



RN to BSN Program Student Handbook

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TABLE OF CONTENTS

SECTION I: INTRODUCTION.....	3
Welcome	
Course Sequence/Course Descriptions	
Overview of the RN to BSN Program	
ANA Code of Ethics for Nurses	
Nevada Administrative Code and Board of Nursing Scope of Practice	
SECTION II: MISSION AND PHILOSOPHY.....	14
Mission and Values	
Philosophy and Purpose	
Teaching-Learning Process	
End of Program Student Learning Outcomes	
SECTION III: ACADEMIC POLICIES.....	17
General Progression	
Policies Tutoring	
Academic Advising	
Online Learning	
Academic Probation	
Academic Dishonesty	
SECTION IV: COURSE POLICIES.....	20
Online Assignments	
Online Discussion Policy	
A Note on Online Attendance	
Grading Policies	
SECTION V: STUDENT CONDUCT AND OTHER POLICIES.....	22
Student Conduct and Disruptive Behavior	
Social Networking and Social Media Policy	
Professional Boundaries	
Drug and Alcohol Abuse Policy	
Student's Family Responsibilities	
Transportation	
SECTION VI: STUDENT ORGANIZATIONS AND ACTIVITIES.....	27
LVC Student Nurse Class Officers	
Committees	
Outside Employment	
Communication Modes and Questions	
SECTION VII: APPENDICES.....	29
Appendix A: Essential Skills and Functional Ability Standards	
Appendix B: Acknowledgement of Disclosure Form – RN to BSN Program	

SECTION I: INTRODUCTION

Welcome

Welcome to the Las Vegas College (LVC) Nursing Department! The RN to BSN program is designed to provide licensed RNs with the learning resources to acquire the knowledge base and to develop the necessary skills to earn their Bachelor of Science in Nursing. The curriculum requires students assume the responsibility for their learning, decision-making and demonstration of independent thinking. Critical thinking and problem-solving skills are of utmost importance for becoming an effective and safe practicing nurse.

The nursing program faculty and staff have set the standards for students to begin the life-long learning in nursing. Program policies, procedures and requirements have been established to represent the standards for nursing education and safe clinical practice.

This Nursing Student Handbook addresses:

- Program policies, procedures and requirements of the Las Vegas College RN to BSN program.
- Guidance for maintaining current, good standing in the program.

This student handbook is reflective of the policies of the RN to BSN program and Nursing Department, and additions may be added as needed. LVC reserves the right to make changes at any time. Students will be notified of handbook changes as they arise. The RN to BSN Nursing Handbook is a companion publication to the Student Catalog as it relates to Nursing students and covering other topics related specifically to the RN to BSN program. However, in the event of a conflict between a policy in the Catalog and this Handbook, the Catalog will supersede and control over this Handbook.

Course Sequence/Course Descriptions



RN TO BSN

Bachelor of Science in Nursing Degree

15 Months – 90 Quarter Credits/196 Quarter Credits

(90 Quarter Credits taken at LVC + 106 Quarter Credits transfer credit required for admission = 196 Quarter Credits Total)

Fully Online Program

The RN to BSN program is a fully online program that will prepare a licensed registered nurse to take his/her next step in the ever-evolving health care field. The program expands on students' existing knowledge of the theories, concepts, and principles of nursing, with a focus on leadership, health assessments, bioethics and nursing research. It also delves into the important areas of community nursing and caring for complex acute and chronic health problems in today's health care system. A graduate of this nursing program will be prepared for positions in hospitals, medical offices and various health care agencies requiring nurses to have a bachelor's degree. He or she will be able to deliver culturally proficient care while meeting the physical, spiritual and psychosocial needs of clients.

Note: Most, but not all, courses in this program are 6-weeks long. Please consult your Department Chair for quarterly course sequence information.

Program Outcomes

- Integrate leadership skills to make decisions that promote high quality, effective, evidence-based care to clients across the lifespan.
- Use clinical judgement to provide safe, effective, evidence-based care to clients throughout the life span.
- Integrate current health care technology to support accurate patient care treatments and follow up plans.
- Apply health care policy concepts at the local, state, and national levels to promote the nursing scope of practice and continued growth and expansion of the profession.
- Analyze current evidence to promote and apply appropriate health care system changes required for health care access, equity, and reimbursement.
- Apply clinical judgement to provide nursing interventions to prevent individual and community diseases and illnesses across the life span.
- Continue one's professional growth through life-long learning

Course Number	Course Name	Contact Hours Theory	Contact Hours Lab/Clinical	Total Contact Hours	Quarter Credits
Core Nursing Courses					
NUR 4000	Gerontology and Geriatrics	50	0/0	50	4
NUR 4010	Health Assessment	50	0/0	50	4
NUR 4015	Health Assessment Lab	0	40/0	40	2
NUR 4020	Leadership for Effective Health Care Systems	40	0/0	40	3
NUR 4030	Bioethics and Health Information Technology	50	0/0	50	4

NUR 4050	Scholarly Inquiry and Foundations of Nursing Research	50	0/0	50	4
NUR 4060	Community Nursing	50	0/0	50	4
NUR 4065	Community Nursing Lab	0	40/0	40	2
NUR 4070	Complex Client Issues in Today's Health Care System	50	0/0	50	4
NUR 4080	Transition to the Profession	40	0/0	40	3
NUR 4090	RN to BSN Capstone	40	0/0	40	4
NUR 4110	Train the Trainer Seminar	80	20/0	100	7
	RN-BSN Core Course Sub-Total	500	100/0	600	45
General Education					
BSC 3120	Anatomy & Physiology III	40	0/0	40	4
BSC3125	Anatomy & Physiology III Lab	0	40/0	40	2
BSC 3130	Anatomy & Physiology IV	40	0/0	40	4
BSC 3135	Anatomy & Physiology IV Lab	0	40/0	40	2
CMN 3110	Oral Communication	40	0/0	40	4
PHI 3140	Modern Issues in Ethics	40	0/0	40	4
PHI 3150	Critical Thinking	40	0/0	40	4
PSY 3160	Psychology	40	0/0	40	4
SOC 3170	Sociology	40	0/0	40	4
PSI 3180	World History	40	0/0	40	4
PHI 3190	History of Religion	40	0/0	40	4
STA 3200	Statistics for Medical Professionals	50	0/0	50	5
	General Education Courses Sub-total	410	80/0	490	45
	General Education Transfer Cr Sub-Total				49
	ADN Transfer Cr Sub-Total				57
	Total Program Hours	910	180/0	1090	196

