational exposure to blood or other potentially infectious materials (OPIM) must comply with the procedures and work practices outlined in this ECP.

Employees and students who experience an exposure incident will immediately report their exposure as indicated on the Exposure Flow Chart and report to the facility's designated medical provider for confidential medical evaluation and follow-up.

#### **B. Exposure Determination:**

Classifications in which all students and employees have occupational exposure:

- Lab Instructors
- Clinical Instructors
- Students

Tasks and procedures in which occupational exposure may occur:

- Handling of blood, blood products or body fluids or contaminated objects
- Invasive procedures
- Phlebotomy or vascular access procedures and care thereof
- Contact with lab specimens
- Wound care
- Contact with mucous membranes or non-intact skin
- Handling or disposal of medical waste
- Cleaning or processing contaminated equipment
- Suctioning or sputum induction
- CPR
- Handling of soiled linen
- Cleaning or decontamination of environmental surfaces

### **C. Methods of Implementation and Control**

- All applicable employees and students will utilize universal precautions and treat all blood and/or other potentially infectious materials as infectious regardless of the perceived status of the source individual.
- Engineering and Work Practice Controls as further described in this Exposure Control Plan
- Housekeeping
- Labels
- Hepatitis B Vaccination
- Post exposure evaluation and follow-up
- Employee Training
- Record Keeping

### **D. Engineering and Work Practice Controls:**

Mesa State College institutes appropriate engineering and work practice controls to eliminate or minimize employee exposure to bloodborne pathogens. All clinical settings are also mandated to implement engineering and work practice controls.

New developments in exposure control technology such as needleless systems are evaluated and implemented as they become available and/or on an annual basis. Mesa State College also conducts ongoing evaluation of tasks and medical devices that carry a risk of exposure and solicits input from faculty and students during lab and clinical rotation in the identification, evaluation and selection of engineering and work practice controls.

All students and employees are instructed and trained in the appropriate use of engineering and work practice controls during orientation and at least annually and more often when necessary such as when new tasks are introduced, when tasks are modified or when job classifications are added or modified.

Engineering and Work Practice Controls that are instituted include:

- Hand washing practices including practices to be used in the absence of hand washing facilities.

- Provision of personal protective equipment
- Standard Precautions
- Needleless systems
- Containment of contaminated sharps and biohazardous waste

### **E. Work Practice Controls**

Students and employees are instructed to wash hands after removal of gloves and whenever there is a likelihood of contamination. Contaminated skin area should be washed as soon as possible.

Waterless hand washing products are permitted for use before and after gloving. When hands/gloves become visibly contaminated with blood or other potentially infectious materials hands should be washed as soon as possible with antimicrobial soap and water.

If blood or other potentially infectious material contacts mucous membranes, those areas should be washed or flushed with water as soon as possible following contact.

Contaminated needles are not to be recapped, bent or broke off. Shearing or braking of contaminated needles is prohibited. They must be deposited in a sharps container immediately after use. If recapping is necessary, only a one-handed technique is allowed.

Sharps containers are provided to students in the lab area and in all clinical settings. This ensures that they are puncture-resistant, color-coded or labeled with a biohazard warning label and leak-proof on the sides and bottom.

All sharps containers must be closed when they are 2/3 full prior to removal or replacement to prevent spilling or protrusion of the contents during handling or storage.

Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of occupational exposure such as patients' homes.

Food and drink must not be kept in refrigerators, freezers, shelves and cabinets or on countertops or bench tops where blood or other potential infectious materials are present.

All procedures should be carried out in a manner that minimizes splashing, spraying, splattering and generation of droplets of blood or other potentially infectious materials such as emptying of bedpans, commodes.

Specimens of blood or other potentially infectious materials are to be placed in fluid-proof, biohazard labeled shipping containers provided by the agency  
Regulated waste material is to be placed in a biohazard labeled container, which is to be closed before removal to prevent spillage or protrusion of contents.

Equipment that may be contaminated with blood or other potentially infectious materials is to be examined and decontaminated as necessary prior to service of shipping. Employees and students should adhere to universal/standard precautions and use appropriate personal protective equipment when handling such equipment.

No parenteral or invasive procedures will be performed in the campus lab except on mannequins.

## **F. Personal Protective Equipment (PPE)**

All PPE is provided to employees and students at no cost.

PPE is chosen based on the anticipated exposure to blood or other potentially infectious materials. The PPE will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach the employees clothing, skin, eyes, mouth or other mucous membranes under normal conditions of use and for the duration of time for which the protective equipment will be used.

The following personal protective equipment is provided at the clinical facility:

- Disposable gloves
- Safety goggles with side shields
- Face shields
- Masks
- Aprons
- Non-permeable disposable gowns
- Pocket mask for CPR with one-way valve

### **1. Gloves**

Gloves should be worn where there is a reasonable expectation of contact with blood, OPIM, non-intact skin and/or mucous membranes; when performing vascular access procedures, with a reasonable likelihood of blood exposure; and when handling or touching contaminated items or surfaces.

Hypoallergenic gloves or other similar alternatives shall be available to employees allergic to regular gloves.

Disposable gloves are not to be washed or decontaminated for re-use, and are to be replaced as soon as practical when they become contaminated or as soon as possible if they are torn, punctured or when their ability to function as a barrier is compromised.

Utility gloves may be decontaminated for re-use provided that the integrity of the glove is not compromised. Utility gloves should be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration or when their ability to function as a barrier is compromised.

### **2. Other PPE**

Appropriate face and eye protection should be worn when splashes, sprays, spatters or droplets of blood or other potentially infectious materials pose a hazard to the eyes, nose or mouth.

All garments that are contaminated should be removed immediately or as soon as possible.

All personal protective equipment should be removed and placed in a designated container prior to leaving the immediate patient care area.

## **G. Housekeeping**

All environmental surfaces are cleaned with an EPA approved germicidal on a regular cleaning and decontamination schedule.

Areas contaminated with blood or other potentially infectious materials should be:

- Cleaned with the use of appropriate PPE and a solution that is effective against Hepatitis B & C, HIV and OPIM
- Decontamination should be done with a 1:10 dilution of chlorine bleach (or other approved disinfectant) immediately after contamination (i.e. spill or leakage)
- Decontamination should be done for 10 minutes

#### **H. Handling of Waste Material:**

- Used sharps containers are to be closed, placed in a red plastic bag and transported to the agency office.
- The sharps container is placed in the large plastic container in the storage room for pickup by a contracted.
- Broken glass that may be contaminated should never be picked up by hand. Use mechanical means such as a brush and dustpan, forceps or tongs to pick up broke glassware.

#### **I. Laundry**

Handle contaminated laundry as little as possible, with minimal agitation. Avoid contact of clothing with contaminated laundry or use barrier aprons or gowns.

Wet contaminated laundry should be placed in leak-proof containers before being transported for laundering

Contaminated linens should be washed with detergent in water at least 140-160 degree F for 25 minutes.

#### **J. Signs and labels:**

Warning labels are placed on containers of regulated waste, refrigerators containing blood or other potentially infectious materials and other containers used to store or transport blood or infectious materials and/or when appropriate, the used of red biohazard containers.

The label will be a fluorescent orange or orange-red biohazard label as illustrated with lettering in a contrasting color.



## K. Vaccination:

Students in the Health Sciences Programs are at increased risk for exposure to Hepatitis B. Prior to enrolling in the program, the student will be required to:

- a. Receive the Hepatitis B vaccination series (three vaccinations)
- b. Vaccination is encouraged unless:
  - There is documentation that the employee has previously received the series
  - Antibody testing reveals the employee is immune
  - Medical evaluation shows that vaccination is contraindicated
- c. Sign a *Refusal of Hepatitis B Vaccination* declining the vaccination.

Students agreeing to receive the vaccination series must complete the series within the six month designated time frame. Students are responsible for getting the vaccination from their private physician and for covering the cost of the vaccinations. Verification of all vaccinations/immunity must be provided to the Department of Health Sciences. Vaccination status of all students will be maintained on file in the Health Sciences Department. It is the student's responsibility to keep their immunization records current.

## III. PROCEDURE

### A. POST EXPOSURE EVALUATION AND FOLLOW-UP

Should an exposure incident occur, the student shall:

- Wash the affected area with soap and water or other appropriate solution
- Flush exposed mucous membranes with water
- Contact the clinical instructor immediately. The appropriate incident forms for the agency must be completed.
- The designated medical provider or emergency room (for after hours care) will immediately conduct a confidential medical evaluation and follow-up.
- Faculty will document the incident and follow up for permanent record.
- ***Please note: If the student participates in a non-contracted activity the cost for PEP is at the student's expense***

The written opinion of the treating physician will be limited to the following information:

- The employee has been informed of the results of the evaluation
- The employee has been told about any medical conditions resulting from exposure to the blood or OPIM, which requires further evaluation or treatment

***All other findings shall remain confidential and will not be included in the Written Report***

### B. PROCEDURES FOR EVALUATING THE CIRCUMSTANCES SURROUNDING AN EXPOSURE INCIDENT

The Department Chair will review the circumstances of all exposure incidents to determine:

- Engineering controls in use at the time
- Work practices followed
- A description of the device being used
- Protective equipment or clothing that was used at the time of the exposure incident
- Location of the incident
- Procedure being performed at the time of the incident
- Employee's training

If it is determined that revisions need to be made, the Chair will ensure that appropriate changes are made to this ECP,

#### **IV. FACULTY/STUDENT TRAINING**

All students and clinical faculty who have occupational exposure to bloodborne pathogens will receive training during orientation and at least annually thereafter. Clinical faculty may complete this at their primary workplace or campus.