Required Transfer Credit

RN to BSN is a 196 quarter credit degree completion program. Students enrolling in the RN to BSN program must have earned an associate degree in nursing, meaning they will have already earned 106 of the 196 credits required for graduation from the RN to BSN program prior to enrollment for the following courses, or their equivalent (Note: successful completion of LVC's Nursing Program meets these transfer credit requirements):

General Education Science Credits Required: (18 quarter credits):

Anatomy and Physiology, I	4.0
Anatomy and Physiology, I Lab	2.0
Anatomy and Physiology II	4.0
Anatomy and Physiology II Lab	2.0
Microbiology	4.0
Microbiology Lab	2.0

Additional General Education Courses or Course Equivalent Required*: (31 quarter credits):

College Algebra	4.0
Composition I	4.0
Composition II	4.0

General Psychology	4.0
Principles of Sociology	4.0
Developmental Psychology	4.0
US and Nevada Constitution	4.0
Strategies for Nursing Success	3.0

ASN Level Nursing Courses or Course Equivalent Required: (57 quarter credits)

Fundamentals of Nursing	5.0
Fundamentals of Nursing Clinical	2.5
Pharmacology I & II	3.5
Medical-Surgical Nursing	11.0
Medical-Surgical Nursing Clinical	12.0
Maternal Child Nursing	4.0
Maternal Child Nursing Clinical	4.0
Mental Health Nursing	3.0
Mental Health Nursing Clinical	2.0
Community Health	3.0
Community Health Clinical	2.0
Nursing Leadership and Management	3.0
Nursing Leadership and Mgmt. Clinical	2.0

**If a student has not successfully completed one or more of the general education courses required for admission to the RN to BSN program as part of a previous education program, they will be required to complete the course(s) prior to graduation. The student may complete this requirement through the LVC Nursing program at the Nursing program's cost per credit.*

COURSE DESCRIPTIONS

The institution uses the following course numbering system:

- 100-2999 – Lower division (first and second year) courses
- 3000-4999 – Higher division (third and fourth year) courses

The letters that accompany the numbering system normally refer to the course subject matter, such as NUR = Nursing. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject matter.

Core Nursing Course Requirements

<p>NUR4000 Gerontology and Geriatrics</p> <p>This course assists the nurse in the application of the nursing process as it relates to the older adult. Nurses will examine theories related to aging, and the physical and psychological changes that occur with age and how it relates to the nursing practice that supports patient safety, promotes health and healing. The concepts presented will assist the nurse in addressing issues faced by the older adult and their families, such as depression, abuse, medication errors from polypharmacy, as well as death and dying. Prerequisite: none, Lecture Hours: 50, Lab Hours: 0, Externship (Clinical) Hours: 0</p>	<p>4.0 Quarter Credits</p>
<p>NUR4010 Health Assessment</p> <p>The course will build upon previous health assessment knowledge. Synthesizing health assessment data to anticipate proper interventions and care will be emphasized. Focus will also be placed on effective, efficient, client-centered recording and reporting of systemic health history using current</p>	<p>4.0 Quarter Credits</p>

health care information technology. In-depth assessment skills needed to differentiate between the normal and abnormal assessment findings are essential. Appropriate referrals and follow up interventions for abnormal findings using clinical judgement will be emphasized. Prerequisite: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0	
NUR4010 Health Assessment Lab	2.0 Quarter Credits
The course will build upon previous health assessment experience. Gathering health assessment data to anticipate proper interventions and care will be emphasized. Focus will also be placed on effective, efficient, client-centered assessment, recording and reporting of systemic health history using current health care information technology. In-depth assessment skills will be used to differentiate between the normal and abnormal assessment findings. Appropriate referrals and follow up plans will be executed for abnormal findings using clinical judgement. Prerequisite: None, Lecture Hours: 0, Lab Hours: 40, Externship Hours: 0	
NUR4020 Leadership for Effective Health Care Systems	3.0 Quarter Credits
This course will focus on leadership and management theories and functions essential to the health care system. Analyzing one's own personal leadership style and the leadership styles in one's organization will be examined. Concepts of basic to organizational and systems leadership will be analyzed and describe how it pertains to the BSN nurse's role. Quality improvement projects, nurse sensitive indicators, and patient safety goals, are discussed as it relates to patient access, health care quality, and reimbursement. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0	
NUR4030 Bioethics and Health Information Technology	4.0 Quarter Credits
Bioethics as it relates to emerging health care technologies and treatments will be explored. Effective and appropriate interprofessional and client communication via technology will be discussed. Skills needed for ethical and compassionate delivery of information and treatment plans will be analyzed. The use of health information technology as it relates to bioethics, Health Insurance Portability and Accountability Act (HIPAA), insurance companies, privacy, and confidentiality will be explored. Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0	
NUR4050 Scholarly Inquiry and Foundations of Nursing Research	4.0 Quarter Credits
The focal point of this course is on the research process and research methodology in a manner that allows the reading and use of research article findings in practice settings. Nursing research articles pertaining to the identification of practice issues, levels of evidence, identification and synthesis of evidence, translation into practice, participation in quality improvement, and evaluation of outcomes will be analyzed. This course prepares students to evaluate research methods, designs, instruments, and statistics used in health research. Research ethics, outcomes research, and evidence-based practice will be discussed. Students will critique research literature and prepare a research overview relevant to their practice area. Prerequisites: STA3200, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0	
NUR4060 Community Nursing	4.0 Quarter Credits
Community and Population Health Nursing is a course that focuses on the knowledge and skills required for community and public health nursing. Health promotion, risk reduction and management, and disease prevention for individuals, families, and populations in community settings are explored. The course also emphasizes appropriate interprofessional, client, and community communication techniques. Integration of health care technologies, and legal and ethical implications for working with groups of clients in a community setting are also analyzed. Nurses will apply clinical judgement to provide nursing interventions to prevent public and global nursing issues. The course will also discuss public health strengths, weaknesses, access, quality, and reimbursement in the United States. Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0	
NUR4060 Community Nursing Lab	2.0 Quarter Credits
Community and Population Health Nursing lab is a course that focuses on finding and examining the knowledge deficits in a community. Interventions for community and public health improvement will be planned and implemented. Health promotion, risk reduction and management, and disease	

prevention activities for individuals, families, and populations in community settings will be completed. Appropriate interprofessional, client, and community communication techniques will be used when required. Nurses will apply clinical judgement to provide nursing interventions to prevent public and global nursing issues from becoming larger in scale. Students will evaluate public health strengths, weaknesses, access, quality, and reimbursement in the United States and its effects on the current health care deficits in their community. Prerequisites: None, Lecture Hours: 0, Lab Hours: 40, Externship Hours: 0