Training will include at least the following information:

- The epidemiology, symptoms and modes of transmission of bloodborne pathogen diseases
- An explanation of the OSHA standard
- An explanation of the exposure control plan and where employees can obtain a copy
- An explanation of methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials, including what constitutes an exposure incident
- A review of the use and limitations of engineering controls, work practices and PPE
- An explanation of the types, uses, location, removal, handling, decontamination and disposal of PPE
- An explanation of the criteria for PPE selection
- Information about the Hepatitis B vaccine series including information on its efficacy, safety, method of administration, the benefits of being vaccinated and that the vaccine will be offered free of charge.
- Information on the appropriate actions to take and persons to contact if an exposure incident involving blood or other potentially infectious materials occurs, including the method of reporting the incident and the medical follow-up that will be made available.
- Information on the post-exposure evaluation and follow up that the employer is required to provide for the employee following an exposure incident
- An explanation of the signs and labels and/or color coding required by the standard and used by this organization
- An opportunity for interactive questions and answers with the person conducting the training session

Training records are completed for each employee upon completion of training. Training documents contain the following information:

- Dates and times of the training sessions
- Contents or a summary of the training sessions
- Names and qualifications of persons conducting the training
- Names, signatures and job titles of all persons attending the training sessions.

The original records are maintained in a secure file cabinet in the Health Sciences Department. Copies of documents verifying attendance at the training sessions become part of each employee's personnel record and student's personal file.

Training records are available upon request to the employee, the employee's authorized representative, those within the organization with access to medical records, to the Assistant Secretary of Labor for OSHA or designated representative or the Director of NIOSH or designated representative and as otherwise required/stipulated by law and regulation.

## **V. RECORDKEEPING**

### **A. Medical Records**

Human resources is responsible for maintenance of the required medical record in accordance with 29 CFR 1910.20 "Access to Employee Exposure and Medical Records."

The Director of Human Resources is responsible for maintenance of the required medical records. These confidential records are kept in the Human Resource office for at least the duration of employment plus 30 years.

Employee medical records are provided upon request of the employee or to anyone having written consent of the employee within 15 working days. Such requests should be sent to the Director of Human Resources.

### **B. OSHA Recordkeeping**

The Director of Human Resources is responsible for maintenance of the OSHA 300 Log.

Individual facilities are responsible for maintenance of the Sharps Injury Log.

Rev 7/08

**NEEDLESTICK/INJURY DECISION TREE**

**Health Science student sustains an injury during assigned clinical/lab experience**

Report to faculty immediately

Did the injury occur at a healthcare facility where we have an affiliation agreement?

YES

NO

Did the injury occur at St. Mary's Hospital?

NO

Did the injury occur at a facility that indicates that students are to be treated the same as employee's i.e.VAMC & Community Hospital

Refer student to nearest ER for immediate follow up to begin PEP Protocol (at their own expense)

YES

YES

Student will complete follow up as directed through the student health center or their health care provider for at their own expense.

Go to the emergency room triage

Follow the facility policy.

Faculty will report the incident to the Department Head at Mesa State College within 24 hours.

Bring Exposure Paperwork and Report the incident to Human Resources at Mesa State College **within 24 hours** of the incident to complete Workman's Comp forms.

Department Head will notify the VP for Student Affairs and VP for Academic Affairs.

### ***Bringing Children to Class***

- I. Purpose: To ensure a conducive learning environment for all students.
- II. General Information
  - A. Children should not be brought to class. It is unreasonable to expect children to maintain decorum for lengthy class periods. Material presented may not always be appropriate for children.
  - B. In an emergency situation, and only with course instructor's permission, a child may be brought to class. If the child's behavior becomes disrupting or distracting, the child's parent must immediately remove the child from the classroom.

Rev. 4/90, 11/94,11/97,5/99

### ***Cardio-Pulmonary Resuscitation (CPR) Certification***

- I. Purpose: To assure that the student maintains certification.
- II. General Information:
  - A. Students must have a current CPR card upon entry into the nursing program.
  - B. Students must maintain a valid CPR certification throughout the remainder of the program.
- III. Procedure:
  - A. The student must attend a basic CPR course approved by the American Heart Association, as follows:
    - BCLS-C from the American Heart Association
  - B. The student must present a valid CPR certification card to the BSN program coordinator at the beginning of each academic year.

Rev. 11/87,10/88,11/94,5/96,11/97,5/99, 8/03

## ***Class/Clinical Attendance***

- I. Purpose: To outline student responsibilities regarding attendance in class and in clinical sessions.
- II. Class Attendance:
  - A. Attendance during classes, examinations, and assigned experiences are mandatory for the Mesa State College Department of Health Sciences. All students are required to be on time and participate in all scheduled classes.
  - B. Failure to attend will cause missed opportunities that contribute to the education of safe nursing practice, and may lead to patterns that will not be tolerated in the workplace.
  - C. Specific to each course, each faculty member, and outlined in each syllabus will be mandatory guidelines in attendance. Failure to comply will result in a grade reduction.
  - D. It is the student's responsibility to contact the course faculty member when an absence is anticipated.
    1. Students are expected to use their judgment with unsafe traveling conditions.
    2. Absence due to serious illness or strictly unavoidable circumstances will be handled on an individual basis.
    3. Should the student need to be absent, clinical agencies and/or faculty members must be notified one hour prior to the clinical experience if this experience will be missed
  - E. If a student is unprepared for a clinical assignment (e.g., inappropriate dress, incomplete preparation) she/he will be sent home and 5 percentage points will be subtracted from the grade.
  - F. Five percentage points will be subtracted off the clinical grade for each of the following:
    1. Tardy more than twice
    2. Each absence over two for courses lasting an entire semester OR each absence over one for courses lasting half a semester or condensed course
    3. A no call/no show in clinical OR if student is unprepared for clinical assignment.

Rev. 4/08

## **National Student Nurses' Association, Inc. *Code of Academic and Clinical Conduct***

### **PREAMBLE**

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

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

### **A CODE FOR NURSING STUDENTS**

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

1. Advocate for the rights of all clients.
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 clients, self or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization is 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.

*Adopted by the NSNA House of Delegates, Nashville, TN on April 6, 2001.*

## ***Collective Bargaining Activities***

- I. Purpose: To clarify the role of students in collective bargaining activities in clinical agencies.
- II. Policy:
  - A. When functioning in the student role, individuals will maintain a position of neutrality in relation to collective bargaining activities at agencies used for clinical experiences.
  - B. In the event of a work stoppage, the faculty will evaluate the appropriateness of the site for the scheduled learning experience.
  - C. If it is determined that the facility would not provide the desired learning experience, alternate methods of meeting clinical objectives will be utilized.
  - D. If a faculty member or student is assigned to an institution where they are also an employee, as an independent professional, he/she will assume accountability for action regarding strike notice activities during non-working or non-clinical assignment hours.

Rev. 2/95, 11/96,11/97,5/99

## **Colorado Nursing Articulation Model**

- I. Purpose: To provide guidelines for advanced placement of registered nurses into the baccalaureate nursing program.
- II. General Information:
  - A. Registered nurses will follow the Colorado Nursing Articulation Model.
- III. Associate Degree or Diploma RN to Baccalaureate Degree
  - A. For progression to the nursing Baccalaureate Degree\*:
    - Must meet program admission requirements.
    - Must be a graduate of an associate degree or diploma nursing program, any state.
    - Registered nurses must hold a Colorado Registered Nurse license in good standing.
    - May transfer in or be awarded credit equivalent to approximately one year of nursing courses. Credit to be held in escrow until equivalent of one full time semester of nursing course work has been completed.
    - No more than 38 additional semester hours of *nursing* credits may be required for those receiving credit for one year of nursing courses.
    - No more than 132 total semester credit hours may be required for the baccalaureate degree.

<b>VARIABLES</b>	<b>0-3 YEARS AFTER GRADUATION</b>	<b>3+ YEARS AFTER GRADUATION</b>
Applies to:	All Graduates	All Graduates
Nursing Credits:	No testing required. No work experience required.	No testing required if during last 3 years have had: <ol style="list-style-type: none"> <li>1. Nursing work experience of 1,000<sup>∅</sup> hours or</li> <li>2. A CCNE ** approved refresher course or</li> <li>3. An experience approved by the accepting college</li> </ol> <sup>∅</sup> <i>Certain schools may require additional work experience for admission.</i>
Non-Nursing Credits: <i>**Colorado Council on Nursing Education</i>	Only non-nursing courses that carry college credit may transfer (subject to policies of individual colleges).	Only non-nursing courses that carry college credit may transfer (subject to policies of individual colleges).

Rev. 11/97



## **Confidentiality**

- I. Purpose: To provide guidelines about Mesa State College's Department of Health Sciences position on Confidentiality related to patient care issues.
- II. General Information:
  - A. At the beginning of each level students will view the video, "Confidentiality: Ethical and Legal Considerations" by Medcom/Trainex, found in the ATL.
  - B. At level I, the student will receive printed information about Confidentiality (see after this policy in this handbook), and will be required to sign a form stating agreement to comply with this policy.
  - C. The form must be signed and a copy returned to the Department to be placed in student's file before being allowed to attend clinical.
  - D. In specified courses at each Level, students must re-view the video and receive proof from the ATL lab aid that the video was watched.
  - E. Outreach students will provide evidence of confidentiality training.