NUR4070 Complex Client Issues in Today's Health Care System **4.0 Quarter Credits**

This course provides opportunities for the nursing student to examine complex acute and chronic health problems. Students will have the opportunity to identify an acute or chronic illness of their choosing, use clinical judgement to manage their course-long assigned client, assess, intervene, and evaluate their plan, and describe how their plan would be effectively communicated with the health care team. Concepts from previous courses will be used to examine the clinical reasoning and decision-making skills used to reduce or lessen the health care problems. Activities will focus on nursing actions used to intervene in the care of complex clients. Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0

NUR4080 Transition to the Profession **3.0 Quarter Credits**

This course is designed for registered nurse students to be prepared to be leaders in the health care arena. The BSN nursing roles, responsibilities, legal, ethical, and competencies are analyzed. The nurse's role in state, local, and national governance will be discussed. Leadership and management concepts will be re-introduced and analyzed as it pertains to the BSN nurse's roles and responsibilities to the profession. Continued life-long learning will be emphasized and certification requirements in the nurse's specialty will be sought, and the process for certification will begin. Prerequisites: All program course work prior to NUR4090, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0

NUR4090 RN to BSN Capstone **4.0 Quarter Credits**

This course will build upon, and synthesize, previously acquired knowledge in this program. Focus will be placed on reflecting on the experience of the program, exploring how one can take what was learned in the program and put it into practice, examining the future outlook of the profession and the role nurses play in the future, and creating and sharing personal philosophy statements. Synthesizing the foundations solidified in this program will allow the student to be an effective, efficient, safe, and patient-centered practitioner. Prerequisites: All program course work, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0

NUR4110 Train-the-Trainer (TTT) Seminar **7.0 Quarter Credits**

This course is a CNA train-the-trainer course that will prepare RN to BSN students to become CNA Instructors. The seminar will assist students in improving their teaching and classroom management skills and create better student experiences and results. This course is designed to help nurses lead groups with confidence, recognize and manage a variety of behaviors, identify learning styles for the adult learner and assist in creating lesson plans. This course will run asynchronously with the other courses and will be open for students to take at any point during their program. However, students must complete the NUR4110 Train-the-Trainer (TTT) Seminar prior to taking NUR4080 Transition to the Profession. Prerequisites: None, Lecture Hours: 80, Lab Hours: 20, Externship: 0

General Education Course Requirements

NUR3010 Oral Communication **4.0 Quarter Credits**

This course examines effective communication within multidisciplinary healthcare teams. The registered nurse will develop their overall communication skills, including speaking in front of groups, improving one-on-one communication skills, and communicating assertively and persuasively with clarity and

confidence. These strategies help the RN to strengthen their foundation of communication and relationships with clients, providers, and community workers with the goal of improving client outcomes and client satisfaction. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0	
BSC 3120 Anatomy & Physiology III	4.0 Quarter Credits
The structure of the human body from the molecular, cellular, tissue, and gross levels of organization will be reviewed. A comprehensive study of the structure and function of the human body, the physical and chemical principles which apply to cell organization, skeletal system, muscular system, and nervous system will be examined. Molecular, cellular, tissue and gross levels of organization and how the function in wellness will be analyzed. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0	
BSC 3125 Anatomy & Physiology III Lab	2.0 Quarter Credits
Scientific study and exploration of the concepts and principles of anatomy and physiology will be researched with hands-on laboratory experiences. Anatomical and physiological structures and functions of the human body related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics, and growth and development in health and wellness will be explored. Anatomy and physiological functions of the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be examined. Prerequisites: None, Lecture Hours: 0, Lab Hours: 40, Externship Hours: 0	
BSC 3130 Anatomy & Physiology IV	4.0 Quarter Credits
Moving from the molecular and cellular structure of the human body, this course will allow the students to examine the body using a systems approach which will emphasize the interrelationships between form and function. Pathophysiology of common diseases and illnesses will be examined and explored. Relationships, functions, and pathology of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems will be analyzed. Prerequisites: BSC3120, BSC3125, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0	
BSC 3135 Anatomy & Physiology IV Lab	2.0 Quarter Credits
Scientific study and exploration of the concepts and principles of anatomy, physiology, and pathophysiology will be examined with hands-on laboratory experiences. Anatomy and pathophysiological structure and function of the human body related to blood, nutrition, acid- base balance, fluids and electrolytes, genetics, and growth and development in disease and illness will be explored. Pathophysiology of the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be examined. Prerequisites: BSC3120, BSC3125 Lecture Hours: 0, Lab Hours: 40, Externship Hours: 0	
PHI 3140 Modern Issues in Ethics	4.0 Quarter Credits
The philosophical studies of morality and ethics will be examined. The role of ethics and morality within healthcare organizations will be discussed. Business ethics, as it relates to healthcare systems, will be discussed, and debated. Ethics as it relates to risk management, compliance, quality improvement, bioethics, protected health information, and technology will be explored. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0	
PHI 3150 Critical Thinking	4.0 Quarter Credits
This course will describe the process of using critical thinking to analyze facts to form judgments. The use of critical thinking is self-directed, self-disciplined, self-monitored, and self- corrective thinking. The rigorous standards of critical thinking will be analyzed and used. Effective communication and problem-solving abilities using critical thinking will be discussed. Learners will be able to create and recognize clear thinking, critical thinking, and clear writing. Inspiring critical thinking in work groups and organizations will be examined. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0	
PSY 3160 Psychology	4.0 Quarter Credits
A study of the history of psychology, psychological experiments, and psychology theorists that have shaped the field of psychology today will be explored. The fundamental theories and principles of	