Rev. 6/00, 8/04

### **Confidential Nature of Medical Information**

A confidential communication is one that contains information given by one person to another under circumstances of trust and confidence with the understanding that such information must not be disclosed. Clearly, information about a patient—gathered by examination, observation, conversation, or treatment—is the type of confidential information the law has always protected. In the academic setting a patient may be extended to include a guest classroom speaker or individual whose knowledge or experience is used to assist with the students' learning. Thus, both nurses and physicians are legally and morally obligated to keep secret any information about a patient's illness or treatment that is obtained in the normal course of their professional duties. Indeed, the observance of confidentiality is one of the fundamental tenets of the Code for Professional Nurses adopted by the American Nurses' Association. This is also addressed in the *NSNA Code of Academic and Clinical Conduct* (see Appendix E).

In general, if information from a patient's chart is disclosed without the patient's express consent, or without a court order or express statutory authority, the hospital--as well as those who actually made the disclosure—may be held liable in damages should the patient be able to prove invasion of privacy or perhaps defamation of character.

**Breach of confidentiality will result in disciplinary action up to and including immediate expulsion of the student(s) involved.**

Bernzweig, Eli P. *The Nurse's Liability for Malpractice*, 5<sup>th</sup> Edition, C.V. Mosby Company, 1990, page 362.

### *Invasion of Privacy*

Our legal system has long recognized the distinctive right of every person to withhold his or her person, personality, and property from unwarranted public scrutiny. This right—called the right of privacy—includes the freedom to live one's life without having one's name, photograph, or private affairs made public against one's will. The legal concept of the patient's right of privacy is one with which every nurse should become familiar, since even a negligent violation thereof can have serious legal consequences.

All members of the health care team are duty bound to treat patients with decency, respect, and the greatest degree of privacy possible. At the very least, this means that the patient should be seen, examined, and handled only by those persons directly involved in his or her care and treatment. Unnecessary exposure of the patient's body or unwarranted discussion of his or her care with third parties will give rise to a legal cause of action for invasion of privacy, with appropriate damages assessed against the offending party. The nurse must always be alert to any witting or unwitting violation of the patient's right of privacy.

In conclusion, when entering a hospital, a patient places the integrity of his or her person and reputation in the hands of all health care personnel who attend him or her, and they must always be aware of their legal and ethical responsibility to preserve and protect the patient's right to privacy.

Bernzweig, Eli P. *The Nurse's Liability for Malpractice*, 5<sup>th</sup> Edition, C.V> Mosby Company, 1990, pages 364, 365.

*Statutes of Nurse Practice Act 12-38-117. Grounds for Discipline*

(1) The board has the power to revoke, suspend, withhold or refuse to renew any license, to place on probation a licensee or temporary license holder, or to issue a letter of admonition to a licensee in accordance with the procedures set forth in subsection (3) of this section, upon proof that such person:

(k) Has violated the confidentiality of information or knowledge as prescribed by law concerning any patient;

McLaren, Bonnie J. *Colorado Statutes Affecting Nursing Practice*, 2<sup>nd</sup> Edition, Professional Education Systems, Inc., 1990, pages 55, 56.

**Student Nurses**

Student nurses will be held liable for their own acts of negligence committed in the course of clinical experiences. If they are performing duties that are within the scope of professional nursing, they will be held to the same standard of skill and competence as registered professional nurses. A lower standard of care will not be applied to the actions of nursing students.

Rhodes, Ann M. and Miller, Robert D. *Nursing and the Law*, 4<sup>th</sup> Edition, An Aspen Publication, 1984, page 163.

*Please print and sign the Confidentiality Agreement form, and return it to the Health Sciences office.*

Rev. 11/92, 5/00, 8/04

**Course and Faculty Evaluation**

I. Purpose: To assist faculty in strengthening course offerings and improving the quality of teaching in the nursing program.

II. Policy:

A. Course Evaluations:

1. Each course in the curriculum is evaluated on a rotating basis. Students evaluate the course in relation to whether course objectives have been met, and whether the teaching methodologies were effective in fostering their learning.
2. Students are requested to identify, strengthen and to make realistic suggestions for course improvement.

3. Course evaluations need not be signed by the student evaluator.
4. Forms for course evaluation are provided to the students by each course instructor.
5. The course evaluations are analyzed by the instructor to determine student perceptions of course strengths and weaknesses.
6. The results of the analysis are shared with the baccalaureate nursing faculty at the close of each semester.
7. The instructors consider student suggestions to strengthen course offerings in revising and updating courses.

B. Evaluation of Faculty:

1. The process of evaluation for faculty is designated in the Trustees of the State Colleges in Colorado *Handbook for Professional Personnel*.
2. The students are encouraged to provide constructive feedback in relation to areas for improvement and to identify the strengths of the faculty member.
3. Faculty evaluations need not be signed by the student evaluator.
4. The student evaluations of faculty are analyzed and submitted to the Chair. The results are communicated to the faculty member.
5. Faculty members incorporate student suggestions which will strengthen the quality of teaching in the program.

Rev. 11/87,11/94,11/97,5/99

### ***Credit by Examination***

I. Purpose: To explain the process whereby students may earn credit by examination in subject areas where they have achieved college level proficiency.

II. ACT-PEP Challenge Exams for Nursing Credit, LPNs ONLY

A. General Information

1. The Mesa State College Baccalaureate Nursing Program will comply with the Colorado Articulation Model in terms of credit by examination in nursing courses. Please see your advisor for details.
2. If the examination is written, it must be successfully completed prior to acceptance into the baccalaureate nursing program.
3. A minimum score of 45 on each test is required for passing.
4. Should the nurse fail to achieve a passing score on an examination, the examination may be repeated *one time only*. A second failure will necessitate that the student take and successfully complete NURS 201/201L—Fundamentals with lab.
5. ACT-PEP scores will not be entered on a student's transcript until the student has successfully completed at least 12 credit hours of course work at Mesa State College.
6. Transcript entries of ACT-PEP testing will show the specific Mesa State College course number, title and credit awarded without a letter grade, a (P) for Pass will be assigned.

7. ACT-PEP credit will not influence a student's grade point average.
8. Credit awarded through ACT-PEP will count toward graduation requirements.
9. Applicants who wish to take an examination should consult with Mesa State College Testing Service as to the application procedure, test dates and costs.

B. Registered Nurse students will follow the Colorado Articulation Model.

C. Licensed Practical Nurses (LPN) Students

1. Five hours of nursing credit may be obtained by ACT-PEP examination.
2. Only the designated ACT-PEP examination may be utilized to challenge the following courses:

Regent's Test #403 for 5 credits of NURS 201/201L—Fundamentals

### III. Subject Matter Examinations

A. General Information

1. A student may earn up to 20 semester hours of credit toward a Bachelor of Science degree.
2. Credit awarded through subject matter examinations will count toward graduation requirements.
3. For subject matter examination scores to be recorded on a transcript, the student must be enrolled and have completed at least 12 credit hours of course work.

B. College Level Examination Program (CLEP) examinations for non-nursing credit

1. Mesa State College accepts certain CLEP Subject Matter Examination scores for credit. See attached.
2. Mesa State College does not accept CLEP General Examination scores for credit or waiver of course work. (General Examinations include: English Composition, Humanities, Mathematics, Natural Sciences and Social Sciences and History).
3. The student is responsible for submitting his/her official CLEP scores to the Registrar's office.
4. Scores must be *at or above* the percentile scores required for a designated course(s) by Mesa State College.
5. Transcript entries of CLEP testing will show the specific Mesa course number, title and credit awarded without a letter grade.
6. CLEP credit will not influence a student's grade point average.
7. CLEP credit earned at another institution may not be transferable to Mesa. Students must contact the Registrar for specific information.
8. CLEP examinations are administered at Mesa State College the third Thursday of each month. They are administered nationally at varied times and days on the third Thursday of each month.

9. Students are encouraged to take CLEP examinations as early as possible. Arrangements must be made at a college testing center at least one full month in advance of the testing date.
10. If a student has earned credit by some other means, CLEP equivalent credit will not be granted. If a student is granted CLEP credit, but later takes the course, the CLEP equivalent credit will be deleted from the transcript at the time the course grade is recorded.
11. Students transferring to Mesa State College with CLEP subject matter scores on transcripts below Mesa State College's minimum score requirement will be considered on an individual basis.
12. Students are not subject to a credit fee or fee for recording credits on transcripts for CLEP credits.
13. Applicants who wish to take an exam should consult with the Mesa State College Testing Center as to application procedure, test dates and cost.

C. Mesa State College Subject Matter Tests (Challenge Exams)

1. Mesa State College offers its own subject matter tests in which a student may obtain college credit for courses not covered by ACT-PEP or CLEP examinations (*i.e.*, challenge exam for KINE 100-Health and Wellness)
2. Challenge exams are given for Mesa State College courses at the discretion of the instructor and dean.
3. There is a fee charged for subject matter tests and a grade of "C" or better must be achieved on the exam in order to receive credit for the class. (Contact the Testing Office, 248-1215, for information.)
4. A student may not challenge a course in which he/she was previously enrolled.
5. Challenge exams may not be used for grade improvement. However, a course may be used for grade improvement of a challenge exam.
6. If students register for a course they intend to test out of, they must drop the course within the regular Drop/Add dates. If the student fails to drop from a course, the grade issued will be given for the course rather than the exam.
7. For information about tests in non-nursing courses, the student should contact the specific department offering the course.
8. Registered nurses from diploma and non-NLN accredited associate degree programs in nursing may take challenge examinations for selected nursing courses. The examination(s) must be successfully completed during the semester prior to entering the nursing program or else the student will be required to take the course(s). For information, phone 248-1398 or write to the Department of Health Sciences.
9. Registered nurses, who can provide evidence of having completed a course in health assessment covering the life span, may take a challenge examination to secure credit for NURS 335 Health Assessment and NURS 335 Health Assessment Lab. Four hours of nursing credit may be obtained.