<p>human psychology will be discussed. Using psychological theories, the behaviors of individuals in relation to their social-cultural environment will be considered with analysis of special topics such as health and wellness, conformity, attitudes, aggression, cognitive organization, group dynamics, prejudice, and interpersonal attraction. Learners will also evaluate topics such as mental health delivery systems in the United States, access to care, and quality of care being delivered. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p>	
<p>SOC 3170 Sociology</p> <p>The scientific study of society will be explored. Examination of theoretical perspectives, the production and consumption of culture, inequality, social norms, and the formation of groups will be extrapolated with course discussions. Topics such as culture, personality, social inequality, diversity, institutions, population and ecology, and social change will be introduced. A comprehensive analysis of social structure, institutions, and interactions and how those influence social constructions within the parameters of a society's defined culture will be discussed. Critical thinking, using discussion and debate principles about the ways in which societal processes and organizations shape the diverse forms of human life found around the world, will be integrated into the course. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p>	<p>4.0 Quarter Credits</p>
<p>PSI 3180 World History</p> <p>This course will emphasize the importance of key events, key ideas, key persons throughout history. Analysis of the global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society will be explored. Important historical concepts and philosophies including absolutism and the state, the scientific revolution and Enlightenment, revolution, and ideologies of race and empire, nationalism, liberalism, and socialism how these have shaped the world's history will be examined. Socioeconomic conditions, political institutions, and ideological attitudes that have marked various time periods throughout will be discussed and explored. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p>	<p>4.0 Quarter Credits</p>
<p>PHI 3190 History of Religion</p> <p>This course examines the complexity of religion as a multidimensional phenomenon. Religion will be analyzed through the lens of heightened experience, ritual practice, powerful myths, ethical teaching, social organization, and theological doctrine. The basics of many of the world's major and minor religions will be discussed. Core beliefs of the major religions, their guiding principles and practices, and their historical foundations will be examined. The nature of religious belief systems, myths, and rituals in various societies of the world, and its effects on the health care system will be explored. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p>	<p>4.0 Quarter Credits</p>
<p>STA 3200 Statistics for Medical Professionals</p> <p>The purpose of Statistics for Medical Professionals is to concentrate on data types, explore descriptive statistics, basic probability concepts and distributions, classic estimation and hypothesis testing, regression and correlation, sampling, and survey construction, analysis of frequency and count data, and measures of validity and reliability and how this relates to nursing and quality care. Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0</p>	<p>5.0 Quarter Credits</p>

OVERVIEW OF THE RN TO BSN PROGRAM

Las Vegas College offers an RN to BSN program for licensed RNs seeking their Bachelor of Science in Nursing. Upon successful completion of this 15-month program, students will earn a bachelor's degree.

The RN to BSN program is taught online. Students gain proficiency through a series of classes (theory) designed to expand on their existing knowledge.

American Nurses Association Code of Ethics for Nurses

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

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

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

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

ANA recognizes that nursing students are not only the nurses of tomorrow; they are the ANA members of tomorrow! For access to all available resources, benefits, articles and special discounts be sure to sign-up to see the members only section of the site. As a nursing student, access is free. All you need to do is e-mail your name, school and current year in school to students@ana.org and a promo code will be sent immediately to you.

NEVADA STATE BOARD OF NURSING DEFINITIONS, STATUTES AND REGULATIONS

The “Practice of nursing”, as defined in **NRS 632.0169**, means the general observation, diagnosis and treatment of changes in a person’s health. The term does not include acts of medical diagnosis or prescription of therapeutic or corrective measures, except as authorized by specific statute.

The “Practice of professional nursing” means, according to **NRS 632.018**, the performance of any act in the observation, care and counsel of the ill, injured or infirm, in the maintenance of health or prevention of illness of others, in the supervision and teaching of other personnel, in the administration of medications and treatments as prescribed by an advanced practitioner of nursing, a licensed physician, a physician assistant licensed pursuant to chapter 630 or 633 of NRS, a licensed dentist or a licensed podiatric physician, requiring substantial specialized judgment and skill based on knowledge and application of the principles of biological, physical and social science, but does not include acts of medical diagnosis or prescription of therapeutic or corrective measures.

Statement Regarding Scope of Practice

The profession of nursing is an autonomous and dynamic discipline. It is a self-governing profession that is grounded in science. Nursing practice changes and evolves in response to health care needs of society, technical advancements, and the expansion of scientific and nursing knowledge. The scope of practice for each nursing licensure category includes all the activities in which a nurse may engage at his/her level of licensure. Within that broader scope, however, the scope for each individual nurse will vary according to practice experiences and professional development activities.

The licensed nurse is responsible and accountable, both professionally and legally, for determining his/her *individual scope* of nursing practice. Activities within an individual nurse's scope must still fall within the broader scope written in statute. Thus, there is no authority for the nurse to include individual activities which exceed the broader scope defined by statute. Practically, this means that a physician cannot expand nursing scope of practice by directing a nurse to perform an activity that is not recognized by the nursing profession as proper to be performed by a nurse in Nevada. Since the role and responsibilities of the nurse, and consequently the scope of nursing practice, is ever changing and increasingly complex, it is important that the nurse can make decisions regarding his/her own scope of practice.

The RN to BSN program will teach the components of the Registered Nurse Scope of Practice to bachelor level nursing students for them to learn and apply in their future nursing practice.

It is your responsibility to have access to the Nurse Practice Act, the Nevada Board of Nursing rules/regulations and generally accepted standards of nursing practice, including but not limited to behavior indicating honesty, accountability, trustworthiness, reliability and integrity.

Nursing students are encouraged to sign up for the Johnson & Johnson Nursing Notes electronic newsletter. This newsletter provides information on the profession in relation to industry news, nursing careers, making a difference and scholarship information.

SECTION II: MISSION AND PHILOSOPHY

LAS VEGAS COLLEGE VISION

To provide excellent educational opportunities that are responsive to the needs of the community and to help students better their lives and the lives of others.

LAS VEGAS COLLEGE MISSION

Las Vegas College values its diverse student population and is committed to providing professional, career-oriented higher education. These opportunities allow students to reach their personal and professional goals. Through educational rigor, faculty and staff who are dedicated to student achievement, Las Vegas College prepares graduates for successful careers, lifelong learning, and to provide service to Las Vegas and surrounding areas.

LAS VEGAS COLLEGE NURSING PROGRAM MISSION STATEMENT

- The Nursing Faculty are dedicated to preparing outstanding professional nurses committed to excellence and innovation in the delivery and management of evidence-based health care through creative, collaborative and culturally focused educational programs.
- The Nursing Faculty's educational effort is directed to providing high quality student-centered programs of instruction which prepare superb professional nurses to meet basic health care needs while maintaining full regulatory compliance with State Board of Nursing and Accreditation agencies.
- This Nursing Faculty seeks to develop and transmit knowledge regarding nursing practice and health, illness and healing through dynamic programs of nursing education and practice.

PHILOSOPHY AND PURPOSE

The philosophy and purpose of the LVC Nursing Program(s) are based on the belief that individuals are holistic beings who possess unique physiological, psychological, socio-cultural, and spiritual qualities. Individuals continually interact with the environment, thereby learning and adapting to achieve optimum health.

Health is a dynamic state of wellness or system stability in which individuals adapt to changes in the internal and external environments to maintain harmony between their physiological, psychological, socio-cultural, and spiritual states. Responsibility for health/illness care is shared mutually by providers and individuals receiving care. Health attainment, maintenance, restoration, and quality care are rights of everyone regardless of race, religious beliefs, nationality, social, or financial status.

Society has the responsibility to its members both individually and collectively to provide an environment that fosters health promotion, attainment, maintenance, and restoration. Society must strive to achieve optimal care within a legal and ethical framework while managing economic restraints and technological advances in health care. Environment is viewed as an open system within which the individual interacts continuously. It has both internal and external components, which are affected by changes within the physical, emotional, spiritual, economic, and cultural state of the individual.

Nursing is both an art and science and nurses provide nursing care within their scope of practice. It is a unique profession that deals with all the dynamics affecting individuals and views the individual as a holistic being (Bio-psycho-social-spiritual). Nurses collaborate with other members of the health care team to encourage individuals to participate in their care. The foundation of nursing practice is the nursing process, which the nurse uses to assist individuals and families to attain mutually agreed upon goals.

Bachelor's degree nurses provide care within their scope of practice. The nursing process is used for assessing, diagnosing, planning, implementing, and evaluating of health care services and care of the individual. Since the delivery of health care is dynamic, the registered nurse evaluates individuals based on their goal achievement, need for reassessment and refocus of priorities with the ultimate end of setting new goals. Care is given within a sound legal and ethical framework.

The bachelor's degree nurse is expected to develop necessary skills for collaboration with members of the health care team including the client, family and/or significant others.

TEACHING-LEARNING PROCESS

Learning is a continuous, active, lifelong process. Learning progresses sequentially from simple to complex and results in behavioral changes in cognitive, psychomotor, and affective domains. Nurses seek educational resources that provide opportunities for learning experiences that maintain and enhance knowledge and skills, as well as those that foster continued competence, nursing practice and increased professional growth.

The teaching-learning process is at its best when students actively participate in their learning experiences and take responsibility for achieving programmatic competencies. In this process the teacher is a facilitator, coach, counselor, and resource person. Furthermore, the teacher and student share the responsibility of building an atmosphere that fosters a learning community that promotes intellectual curiosity, critical and analytical thought, and individual creativity. To that end, the faculty uses a variety of teaching techniques to accommodate students from diverse backgrounds and experiences.

Hence, nursing education is both a system and a process. Students bring with them a broad range of experiences as well as their ability to respond to and adapt to ongoing inputs and expected behavioral changes. These inputs awaken students to their ability to deliver nursing care. The Nursing Faculty are committed to facilitating this process through their monitoring the teaching-learning environment to ensure optimal experiences and evaluating the students and program to achieve the outcome of safe and effective practitioners of nursing.

END OF PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the LVC RN to BSN program, the graduate will:

- Integrate leadership skills to make decisions that promote high quality, effective, evidence-based care to clients across the lifespan.
- Use clinical judgement to provide safe, effective, evidence-based care to clients throughout the life span.
- Integrate current health care technology to support accurate patient care treatments and follow up plans.
- Apply health care policy concepts at the local, state, and national levels to promote the nursing scope of practice and continued growth and expansion of the profession.
- Analyze current evidence to promote and apply appropriate health care system changes required for health care access, equity, and reimbursement.
- Apply clinical judgement to provide nursing interventions to prevent individual and community diseases and illnesses across the life span.
- Continue one's professional growth through life-long learning.

SECTION III: ACADEMIC POLICIES

GENERAL ACADEMIC & PROGRESSION POLICIES

All RN to BSN program nursing students must understand:

- The final grade for the course must also be 76% or higher to successfully pass the course.
- Grade rounding is not allowed when calculating final course grades. The grade earned is the grade that will be recorded.
- The nursing faculty encourages students to review graded assignments and discussions for the purposes of clarification of information. Should a nursing student wish to dispute their assignment or discussion grade they must do so within five calendar days of the due date in writing to the instructor.
- For the purposes of retention and progression, students who withdraw or drop prior to the academic penalty date established by the college will be considered to have incurred a course failure.
- No grade lower than a C is accepted in any program course.
- A student who fails any two core nursing courses will be dismissed from the RN to BSN program.
- To re-enter a nursing course after a failure or withdrawal, the student must submit an appeal to the RN to BSN Program Chair for approval and review of extenuating circumstances. In addition to an approved appeal there must be space in the cohort for re-entry.
- Health requirements, HIPAA and OSHA training and BLS American Heart Association CPR certification must be maintained and current.
- The Academic Policies listed above supersede all College policies in decisions related to progression and retention in the nursing program.

Student Success Plan (SSP)

Student success outcomes is the primary focus for providing Student Success Plans (SSP). It is strongly encouraged students attend SSP on the dates the theory instructor designates or after consulting with the student so arrangements can be made. Once the first discussion or assignment is lower than 76% it is highly recommended the student request an SSP session with the faculty member either in person, or by phone. Until the discussion and assignments are maintained at 80% or above it is recommended the students continue to attend SSP. Two hours will be set aside each week throughout the program to assist with student success.

TUTORING

Students who are having difficulty with theory concepts will have the availability of an instructor in SSP to tutor in order to provide clarification and additional information either in person, or by phone or video conference.

ACADEMIC ADVISING

Students enter LVC with varied backgrounds and motivating factors. To maintain the standards of the school and to serve the best interest of each student, academic advising by the RN to BSN Program Chair and/or nursing faculty is an ongoing process as required.

ONLINE LEARNING

The RN to BSN program is taught as a fully online program. Classes will be delivered completely through the learning management system with instructor support. All LVC distance education classes are supported with access to on-campus facilities and equipment during operating hours. Staff and instructors are available to assist all students to achieve their learning objectives.

LVC has specific technology requirements for students enrolling in programs with distance education classes which will be provided during the admissions process and are a condition of enrollment. Any updates to these requirements will be communicated through your instructors or the RN to BSN Program Chair. Please see the Admissions Representative or your Department Chair for details.