10. The grades achieved on nursing subject matter tests will be recorded on the transcript. Should a student fail to achieve a passing score on the examination, it may be repeated one time only. The highest grade will be the final grade recorded on the transcript.

*CLEP—College Level Examination Program*

Rev.11/86,11/91,11/96,11/97,5/99

***Dress Code***

- I. Purpose: to set standards for student's appearance in the clinical laboratories.
- II. General Information:
  - A. A professional appearance and attitude must be maintained while in clinical area.
  - B. The student is required to follow the dress code stipulated by each clinical agency. All dress for agency experiences should be clean and unwrinkled.
  - C. The Mesa State College name pin (with first name and last initial), which is ordered shortly after school begins, must be worn with uniform or lab coat during the clinical experience. Please note that some clinical sites may also require students to wear agency specific identification
  - D. Gum chewing is not allowed on clinical units.
  - E. Anything which will cause offensive mouth odors should not be eaten prior to or during clinical experience.
  - F. Cosmetic make-up will be conservative.
  - G. Clean hair is worn short or arranged in such a manner that it does not interfere with nursing care. Long hair must either be anchored above collar level or restrained in an appropriate manner. Hair color should be a natural color.
  - H. The only acceptable jewelry includes a watch, wedding ring(s) and a maximum of 2 small, plain post style ear studs. No jewelry in any body part, except ear lobes, is acceptable. A laboratory coat is required at certain times during the clinical experience which must be waist or hip-length or longer and have  $\frac{3}{4}$  length or longer sleeves. When wearing a laboratory coat, jeans, halters, shorts, leggings and exercise attire are not acceptable.
  - I. Washable, plain, solid-color, cardigan-style sweaters may be worn.
  - J. Because of the close and physical nature of direct care nursing, students are expected to be clean and odor free. If an offensive odor is noticed by faculty, staff, patients or peers, the student will be asked to take corrective action.
  - K. Student must make an attempt to cover any body art. (For example, arms must be covered with long-sleeved white shirt)

III. Female Student's Uniform/Appearance

Style	White standard dress, pantsuit, or skirt/pants uniform, clean and unwrinkled. Uniforms must be of a heavy weight material, so that underclothing cannot be seen. No white denim. Tuck-in tops are approved if of modest design. No sweat-like pants, and no dress shorts type uniforms allowed. Clothing should not reveal any cleavage or anatomy from midriff to knees even when seated, bending or lifting.
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Length	Hem of dress uniform must be at least knee length.
Shoes	White (regulation) leather or nursing shoe type, clean and polished. No canvas tennis shoes, boots, sneakers, or sandals. Clogs must have a back strap.
Hose	White or natural hose are worn with a dress-style uniform. Students may wear either hose or white anklets in their shoes when wearing a pants uniform.
Nails	Nails must be clean, short and neatly trimmed and free of nail art. If polish is worn, it must be clear or a pale neutral shade and not chipped. No artificial nails may be worn, because these harbor a wide variety of pathogens, and are not acceptable in the agency settings.

IV. Male Student's Uniform/Appearance:

Style	White uniform top and white pants, clean and unwrinkled. Uniforms must be of a heavy weight material, so that underclothing cannot be seen. No white denim. Clothing must not reveal anatomy from midriff to knees even when seated, bending or lifting.
Shoes	White (regulation) leather or nursing shoe type, cleaned and polished. No canvas tennis shoes, boots, sneakers, or sandals. Clogs must have a back strap. Crocs are not allowed in some agencies.
Socks	White only.
Facial Hair	Facial hair needs to be clean shaven or a well trimmed beard. Chest hair may not be visible, even when bending and lifting.
Nails	Must be clean, short and neatly trimmed.

V. Uniform Code Modifications:

Pants	Black/khaki (Dockers style); no Capri's or denim
Skirts:	Knee length or full length, no denim
Shirts:	Mesa State College polo shirt in solid color (This shirt will be ordered the first semester of the program) or unwrinkled long-sleeved button-down shirt with MSC logo.

Rev. 5/2009

## **Email Addresses**

- I. Purpose: To enhance relevant communication within the Department of Health Sciences.
- II. General Information:
  - A. Electronic communication will facilitate information in a timely and consistent manner.
  - B. Students are given free email addresses as part of the college community.
- III. Policy:
  - A. Student must have an MSC email account upon entering the program, which may be obtained from the Computer Lab in the Library.
  - B. It is the student's responsibility to check his/her email address on a routine basis. Important student announcements and program information will be sent to all nursing students via email.

### **To forward your campus mail to another email system:**

This is handy for students who already are using another system, such as Hotmail, AOL or Yahoo, to get all of their mail at one address. To forward your campus email to another system:

- Log onto your campus email account per above;
- Click "Preferences";
- Scroll down to "Forwarding";
- Put a check mark in the box next to "Enabled";
- In the box next to "Forward to:" type in the email address to which you want your mail forwarded;
- Scroll all the way to the bottom and click the "Apply" box;
- Finally, run a test to make sure it is working by sending a test message to yourself at [students.mesastate.edu](mailto:students.mesastate.edu).

Rev. 8/03

## ***Exit Examination***

- I. Purpose: To define the obligation and process for the exit examination.
- II. General Information
  - A. In July of 1985, Article XII of House Bill 1187, enacted by the Colorado General Assembly, mandated that institutions of higher education in Colorado demonstrate student's improvement in knowledge, capacities and skills between entrance and graduation.
  - B. The Exit Examination will be given in the last semester of the year of expected graduation (see ATI Testing Policy).
  - C. Students must achieve a passing score on the Exit Examination for the baccalaureate program in nursing.
  - D. Students will be notified of the required score for passing the Exit Examination at the start of the semester.
- III. Policy:
  - A. The dates for the taking of the Exit Examination will be announced to students in the senior level courses at least one month prior to the time.
  - B. Students will sign up for one of the posted dates and time to take the examination.
  - C. Students must sign up for a time other than scheduled clinical laboratory or class time.
  - D. Students will be notified of their results on the examination within two weeks following the last testing date.
  - E. If a student does not receive a passing score, the test must be re-taken within two weeks of receiving the test results.

Rev. 4/08

## **Grading Criteria**

I. Purpose: To provide descriptions of the letter grades used in the BSN Program.

II. General Information

The following information provides guidelines for evaluation of clinical practice. The descriptions indicate how well the student has met outcomes or objectives for the course and/or clinical lab.

The descriptors (1,2,3,4) are defined as:

1. Degree of supervision required for the selected course's level of clinical practice (considers safety and accuracy of student performance).
2. Competence of nursing care, such as problem solving, setting priorities, observation skills, and appropriateness in designing care strategies, dexterity, and interactions with clients, staff and peers.
3. Depth and breadth of preparation for clinical practice and ability to apply theory and skills in clinical setting.
4. Motivation and readiness for clinical practice as well as demonstration of interest and self-directed learning.

The A (4) student:

1. Consistently functions with little or no guidance, except in very complex situations
2. Demonstrates outstanding performance of nursing care
3. Demonstrates superior knowledge and consistently integrates appropriate knowledge with skills
4. Is consistently self-directed in his/her approach to learning (e.g. initiates new learning experiences)

The B (3) student:

1. Generally functions satisfactorily with minimum guidance in the usual clinical situation
2. Demonstrates above average performance of nursing care
3. Solidly demonstrates accurate and appropriate knowledge and usually integrates knowledge with skills
4. Recognizes learning opportunities but may require assistance in utilizing them

The C (2) student:

1. Functions safely with moderate amount of guidance in the usual clinical situation
2. Demonstrates average performance of nursing care
3. Demonstrates adequate knowledge and requires moderate assistance in integrating knowledge with skills
4. Requires some direction in recognizing and utilizing learning opportunities

The D (1) student:

1. Usually requires intense guidance for the performance of activities at a safe level
2. Clinical performance reflects difficulty in the provision of nursing care
3. Demonstrates gaps in necessary knowledge and requires frequent assistance in integrating knowledge and skills

4. Requires frequent and detailed instruction regarding learning opportunities

The F (0) student:

1. Is considered unsafe to practice without constant, intense guidance
2. Failed to meet clinical objectives
3. Frequently lacks necessary knowledge and skills and is unable to integrate these into practice
4. Requires constant, detailed instruction regarding learning opportunities and is often unable to utilize them

Rev. 5/99

## ***Grading/Testing***

- I. Purpose: To describe the system for grading, the examination process and grade reporting.
- II. General Information
  - A. Instructors have the freedom to determine the grading scale for individual courses.
  - B. All sections of the same course will follow the same grading scale.
  - C. Instructors will determine the components that comprise the final grade in a course and include this information in the course syllabus, along with course expectations.
  - D. The commonly used grading system in nursing is:

93-100%	= A
85-92%	= B
76-84%	= C
70-75%	= D
69 and below	= F
- III. Academic Standards

Academic standards will be followed as explained in the Mesa State College Catalog.
- IV. Examinations
  - A. The faculty member may administer unit, midterm and final examinations as part of the evaluation process.
  - B. The faculty member may assign an alternate learning project to examine mastery of course content when appropriate.
  - C. The class must meet during the final examination period to fulfill standard requirements for semester instructional time.
  - D. Students are expected to take examinations at scheduled times. With prior approval of the faculty member, an examination may be taken at another time. The students and the faculty member must make specific arrangements for date and time and location.
  - E. Special testing needs must have documentation provided by the appropriate campus student support services?