ACADEMIC PROBATION

At the end of any evaluation period, when the student falls below the required academic progress standards for LVC, the student shall receive a written warning and be placed on academic probation. Please refer to the Student Catalog for information related to Standards of Satisfactory Academic Progress (SAP).

ACADEMIC DISHONESTY WITHIN THE NURSING DEPARTMENT

The LVC Nursing Department expects every student to engage in all scholastic pursuits in a manner that is beyond reproach. Students are required to maintain complete honesty and integrity in the classroom and/or laboratory. Any student found guilty of dishonesty in scholastic work is subject to disciplinary action.

The RN to BSN program goal is that each student completes his or her own work in order to master the skills needed to deliver safe, competent nursing care. Academic Dishonesty is contrary to this goal and represents both unprofessional conduct and lack of good professional character.

Academic dishonesty includes, but is not limited to, cheating on scholastic work, plagiarism and collusion.

Cheating on scholastic work includes, but is not limited to:

- Copying from another student's paper or other scholastic work.
- Collaborating, without authority, with another student during an examination or in the preparation of scholastic work.
- Knowingly using, buying, selling, stealing, transporting or soliciting, in whole or in part, the contents of an un-administered test.
- Soliciting, bribing or coercing an instructor to alter the score or grade achieved on a test or other scholastic work.
- Substituting for another student or permitting another student to substitute for one-self, to take a test or prepare other academic work or laboratory assignments/experiments.
- Soliciting, bribing or coercing another person to obtain an un-administered test/examination or information about an un-administered test/examination.
- Using thoughts, words, or expressions of other's works, including web-based information, as one's own (plagiarism).

All student conduct will support academic honesty. Any student participating in any form of academic dishonesty or otherwise in violation of the Student Code of Conduct will be scheduled to see the RN to BSN Program Chair. The student may be suspended or dismissed from the program. Any student caught engaging in any of the actions defined above will receive an "F" or zero grade for that specific occurrence.

In addition to the rules and regulations contained in this handbook, students are expected to adhere to the policies of LVC and to all rules and expectations in the Student Catalog.

SECTION IV: COURSE POLICIES

ONLINE ASSIGNMENTS

All assignments are due by the date and time published in the course syllabus. Assignments will receive 10% off per day that they are late. Assignments turned in after 3 days from the due date will not be accepted and will count as a zero “0” for the grade on that assignment unless otherwise noted in course syllabus.

It is the student’s responsibility to complete all work in a timely manner. The student should not expect the instructor or RN to BSN Program Chair to provide extra credit assignments for the purpose of passing a course.

ONLINE DISCUSSION POLICY

Students who are late for their scheduled discussion posts have the choice to continue working in that week’s discussion with the understanding 10% deduction for that week’s discussion will be taken off the final grade for that discussion.

A student who violates the discussion or assignment regulations or rules, or engages in irregular behavior, misconduct and/or does not follow the proctors warning to discontinue inappropriate behavior may be dismissed from the discussion, assignment, activity or exam. Additionally, the discussion and/or assignment grade will be withheld or cancelled, and other disciplinary action will be taken, up to and including dismissal from the program.

A NOTE ABOUT ONLINE ATTENDANCE

As explained in the full attendance policy in the Student Catalog, regular attendance is crucial to successful program completion and failure to adhere to the attendance policy can result in suspension and even termination from school.

As with any course, the understanding of online course content and final grades are dependent upon consistent study and attendance. Online students are expected to attend all classes and complete all out-of-class assignments. All courses offered at LVC, whether delivered on ground or via distance education, meet ACCSC standards for clock hour/credit hour length and applicable clock/credit hour attribution. There are no changes to the number of instructional hours for distance education courses, however, the specific number of hours a student spends online may vary based on specific course needs/requirements. Attendance for the week runs from Monday, 12:01 a.m. to Sunday, 11:59 p.m. Pacific Time.

To be considered present in each week for online courses, students must post one initial discussion post answering the discussion question (due each Wednesday at 11:59 PM PST), and at least once, on two separate, days responding to colleagues for relevant class discussions. All assignments for that week will be due by Sunday 11:59 PM PST.

GRADING POLICIES

An overall course grade of a “C” (76% or above) is required to pass each nursing course. Grade rounding is not allowed when calculating final course grades. The grade earned is the grade that will be recorded. For the purpose of retention and progression, students who fail, withdraw, or drop after the academic penalty date established by the college will be considered to have incurred a course failure. A student who failed two nursing courses will be dismissed from the RN to BSN program. The appeal process for a student who has extenuating circumstances can be found in the Student Catalog.

All assigned work including but not limited to assigned homework, case studies, adaptive learning and quizzing, concept maps, care plans, quizzes, and exams is to be completed by the individual student. Collaboration without specific authorization from the instructor will be considered cheating.

Letter Grade	Point Scale	Interpretation
A	92-100	Superior
B	84-91	Above average; good
C	76-83	Average; standard
F	75-0	Failing

SECTION V: STUDENT CONDUCT AND OTHER POLICIES

LVC's rules and requirements concerning student conduct, including but not limited to the full Code of Student Conduct, formal disciplinary and grievance procedures, and the school's complete drug and alcohol abuse policy are clearly explained in the Student Catalog. This section of the RN to BSN Program Student Handbook does not replace the Student Catalog, it draws attention to and elaborates on certain aspects of the Catalog policies that RN to BSN program students are likely to find most important.

STUDENT CONDUCT AND DISRUPTIVE BEHAVIOR

LVC seeks to promote an educationally sound environment free from disruptions in learning whether the instruction takes place at the college or online. Instructors may determine the time and manner for student questions and interactions. Instructors will establish, communicate and enforce reasonable rules of behavior and decorum for the online course environment. This policy is not intended to discourage appropriate academic expression, discussion or disagreement but rather to promote respectful interactions. **Incivility will not be tolerated and may lead to dismissal from the program.**

Disruptive behavior is not only disrespectful to the professional faculty and fellow students but also negatively impacts the learning environment. The following behavior will not be tolerated:

- Failing to participate in any scheduled class discussion or assignment.
- Private conversations or off-topic comments during class discussions.
- Profanity or bullying language or behavior
- Fighting or threatening another student or staff member
- Being disrespectful to faculty members, staff members, or fellow students.

Ethical behavior is imperative for individuals in the nursing profession and should always be modeled by students throughout their program of study.