V. Grade Reporting

- A. Final grades must be submitted to the Records Office by the deadline. Grades are entered online and instruction are provided by the Registrar.
- B. Faculty members may not post grades unless written authorization is given by the students.
- C. Final grades are posted on Maverick online section of the MSC website.
- D. A copy of the final grade submitted by faculty is kept on file in the department office.

Rev. 2/87,4/90,5/91,11/94,11/97,5/99, 8/04, 4/08

## **Grading System Clarifying Letter for Health Sciences Department**

To Whom It May Concern:

\_\_\_\_\_ has requested that I clarify our grading system in the Department of Health Sciences in comparison to that of Mesa State College, in general. These two grading systems are different. However, the grades that appear on the transcript appear the same. For the general college, the grading system is:

90-100% = A	4 quality points
80-89% = B	3 quality points
70-79% = C	2 quality points
60-69% = D	1 quality point
59 and below = F	0 quality points

In the Department of Health Sciences, the grading system is:

<b>Nursing</b>		<b>Radiologic Technology</b>
93-100% = A	↔ 4 <i>quality points</i> 4 ↔	93-100 = A
85-92% = B	↔ 3 <i>quality points</i> 3 ↔	84-92 = B
76-84% = C	↔ 2 <i>quality points</i> 2 ↔	75-83 = C
70-75% = D	↔ 1 <i>quality points</i> 0 ↔	74 and below = F
69 and below = F	↔ 0 <i>quality points</i>	

(Individual instructors may use a different grading form.) We felt that you should be aware of this difference in the grading systems when accepting transfer courses. Thank you for your cooperation. If I can provide additional information, please contact me.

Sincerely,



Kristy Reuss, Ph.D., R.N.  
Department Head

## **Graduation**

I. Purpose: to identify requirements for graduation from Mesa State College with a Bachelor of Science degree in Nursing.

II. Policy:

A. Graduation requirements

To graduate from Mesa State College with a baccalaureate degree, a student must:

1. Have been regularly enrolled for at least 2 semesters, including the semester during which graduation requirements are met, and must have earned a minimum of 20 semester hours at Mesa State College for a baccalaureate degree.
2. Satisfy all general and specific requirements of the college including the fulfillment of all financial obligations.
3. Have removed from the official record all marks of deficiency in those subjects for credit toward graduation.
4. The catalog used to determine graduation requirements is the academic year in which the student enrolls in the first nursing course.
5. Bachelor of Science in Nursing Degree Distinction (6 semester hours). Must receive a grade of "C" or above in STAT 200 and a Humanities or Social/Behavioral Science (each 3 credit hours)
6. Must have completed MATH 113 or higher (3 semester hours. Must receive a grade of "C" or better. Course is pre-requisite for entry into the program. Three (3) credits apply to the General Education requirements and one (1) credit applies to elective credit.)

B. Scholastic requirements

1. Only lower division courses will be accepted in fulfilling general education requirements.
2. A minimum of 40 semester hours of upper division credit are required for graduation from Mesa State College.
3. Students are required to complete the curriculum or course of study in which they initially enroll, provided courses needed to complete the program are available. *The student cannot choose part of the program from one catalog and part from another.* If a student resumes study or begins a new course of study at Mesa State College after having been absent from college for one academic year or more, the student must follow the curriculum or course of study at the time of re-enrollment unless the school concerned gives written authorization for the student to pursue a different curriculum or course of study.
4. Mesa State College reserves the right to evaluate on a course by course basis any transfer credits earned 15 or more years prior to enrollment, which the student wishes to apply toward any degree.
5. Upper division nursing course credits which are earned 5 or more years prior to the semester of graduation and meets degree requirements must be revalidated. (See Revalidation of Nursing Courses Policy.)

6. Any basic science courses required by the program must have been taken within the last five (5) years to fulfill graduation requirements. These include BIOL 209 and 209L, BIOL 241, BIOL 210 and 210L. If the course was not taken within the last five (5) years, the course must be re-taken or competency proven by a challenge examination. The challenge examination process may only be accomplished if a college-level course has been successfully completed previously with a letter grade of "C" or higher awarded. The five-year requirement is waived for RNs who have been working in the nursing field since taking courses. The final approval for all accepted support course requirements and/or challenge examination will be made by the Department of Health Sciences.
7. A cumulative GPA of 2.0 or higher must be maintained in all courses that apply to the BSN degree.
8. An overall cumulative GPA of 2.0 is required for graduation.

C. Baccalaureate Degree in Nursing requirements

1. Students who meet requirements for the baccalaureate degree in nursing must complete a minimum of 120 semester hours.
2. Of the 120 credit hours, a minimum of 58 semester hours must be in nursing courses. There must be 33 semester hours of lower division general education courses selected as indicated in the College Catalog, plus 3 semester hours in Human Performance and Wellness physical activity courses.
3. Students with a previous baccalaureate degree do not need to fulfill the general education requirements nor the Human Performance and Wellness courses.
4. All students must complete the requirements of College Algebra to meet admission and graduation requirements for the BS degree.

A. Guidelines for Completing Petition to Graduate:

1. Student Responsibilities:
  - a. Obtain Intent to Graduate, Graduation Planning Sheet and copy of current Mesa State College transcript from Registrar's Office.
  - b. Submit Intent to Graduate to Registrar by required date.
  - c. Make appointment with nursing faculty advisor.
  - d. Bring copy of transcript (remember, they cannot get this online).
  - e. Make sure all copies of transcripts from other colleges are in file.
2. Faculty Responsibilities:
  - a. Meet with student to complete Program Sheet, including name, address, phone, signatures and date admitted to program.
  - b. Make sure all transcripts, transcript evaluations, any letters accepting selected course are in folder.
  - c. Make sure all outstanding grades from other colleges are in file.

- d. Turn in following information to Program Director by midterm of semester prior to graduation:
    - Graduation Planning Sheet
    - Completed Program Sheet
    - Any transcripts from other colleges
    - Transcript evaluation from Registrar's Office
    - Any letters accepting courses from other colleges.
- B. Graduation with Honors
1. Cum Laude—Baccalaureate degree graduates with cumulative point average of 3.50-3.74.
  2. Magna Cum Laude— Baccalaureate degree graduates with cumulative grade point average of 3.75-3.89.
  3. Summa Cum Laude—Baccalaureate degree graduates with cumulative grade point average of 3.90-4.0.

Rev. 4/08

## ***Immunizations***

I. Purpose: To provide information and guidelines for vaccinations required for admission and ongoing progress in the nursing program.

II. General information:

B. Hepatitis B

Student must have received the series of shots in order to continue in the program. Documentation that student has started the series is required on admittance to the program and dates of completion of the series must be submitted to the department.

C. Tetanus

A current Tetanus (Td) vaccination must be documented for admittance into the nursing program. Tetanus boosters are required every 10 years and must be current to continue in the program.

D. Measles, Mumps, Rubella

Documented immunity to Measles, Mumps, and Rubella are required for admittance into the nursing program. Immunity may be documented by one of the following:

1. Born before 1/1/57 (date of birth)
2. Documentation of physician-diagnosed measles
3. Documentation of two doses of vaccine
4. Laboratory evidence of immunity to measles (titer)

E. Tuberculosis

There is no recommended vaccination for tuberculosis. Students must obtain either a two-step TST or proof of negative TST documented yearly for 2 years (If the student has proof of a single two-step TST in the preceding year, a one-step TST should be done). *(TST's must be current within one year).*

- F. Students who are pregnant are referred to their physician for advice re: safety of immunization during pregnancy. A written waiver for immunizations must be submitted to the department.
- G. Due to increased risk of exposure during clinical or college environment, students are encouraged to obtain meningococcal, influenza and other vaccines recommended for health workers.

Rev. 7/08

### ***Independent Study Courses in Nursing***

- I. Purpose: Permits the motivated student an opportunity to expand his or her body of knowledge beyond the scope of the standard curriculum.
- II. Procedure: Students will follow Mesa State College policy.

*See Independent Study Contract at end of Handbook*

Rev.11/87,11/94,11/97,5/99, 11/00, 4/08

### ***Liability Insurance for Students***

- I. Purpose: To comply with Agency's requirements that all students entering clinicals must have proof of liability/malpractice coverage.
- II. General Information:
  - A. According to agency mandate, the policy must be comprehensive general liability insurance covering bodily injury and property damage liability with minimum coverage limits of \$1,000,000 per occurrence/\$2,000,000 general total limit, and medical professional liability insurance with minimum coverage limits of \$1,000,000 per claim/\$3,000,000 annual aggregate. Each student shall be required to provide a Certificate of Insurance as evidence of such insurance coverage prior to participation in any clinical experience within the program.
  - B. Students are required to obtain this at their own expense and maintain throughout the program. Information will be provided by the Department of Health Sciences.

Rev. 4/08

### ***Math Competency***

- I. Purpose: to assure basic math competency to progress in the nursing program.
- II. Math requirements at each level
  - A. Level I
    - 1. A math competency quiz may be given weekly in Pharm I (N203) which will require a score of 90% or higher to demonstrate a competency level. If a score of <90% is

received, the student will be responsible to seek and verify tutoring and/or remedial studies to continue participation in the clinical portion of Fundamentals of Nursing (NURS 201L).

B. Level II

1. Prior to the beginning of the clinical portion of Medical Surgical Nursing (NURS 301), math competency tests will be given which will require scores of 90% or higher to begin passing medications in the clinical area. The test may be retaken up to two times to attain the level of 90%. After that, remediation must take place before continuing on in the program.
2. At the completion of Pharm II (NURS 304) a math competency test will be given which will require a score of 90% or higher. A score of < 90% will require that NURS 304 (Pharm II) be repeated prior to any further clinical rotations.