SOCIAL NETWORKING AND SOCIAL MEDIA

Per HIPAA, no patient, clinical situation, or pictures are to be shared on a social media network such as but not limited to Facebook, Twitter and YouTube.

Social Media Policy by American Nurses Association and National Council of State Boards of Nursing:

American Nurses Association's Principles for Social Networking:

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

6 Tips to Avoid Problems:

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

PROFESSIONAL BOUNDARIES

Individuals in the nursing profession understand the importance of establishing and maintaining professional boundaries. In a student role, professional boundaries exist between the student and the faculty and staff as well as between the student and their fellow students. Students unclear of proper behavior should consult their instructor or the RN to BSN Program Chair.

Please address faculty and staff by their appropriate surname—Dr., Mrs., Mr., Ms., Miss, Professor, etc., unless otherwise directed so by the individual in question.

DRUG AND ALCOHOL ABUSE POLICY

Las Vegas College has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for clients. Students should familiarize themselves with the full Drug-Free Schools Policy in the Student Catalog as well as the information in this Handbook. **Students will need to complete and pass a drug screening which shows no evidence of illegal drug usage:**

Criminal Background and Drug Screening

Students enrolling the RN to BSN program must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license from the Nevada State Board of Nursing or from any other governmental entity or deny them future employment. Students agree to promptly advise LVC if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; or employment.

All students are required to successfully pass a required criminal history background check and a drug test prior to being allowed in the RN to BSN program. Students enrolling in this program will sign an acknowledgement form, consenting and specifically agreeing to have LVC and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks (a FACIS Level 3 Search or its equivalent for nursing students), and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any further courses within the RN to BSN program. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by LVC.

In accordance with their procedures and policies, the state of Nevada, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

Any student suspected being under the influence of drugs or alcohol during a course may pose serious safety and health risks, not only to themselves, but to all those who work with them and to clients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol poses an unacceptable risk for unsafe client care.

The definition of impairment as related to nursing practice occurs when alcohol, drugs and/or mental illness interferes with the nurse/student nurse's judgment, interpersonal, cognitive and or psychomotor skills thus impairing the nurse's ability to function in a professional role.

LVC nursing faculty recognize that:

- Alcoholism, drug abuse and or mental illness are diseases and should be treated as such.
- Mental illness may be any acute or chronic condition that disrupts the thinking, moods, functioning or feelings. It can also affect the ability to cope with the demands of the nursing program/courses.
- Impairment can also involve the use/abuse of prescription and over-the-counter medications, illegal drugs, alcohol or inhaled substances.
- Health and personal problems involving any or all these diseases can affect the student's academic and clinical performance and the impaired student is a danger to self and serious danger to the clients in the student's care.
- Nursing students with these diseases can be helped to recover.
- It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness.
- Confidentiality will be exercised when handling the diagnosis and treatment of these diseases.

LVC faculty and students are required to report any suspicious behavior and arrange drug and alcohol testing.

Reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior in their assignments or during their interactions with LVC faculty and staff and their fellow students. Observable signs might include, but are not limited to:

- Slurred speech.
- Odor of alcohol on breath or person.
- Unsteady gait.
- Disoriented or confused behavior.
- Significant changes in work habits.
- Observed behavior indicative of hallucinations.
- Unexplained accident or injury.
- Sloppy, inappropriate clothing and/or appearance.
- Physically assaultive, threatening, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the clinical site setting.
- Excessive sick days, excessive tardiness when reporting for clinical or class.

- Missed deadlines, careless mistakes, taking longer than customary to complete work.
- Coordination (not normal, swaying, staggering, lack of coordination, grasping for support).
- Performance (unsafe practices, unsatisfactory work).
- Alertness (change in alertness, sleepy, confused).
- Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic).
- Eyes (bloodshot, dilated).
- Other clinical observations consistent with impairment.

Drug testing may be required for any student who demonstrates behavior of reasonable suspicion (see above) in accordance with the Drug Free Schools policy included in the catalog.

Drug testing may be required for any student who demonstrates behavior suspicious of substance abuse impairment. This determination will be made on a case-by-case basis by the RN to BSN Program Chair, or their representative.

STUDENT'S FAMILY RESPONSIBILITIES

Adult students often have many responsibilities in addition to school. It is important to have a contingency plan in place prior to starting classes. Backup childcare providers and employment schedules may be necessary and part of the student's contingency plan. Online absences related to family responsibilities and employment issues are not excused and time and competencies must be made-up as with any absences.

TRANSPORTATION

The College does not provide transportation. Should an appointment or the desire to make use of LVC's on-campus resources require a student to travel to the campus, students are responsible for providing their own transportation.

SECTION VI: STUDENT ORGANIZATIONS AND ACTIVITIES

STUDENT NURSE CLASS OFFICERS

Each nursing class will choose one officer from their class. The class officers will be responsible for attending designated nursing faculty meetings (by phone or in person). Prior to the meetings, the cohort officer should discuss with the class any issues or concerns to present at the faculty meeting. They will also be responsible for the dissemination of information presented at the faculty meeting to the remainder of the class.

COMMITTEES

Additionally, all students are encouraged to provide input on decisions including admission standards, curriculum, student services and the teaching/learning process. Students are invited to become active on nursing faculty committees. The following list includes examples of ways that students can become involved in governance:

- Participate in end of quarter, end of program and alumni surveys.
- Provide honest and fair feedback to your faculty when asked to complete faculty and course evaluations at the end of the quarter.
- Participate in Student Nurse Association activities or college activities such as health fairs and community service
- Volunteer, in writing for nursing faculty committee membership in writing to the RN to BSN Program Chair in reference to Faculty meetings, Curriculum, Advisory, etc.
- Provide input when your peers are representing your student issues at committee meetings and the Student Nurse Association meetings.

OUTSIDE EMPLOYMENT

It is the student's responsibility to set priorities regarding employment and class schedules. Students must ensure that they have enough time to meet their online program obligations and be alert and present for class discussions.

COMMUNICATION MODES AND QUESTIONS

All Las Vegas College students will be given an LVC email address and are required to maintain their lvcollege.edu email accounts. RN to BSN program students should check their LVC email daily for messages from their instructors and the LVC campus and respond to all messages promptly in order to ensure adequate communications. No emails will be sent to the student's non-school email accounts. Students should also review class discussions regularly during the week.