C. Level III and IV

1. It is per instructor prerogative if a math competency test were administered at these levels.
2. If a math competency test is administered, the competency level will be at 90% or higher.
3. The test may be retaken up to 2 times to attain the 90% level, with the original grade standing.
4. If a grade of 90% is not attained, the instructor and the student will develop a collaborative plan for remedial work.

Rev. 4/08

### ***Professional Behavior in the Academic and Clinical Setting***

- I. Policy: To provide guidelines for faculty concerning student behavior in the classroom and the clinical setting.
- II. General Information:
  - A. As students prepare for transition into professional life, certain behaviors are expected, consistent with safe and ethical professional nursing practices in the classroom and in the clinical setting.
  - B. Professional behavior and respect for classmates, faculty, preceptors and guest speakers is expected at all times. This is also addressed in individual course modules.

Examples of non-professional behavior include:

- Tardiness to class and clinical
- Sleeping in class
- Interruption of class by talking, passing notes, use of cellular phones, pagers, etc.
- Use of profanity, name-calling
- Being rude and hostile to faculty or classroom presenters or in clinical setting
- Intimidating others

- C. Assigned coursework should be original for each class or clinical.

- D. When student behavior interferes with the conduct of class or the clinical experience or when safety of members of the campus community is endangered, such behavior will result in disciplinary action up to and including immediate expulsion from the program.

Rev. 4/08

## **Progression**

- I. Purpose: to set standards for satisfactory progress in the nursing program.
- II. General information:
  - A. All pre-requisite courses must be completed prior to beginning nursing courses. Some exceptions may be made by the Admission Committee on an individual basis.
  - B. All required 200 level nursing courses must be completed before 300 level nursing courses may be taken. All 300 level nursing courses must be completed before 400 level nursing courses may be taken (exception—nursing electives).
  - C. Students must complete all 200 level nursing courses or be an (RN) advanced placement student to enroll in the nursing elective courses.
  - D. Students must attain at least a grade of C in all required courses in the curriculum, including electives, and maintain a cumulative grade point average (GPA) of 2.0 or higher for all college courses. This policy applies regardless of when or where the course was taken. A "D" grade or lower in any required course is not acceptable.
  - E. Any student without a passing grade of "C" or above in required nursing classes may not progress to the next nursing course and will have to re-take the course the next time it is offered as space is available. This requirement also pertains to non-nursing pre- or co-requisite courses.
  - F. Students enrolled in nursing courses having both theory and clinical components must take these components concurrently. If a student receives a grade of less than "C" in either component (theory and/or clinical) both components must be repeated. The student may not progress to the next nursing course and will have to retake both components the next semester that the course is offered as space is available.
  - G. All nursing courses must be completed or revalidated within 5 years from the semester the first nursing course was taken. This includes transfer of nursing courses from other institutions.
  - H. Students must repeat any nursing courses if he/she receives a grade below a C. ***If a student fails a second nursing course (below a C) he/she will have to withdraw from the program and will not be re-admitted.*** If a student fails more than one course in a semester, the situation will be reviewed by faculty and treated on an individual basis.
  - I. A student may not obtain credit by examination for a failed course.
  - J. A student may not obtain credit by examination to improve a grade.
  - K. Advisors will maintain a current progress record on the program sheet for each advisee.
  - L. Faculty members may withdraw a student due to unsafe clinical practice or behavior jeopardizing professional practice at any time during the semester.

## **Re-Admission**

- I. Purpose: to inform students who have been out of the program for at least a year of the policy/process for re-admission into the nursing program.
- II. General Information:
  - A. All students petitioning to return to the program should complete an application for re-admission. These forms may be secured from the administrative assistant of Department of Health Sciences.
  - B. The number of spaces for returning students is limited and varies from semester to semester. Students seeking re-admission to the nursing program should submit applications for fall semester prior to March 1 and for spring prior to October 1.
  - C. Any nursing course may be repeated one time, if the faculty approve. A second failure within the nursing program means that the student must withdraw from the program, and the faculty believes the student should pursue alternate goals.
  - D. If a student fails a course due to unsafe physical or emotional care of patients, the faculty may decide to not allow the student to repeat the course.
  - E. *Students will be admitted to the program only twice regardless of reason for leaving. Attendance in any nursing class or portion of nursing classes is considered an admittance.*
- III. Process:
  - A. Students who withdraw from or fail to complete the first nursing course must apply for admission into the program with the rest of the applicants to the program. These individuals will be considered according to the criteria utilized for the other applicants.
  - B. Students who withdraw from or fail to complete any clinical nursing course may petition for re-admission. If space is available, re-admission will be considered.
  - C. If a student is readmitted after having been absent for one academic year or more, he/she must follow the curriculum outlined in the catalog which is current at the time of re-enrollment.
  - D. In rare situations, a student who fails a required clinical nursing course may be allowed to take nursing electives while waiting for space to become available.
  - E. Student must complete re-admission form.

*See Readmission Application at end of Handbook*

Rev. 4/06

### **Releasing Contact Information to Outside Agencies**

- I. Purpose: To establish guidelines for Department of Health Sciences about releasing information about students.
- II. General Information:
  - A. The Health Sciences Department will comply with the FERPA (following).
  - B. Any information needed about students (*i.e.*, social security numbers) will only be provided with written permission of the student.

Rev. 4/08

### **Revalidation of Nursing Courses**

- I. Purpose: To provide a mechanism whereby students will graduate from the Baccalaureate Nursing Program with current nursing knowledge and skill.
- II. General Information:
  - A. Nursing courses must be revalidated if they were taken more than five years prior to the semester of graduation.
  - B. Revalidation of a course will be evaluated by pass/fail.
  - C. The revalidation process will be completed by the end of the student's final semester.
  - D. The student will be allowed to attempt to revalidate a course twice. If the second revalidation attempt results in failure the student will be required to repeat the course in its entirety.
- III. Process:
  - A. The advisor will notify students of courses which must be revalidated by mid-term of the semester prior to the semester of graduation.
  - B. The faculty member teaching the course will conduct the revalidation of the course(s) and will notify the student of the assignment.
  - C. The student is responsible for arranging for revalidation with the faculty member.
  - D. The contract for revalidation will be initiated by the student and approved by the faculty member and the Department Head.
  - E. The fee for course revalidation must be paid before the revalidation form is issued. The Program Director should be contacted for further details.
  - F. Upon completion of the revalidation process a copy of the revalidation form will be given to the student and a second copy placed in the student's file.

Rev. 4/06

## ***Student Awards, Recognition and Scholarship***

- I. Purpose: To describe the process of nominating students for awards, special recognition and scholarships.
- II. General Information:
  - A. The criteria and deadlines for nominations for awards and special recognition shall be communicated to all faculty.
  - B. An application form, if necessary will be distributed to qualified students by the faculty.
- III. Who's Who in American Universities and Colleges:
  - A. Department of Health Sciences faculty advisors are encouraged to nominate their outstanding upper division advisees who are full time students with a cumulative GPA of 3.0 or better for academic recognition in "Who's Who Among Students in American Universities and Colleges".
  - B. Application forms are to be completed by the nominated students at the advisor's request.
  - C. The student's advisor is responsible for insuring that the application includes a faculty endorsement.
  - D. Completed applications are submitted to the department representative of the Who's Who Committee.
  - E. Recipients selected by Mesa State College Who's Who Committee and confirmed by Who's Who Among Students in American Universities and Colleges will be announced to the faculty.
- IV. Nu Kappa Chapter, Sigma Theta Tau International
  - A. Students may be invited to become members of Nu Kappa Chapter if they have demonstrated superior academic achievement in the nursing program and the potential for professional leadership.
  - B. Nu Kappa Chapter By-laws outline the process for becoming a member.
- V. Scholarships:
  - A. The criteria for awarding scholarships shall be communicated to all faculty as they are made known.
  - B. The necessary forms shall be secured from the secretary of the Department of Health Sciences.
  - C. Students shall submit scholarship interest form to secretary of the Department of Health Sciences by March 1.
  - D. Faculty review submitted applications and recommend nominees and alternates for the next academic year. The Chair will submit the list of nominees to Director of Financial Aid. The list of recipients and alternates shall be announced by the Mesa State College President.
- VI. Other:
  - A. Other student awards and achievements will be recognized as available.
  - B. Criteria will be established as appropriate.

Rev.11/87,4/88,2/94,11/94,11/97,5/99

### ***Student Level Outcomes***

- I. Purpose: To provide a basis for assessment of student and program outcomes.
- II. General Information:
  - A. Course objectives and content are reflective of these outcomes. (See list next page)
  - B. The levels build on each other and students are required to apply knowledge gained at one level to subsequent levels.
  - C. Evidence of completion is demonstrated on each clinical course evaluation.

**Level 1 Outcomes:**

1. Base practice on current knowledge, theory and research (adapting and applying knowledge from liberal arts and sciences).
2. Implement the nursing process in the delivery of care to patients.
3. Demonstrate an attitude of positive regard and caring.
4. Care for individuals with common and anticipated changing problems in structured settings across all environments.
5. Implement measures to reduce individual risk factors and promote healthy lifestyles.
6. Identify professional values and ethics inherent in a practice discipline.
7. Assume responsibility and accountability for professional nursing practice.
8. Demonstrate basic assessment abilities and technical skills.
9. Utilize critical thinking in the delivery of care.
10. Recognize the use of research in formulating evidence-based practice.
11. Employ self-awareness and self-evaluation to improve communication skills.
12. Manage information in assessing, understanding, evaluating and applying health-related information.
13. Evaluate, with assistance, the effect of individualized care on patient outcomes.
14. Demonstrate collegiality with peers and other health professionals.
15. Identifies advocacy role in the promotion of fairness, non-discrimination and universal access to care.
16. Assume responsibility for life-long learning.
17. Participate in activities that support professional growth.