SECTION VII: APPENDICIES

Appendix A

Essential Skills and Functional Ability Standards

Essential Skills and Functional Ability Standards

It is essential that nursing students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to life clients, stand for several hours at a time and perform ending activities. Students who have a chronic illness or condition must be maintained on current treatment and be able to implement direct client care. The clinical nursing experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting client's lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should give careful consideration of the mental and physical demands of the program prior to making application.

Essential Skill and Functional Ability	Standard	Examples of Required Activities
Motor Abilities	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance and strength to provide client care.	Mobility sufficient to carry out client care procedures such as assisting with ambulation of clients, administering CPR, assisting with turning and lifting clients, providing care in confined spaces such as a treatment room, operating suite, etc.
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe nursing care.	Motor skills sufficient to handle small equipment such as insulin syringe, administer medications by all routes, and perform tracheotomy suctioning, insert urinary catheter, etc.
Perceptual Sensory Ability	Sensory and perceptual ability to assess and monitor clients.	Sensory abilities sufficient to hear alarms, accusatory sounds, cry for help, etc. Visual acuity to read calibrations on 1mL syringe, assess color (cyanosis, pallor, etc.). Tactile ability to feel pulses, temperature, palpate veins, etc. Olfactory ability to detect smoke or noxious odor, etc.
Behavioral Interpersonal Emotional	Ability to relate to clients, family and other healthcare providers with honesty, integrity and nondiscrimination. Capacity for development of mature, sensitive and effective therapeutic relationships. Ability to work constructively in stressful and c hanging	Establish rapport with others. Work as a team. Emotional skills sufficient to remain calm in an emergency situation. Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities assigned. Adapt rapidly to environmental

	<p>environments with the ability to modify behavior in response to constructive criticism.</p> <p>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</p>	<p>changes and multiple task demands.</p> <p>Maintain behavioral decorum in stressful situations.</p>
Safe Environment for Clients, Families and Co-Workers	<p>Ability to accurately identify clients.</p> <p>Ability to effectively communicate with others.</p> <p>Ability to administer medications safely and accurately.</p> <p>Ability to operate equipment safely.</p> <p>Ability to recognize and minimize hazards that could increase infections and accidents.</p>	<p>Prioritizes tasks to ensure client safety and standard of care.</p> <p>Maintains adequate concentration and attention in the clinical environment.</p> <p>Seeks assistance when clinical situation requires a higher level of expertise.</p> <p>Responds to monitor alarms, emergency signals, call lights and orders in a rapid and effective manner.</p> <p>Take the necessary precautions when dealing with body fluids, etc.</p>
Communication	<p>Ability to communicate in English with accuracy, clarity and efficiency with clients, families and other members of the healthcare team (including spoken and non-verbal expressions, affect and body language).</p> <p>Required communication abilities including speech, hearing, reading, writing, language skills and computer literacy.</p>	<p>Gives verbal directions to and follows verbal direction from other members of the healthcare team and participate in discussions on client care.</p> <p>Elicits and records information about health care issues and responses from clients and their family members.</p> <p>Conveys information to clients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner.</p> <p>Establishes and maintains effective working relationships with clients, families and the health care team.</p> <p>Recognizes and reports critical client information to the healthcare team.</p>
Cognitive Conceptual Quantitative Abilities	<p>Ability to read and understand written documents in English and solve problems involving calculation and reasoning.</p> <p>Ability to comprehend spatial relationships.</p> <p>Ability to gather data, develop a plan of action, establish priorities and evaluate treatment plans.</p> <p>Ability to react effectively in an emergency situation.</p>	<p>Calculate appropriate medication dosage given specific client parameters.</p> <p>Collect data, prioritize needs and anticipate outcomes.</p> <p>Analyze data to develop a plan of care.</p> <p>Comprehends spatial relationships in order to administer injections, start intravenous lines or assess wounds of varying depths.</p> <p>Recognize an emergency situation</p>

		<p>and respond effectively to safeguard the client, family and co-workers.</p> <p>Transfer knowledge from one situation to another.</p> <p>Accurately processes information on medication containers, physician orders, monitor equipment calibration, printed documents, flow sheets, policy and procedure manuals, etc.</p>
Punctuality Work Habits	<p>Ability to adhere to the nursing policies, procedures and requirements.</p> <p>Ability to complete classroom, lab and clinical assignments on time.</p> <p>Ability to adhere to classroom, lab and clinical schedules.</p>	<p>Attends class, lab, and clinical punctually.</p> <p>Able to drive to a number of different clinical sites at different times during the day.</p> <p>Reads, understands and adheres to all policies, procedures and requirements.</p> <p>Contact nursing faculty member in advance for any absence or late arrival.</p> <p>Understand and completes assignments by due date and time.</p>

Appendix B

ACKNOWLEDGEMENT OF DISCLOSURE FORM-RN TO BSN PROGRAM

1. Because of the nature of all nursing programs and regulations by state boards of nursing, I understand that a “For Cause” drug/alcohol screening can be done anytime there is suspicion of substance abuse during the RN to BSN program.

Initials _____

2. I understand that I must complete and pass all the required courses of the RN to BSN program to be eligible to graduate.

Initials _____

3. I understand it is my responsibility to verify the transferability of all courses. I also understand official transcripts must be submitted to the Registrar prior to the end of the current class to be considered for transfer.

Initials _____

4. I have received and read the RN to BSN Program Student Handbook and Acknowledgement of Disclosure Form and agree to abide by the standards/policies stated therein.

Initials _____

5. I understand the study requirements of the RN to BSN program, the attendance policy, the grading policies, progression policies, and the need to be professional always.

Initials _____

6. I understand that during the program additional policies may be instituted as needed at the discretion of the School and the Nursing Department.

Initials _____

7. I hereby grant LVC my consent to use worldwide in perpetuity, my name, voice, signature, photograph, biography, and likeness, my employer’s name, and my job title in any and all forms of publicity and training materials, including without limitation, advertising, press releases, promotions, television and radio commercials, and in any medium, such as print, electronic, Internet or broadcast media. I further authorize LVC the worldwide right in perpetuity to use, record, reproduce, distribute, broadcast or disseminate any information I have authored or provided to it, including written or spoken comments, and any abridgments, excerpts, paraphrasing, or derivative works of such comments. I waive the right to inspect or approve any draft or finished training material, advertisement, press release, promotional piece, publicity piece, and/or television and radio commercial produced by LVC under this Consent.

Initials _____

SIGNATURE OF STUDENT

PRINTED NAME

DATE

This form will be maintained in the student’s file throughout the RN to BSN program.