**Level 2 Outcomes:**

1. Assess own professional values and ethics as components of privileged intimacy.
2. Implement the nursing process in the delivery of care for increasingly complex patients.
3. Provide patient education while supporting active participation in determining patient outcomes.
4. Demonstrate enhanced assessment abilities.
5. Utilize research in the delivery of evidence-based practice.
6. Employ therapeutic communication skills in the delivery of care.
7. Recognize the components inherent in quality assurance.
8. Examine health care resources in a professional manner.
9. Collaborate with interdisciplinary health care professionals.
10. Evaluate the need for change in practice settings.



**Level 3 Outcomes:**

1. Advocate for individuals by delivering quality professional care, evaluating clinical outcomes, and providing leadership within an interdisciplinary team.
2. Synthesize professional values and ethics in the delivery of nursing care.
3. Demonstrate value-based behaviors in the delivery of care.
4. Demonstrate advanced assessment abilities and technical skills.
5. Solve problems through assimilation, integration, creative thinking, and critical reasoning.
6. Manage increasingly complex information with multiple patients in diverse settings.
7. Assure quality care over the wellness to illness continuum.
8. Evaluate independently the effect of care on patient outcomes.
9. Demonstrate therapeutic use of self in patient care.



**Level 4 Outcomes:**

1. Provide health education to specialized populations within the community.
2. Demonstrate assessment skills with specialized populations within the community.
3. Evaluate independently the effect of patient care on outcomes in specialized populations.
4. Participate in political and regulatory processes that are shaping the global health care system.
5. Promote fairness, non-discrimination and universal access to health care.



**Level 5 Outcomes:**

1. Delegate tasks, supervise and evaluate personnel, while functioning autonomously and interdependently.
2. Apply leadership skills (change agent, coordinator, negotiator, advocate) as a member of interdisciplinary health care teams.
3. Integrate novice research skills.
4. Analyze management health care resources in a professional manner.

### ***Students' Response to Emergency Situations at Clinical Facilities***

- I. Purpose: To assure students know how to respond to emergency situations (*i.e.* fire, codes, security, etc.) at clinical facilities.
- II. General Information:
  - A. Emergency demonstration/training is included within the NURS 201—Fundamentals of Nursing course.
  - B. Information regarding security, fire, codes, etc., is included in clinical orientation for NURS-301L—Medical/Surgical Nursing, as well as other nursing courses.

Rev.4/08

### ***Student Representative to Faculty Meetings***

- I. Purpose: To outline the responsibilities of the student representatives at faculty meetings.
- II. General Information:
  - A. Attendance at these meetings will provide experience for students in working with faculty related to department concerns.
  - B. The students serve as a liaison between the students and faculty.
  - C. Designated students may serve on ad-hoc committees.
- III. Procedures:
  - A. A student representative shall be elected from each class to attend faculty meetings.
  - B. A representative from the Student Nurse Association (SNA) is encouraged to attend.
  - C. Students will be elected as determined by SNA procedure.
  - D. The representative from the Student Nurse Association will be selected by the membership.

Rev. 11/87,11/94,11/97,5/99

### ***Substance Abuse***

- I. Purpose: To apprise the student of rules regarding substance abuse related to class and ~~drical~~ attendance.
- II. General Information:
  - A. Chemical dependency may impact all aspects of life negatively and is a condition that can be treated successfully.
  - B. Dependency may result from any mind-altering substance that produces psychological or physical symptomology. These include alcohol, over-the-counter or prescribed medication, illegal drugs, toxic vapors, or synthetic designer drugs.
  - C. According to the Mesa State College Student Handbook, students must comply with state and federal laws concerning dangerous drugs. Offenses may result in prosecution by civil authorities and disciplinary action by the College.

- D. Students are responsible for coming to the clinical area mentally alert and physically capable to care for assigned patients/clients.
- E. The faculty has the responsibility to intervene when patient safety and clinical performance are compromised by a student who is chemically impaired.
- F. Students who may have a substance abuse problem typically will exhibit a pattern of objective, observable behaviors that eventually compromise client safety and clinical standards of performance. In most cases the patterns of possible substance abuse emerge slowly over a period of several semesters; occasionally a faculty member will encounter a student who exhibits clear evidence of intoxication. Faculty should be alert for behavioral evidence of signs/symptoms of possible substance abuse (See list below).
- G. Chemical dependency can be identified in a professional substance abuse evaluation and treatment programs are available to those with chemical dependency.

III. Procedure:

- A. If an instructor suspects that a student has ingested any mind-altering substance which may interfere with safe clinical performance, the student will be asked to leave the clinical area. The instructor must objectively document the behavioral symptoms noted and indicate how client safety and clinical performance were compromised by the student's actions. Transportation should be arranged to take the student home safely.
- B. This action will count as an absence and an appointment will be scheduled for an informational meeting within three working days between the student, instructor(s), and department head.
- C. A pattern of possible substance abuse may emerge slowly over a period of several semesters and observed by more than one faculty member. If an instructor identifies a suspected pattern of signs and symptoms of substance abuse, they are to objectively document the behavioral symptoms noted and consult with other faculty who have interacted with student to verify the suspected substance abuse.
- D. Once a pattern is established that strongly suggests substance abuse, the student is contacted and an appointment is scheduled for an informational meeting within working three days between the student, instructor(s), and department head.
- E. Informational meeting: The purpose of the informational meeting is to make the student aware of the faculty's suspicions and to review the policy and procedure. The informational meeting will include the student, faculty who identified the problem and the department chair. The faculty will present the documentation concerning the student's behavior and provide the student an opportunity to discuss the observations. The student's behaviors, faculty's recommendations for follow-up, student's written response to the allegations, and the date and time for the intervention meeting is documented and signed by all parties in the meeting. The original document is placed in the student file, and a copy is given to the student.
- F. Intervention meeting: The purpose of the intervention meeting is to review the student's behavior and clinical performance, discuss the policy for impaired student nurses and its implementation, discuss the academic consequences related to the policy violation, and secure the student's agreement to seek a comprehensive substance abuse evaluation. The intervention meeting will include the student, faculty who identified the problem and the department chair, and a representative from student affairs. Documentation is completed that articulates the problem behaviors, any academic consequences, the students' agreement to seek a professional evaluation for a potential substance abuse problem, and the student's understanding that failure to abide by the recommended treatment plan will

result in dismissal from the program.

G. The student will be referred to the campus affiliated PsychHealth services for substance abuse evaluation. If the student refuses to obtain an evaluation, he or she is administratively dismissed from the program. There are three general outcomes anticipated from the substance abuse evaluation:

- The evaluation DOES NOT substantiate the alleged substance abuse by the student. If this occurs, all documentation related to the alleged incident is removed from the student's file and the student may return to all courses without negative academic consequences.
- The evaluation DOES substantiate the alleged substance abuse by the student, but the student refuses to abide by the policy of enrollment in a treatment program and ongoing monitoring. If this occurs, the student is dismissed from the program.
- The evaluation DOES substantiate the alleged substance abuse by the student, and the student agrees to abide by the policy. If this occurs, the student signs an agreement to participate in a treatment program and to have his or her progress monitored by the Department Chair. The student is allowed to continue in the program as long as he or she is compliant with the treatment contract.

## ***Signs & Symptoms of Possible Substance Abuse***

### ***Psychological Problems***

Irritability

Moodiness

Tendency to isolate self

### ***Social Changes***

Eats alone

Avoids social gatherings

Avoiding faculty/peers

Avoiding group work

### ***General Behavioral Changes***

Inappropriate responses

Nervousness

Elaborate excuses for behavior

Suspiciousness

### ***Changes in Personal Appearance***

Change in dress

Unkempt appearance

Flushed complexion

Red eyes

Swollen face

Hand tremors

### ***Mental Status Changes***

Forgetfulness

Confusion

Decreased alertness

Impaired judgment in the clinical area

### ***Changes in Performance***

Deteriorating productivity

Excessive absenteeism

A pattern of tardiness

Leaving clinical area frequently

Unsafe clinical performance/placing clients

at risk

Late assignments with elaborate excuses

Intolerance of others for not meeting deadlines

### ***SYMPTOMS***

Odor of alcohol

Slurred speech

Unsteady gait

Errors in judgment

## Test Blueprint

I. Purpose: To provide description of test plan structure that will be followed for each nursing course.

II. General Information:

Knowledge of course content that is evaluation via written test will follow Bloom's Taxonomic Classification System, as follows:

- A. **Knowledge**—Verbatim recall of specific information that has been presented in class through lecture, handouts, videos, computer programs, etc. EXAMPLE OF VERBS USED: to define, distinguish, recall, list, recognize
- B. **Comprehension**—Paraphrasing information; does not imply understanding. EXAMPLE OF VERBS USED: to translate, paraphrase, rephrase, restate, rearrange
- C. **Application**—Ability to use learned concepts in specific situations. This includes knowledge gained in a new situation. EXAMPLES OF VERBS USED: To apply, generalize, relate, organize, classify
- D. **Analysis**—To break an idea, problem, disease, communication, or any process into parts. This includes breaking apart something that is known and making it new learning for the student. EXAMPLES OF VERBS USED: To contrast, deduce, categorize, discriminate, analyze
- E. **Synthesis**—To take previously learned information, form new patterns or wholes and create something new. EXAMPLES OF VERBS USED: To propose, plan, produce, design, synthesize, formulate
- F. **Evaluation**—To make a value judgment regarding how actions or materials meet certain criteria. Should be a deduction made by students based on their studies. This step is not achieved through use of multiple choice questions and is not to be confused with the evaluation step in the nursing process. EXAMPLES OF VERBS USED: To judge, assess, validate, standardize, appraise

III. Procedure:

NCLEX Test blueprint for distribution of program content is as follows (effective 5/2007):

### Safe effective environment

- Management of care 13-19%
- Safety and infection control 8-14%
- Health promotion and maintenance 6-12%
- Psychosocial integrity 6-12%

### Physiological integrity

- Basic care and comfort 6-12%
- Pharmacological & parental therapies 13-19%
- Reduction of risk potential 13-19%
- Physiological adaptation 11-17%

- A. Test blueprints for each level will be placed in modules under evaluation methods. The test blueprint follows NCLEX-RN framework. The test blueprint, per level, is as follows:

Level I (N201, 201L, 202, 203, 204)

Knowledge	30%
Comprehension	40%
Application	20%
Analysis	10%

Level II (N301/301L, 302, 303, 304)

Knowledge	25%
Comprehension	35%
Application	25%
Analysis	15%

Level III (N313, 313L, 314, 314L, 315, 315L)

Knowledge	20%
Comprehension	30%
Application	30%
Analysis	20%

Level IV (N403, 403L, 406, 406L, 407)

Knowledge	15%
Comprehension	25%
Application	35%
Analysis	25%

Level V (N411, 411L, 412L, 415, 416,396/496)

Knowledge	10%
Comprehension	20%
Application	40%
Analysis	30%

Rev. 04/08

III. The Licensed Practical Nurse (LPN) Student:

- A. Will have waived or take challenge exam for Fundamentals of Nursing as described in Admission Policy.
- B. May request to challenge a particular course (e.g., Med-Surg) for which they had content in the LPN program or appropriate experience. This will be assessed on an individual basis by the instructor(s) involved and the Department Head. A challenge exam must be utilized for evaluation.
- C. May utilize the *Testing of Clinical Competencies* policy for a course in which they have experience.

IV. The Registered Nurse (RN) Student:

- A. Will follow the Colorado Articulation Model.
- B. Will take the following nursing courses:
  - NURS 202—Health Assessment
  - NURS 202L—Health Assessment Lab
  - NURS 300—Professional Transition
  - NURS 302—Family Nursing
  - NURS 403—Public Health Nursing
  - NURS 403L—Public Health Nursing Lab
  - NURS 407—Research
  - NURS 411—Leadership
  - NURS 411L—Leadership Lab
  - NURS 415—Business of Health Care
  - NURS 396/496—Topics

Rev. 4/08

## **Testing of Nursing Competencies**

### I. Purpose:

To provide guidelines for demonstrating mastery of clinical skills to meet course objectives for advanced place students.

### II. General Information:

- A. Any student may petition the faculty to be allowed to demonstrate competency in specific areas.
- B. Student must provide documentation of current (within 5 years) experience illustrating competency in area to be tested. Written guidelines will be provided for each course.
- C. Courses that may be challenged will be evaluated on an individual basis.
- D. See college competency policy from the Mesa State College website at [www.mesastate.edu](http://www.mesastate.edu)

### III. Process:

- A. The student must petition the faculty in writing the semester prior to enrollment in the course.
- B. The student will register for the course and will be held responsible for required course material. Attendance at the course orientation is required.
- C. All tests must be taken within specified time, according to individual faculty guidelines.
- D. Clinical competencies must be demonstrated at a time and in the manner designated by the course instructor.
- E. The established clinical evaluation tool will be used to determine the student's clinical competence.
- F. Competency must be demonstrated at a grade of C or higher.
- G. Students may attempt to prove competency in any given area *one time only*.
- H. Failure to demonstrate competency at the required level necessitates completion of the course in the usual manner.

Rev. 4/06

## **Withdrawal, Probation and Suspension**

I. Purpose: To identify conditions related to withdrawal, probation and suspension.

### II. Policy:

The BSN program will follow the policies as outlined in the current Mesa State College Catalog.

Rev.11/87,4/90,11/91,11/94,5/96,11/97,5/99,4/02

# ***APPENDICES***

**MESA STATE COLLEGE**  
**Department of Health Sciences**



**Baccalaureate in Nursing Program**

***Agreement to Read Handbook***

I have read, and agree to comply with the policies in the Baccalaureate Nursing Student Handbook.

\_\_\_\_\_  
Print Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
MSC Student ID#

\_\_\_\_\_  
Date



**MESA STATE COLLEGE**  
*Department of Health Sciences*

***Academic Honesty Agreement***

Any evidence of plagiarism, any form of cheating or knowingly furnishing false information will result in disciplinary action up to and including immediate expulsion of the student(s) involved. (Mesa State College Student Handbook and Mesa State Catalog.)

Student's Name (Print) \_\_\_\_\_

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_



**MESA STATE COLLEGE**  
*Department of Health Sciences*

***Substance Abuse Agreement***

I have read the Substance Abuse Policy. By signing this agreement, I understand and agree to comply with the stipulations of the policy.

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*Print Student Name*

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*Student Signature*

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*MSC Student ID #*

---

*Date*



**MESA STATE COLLEGE**  
***Department of Health Sciences***

***Confidentiality Agreement***

I have watched the video on confidentiality “Confidentiality: Ethical and Legal Considerations” by Medcom/Trainex. Also, I have read the information on confidentiality contained in my BSN Nursing student handbook.

Patients, medical staff, and employees have a legal right to privacy. All students must exercise extreme caution and sensitivity with communicating or accessing information about patients and clinical facility operations: careless talk, inquiry in the system, repeating rumors or unauthorized access can result in serious harm to patients and their families or employees. Such communication and inquiry is limited to necessary disclosures required by individuals having a need-to-know.

Clinical facility standards prohibit employees and others with direct access to protected information about a clinical facility, its patients or their families, medical staff or its employees except when properly authorized. The release of all confidentiality information must meet all policy and legal requirements. **Complete confidentiality is expected.**

I understand and agree to comply with the confidentiality requirements as set by the Department of Health Sciences programs at Mesa State College. If I should break patient confidentiality, I understand that I may be removed from the program.

Student’s Name (Print) \_\_\_\_\_

Student’s Signature \_\_\_\_\_

Date \_\_\_\_\_

# MESA STATE COLLEGE

## Independent Study Contract

Student's Name \_\_\_\_\_ Social Security No. \_\_\_\_\_

Course\*: \_\_\_\_\_ CRN\*\*: \_\_\_\_\_ Section: \_\_\_\_\_

\* \*\*NOTE TO INSTRUCTOR: Instructors must contact the Schedule Coordinator in Academic Affairs to set up Courses and CRNs not listed in the current semester schedule. The Schedule Coordinator enters the new course and CRN into the Banner Student system before the student can register.

### **I. Eligibility Standing—To Be Completed by the Supervising Instructor**

- The student has completed a minimum of 8 semester credit hours in the study discipline with a GPA of at least 2.75 within that discipline.
- The student meets requirements published in the college catalog as well as any additional requirements established by the academic department..
- The student has completed foundation courses appropriate to the intended independent study..

**NOTE TO STUDENT:** No more than six semester credit hours of Independent Study may be taken at Mesa State College. The Dean of the School issuing credit must approve any exceptions. Independent study courses satisfy neither general education requirements nor specific course requirements. They may be taken as elective hours only.

### **II. Description or Outline of Plan of Study/Research - to be completed by student (may be completed on other side or attached).**

### **III. Description of Reporting, Monitoring, and Evaluation Procedures - to be completed by the supervising instructor (may be completed on other side or attached).**

#### **IV. Contract Details**

**Minimum contract hours required (at least 30 hours of student work is required for each semester hour of academic credit awarded):**

Semester and year of study: \_\_\_\_\_

Minimum contract hours required: \_\_\_\_\_ Credit hours to be granted: \_\_\_\_\_

#### **V. Signatures**

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **VI. Filing**

- THIS COMPLETED, SIGNED AND DATED CONTRACT IS TO BE FILED WITH THE OFFICE OF ADMISSION AND RECORDS AT THE TIME OF REGISTRATION. NO REGISTRATION FOR INDEPENDENT STUDY COURSES WILL BE PERMITTED WITHOUT RECEIPT OF THIS SIGNED CONTRACT.
- ADMISSION AND RECORDS WILL FILE A COPY OF THIS CONTRACT WITH THE APPROPRIATE DEAN'S OFFICE UPON RECEIPT OF A COMPLETE CONTRACT.

Revised 10/30/00

Copy sent to Dean on \_\_\_\_\_ Initials: \_\_\_\_\_

**Description or Outline of Plan of Study/Research:**

**Description of Reporting, Monitoring, and Evaluation Procedures:**



## ***Readmission Application***

This form must be completed by any student who deviates from the standard progression of the BSN nursing program. The form is to be returned to the Program Director prior to enrolling in any nursing classes. **Any student who fails any two nursing courses is *not* eligible to continue in the nursing program or to be readmitted.**

Name \_\_\_\_\_ MSC ID # \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_ Date \_\_\_\_\_

Semester last attended Nursing Classes \_\_\_\_\_ Year \_\_\_\_\_

Reason for Being Off-Track From Standard Progression in the Program:

Corrective Actions Taken to Correct the Situation Causing the Deviation (if applicable):

Semester you wish to return \_\_\_\_\_ Year \_\_\_\_\_

Nursing courses you wish to enroll in upon returning. (If you failed a required course, you must re-enter taking that course.)