

Everest

COLLEGE

Nursing

Student Handbook

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3280 West 3500 South
Salt Lake City, UT 84119
801-840-4800 • Fax: 801-969-0828
Website: http://www.everest.edu/campus/salt_lake_city

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Introduction

Welcome to the rewarding and challenging career of nursing! Whether you are a new or returning student, you will find that Everest College School of Nursing offers you a special learning environment with opportunities to expand your horizons. The Bachelor of Science in Nursing (BSN) program at Everest College is designed to provide students with the learning resources needed in order to acquire and develop the knowledge base and the necessary skills to become a registered nurse. Our curriculum requires that students assume the responsibility for their learning, decision-making and demonstration of independent thinking. Critical thinking and problem-solving skills are of utmost importance to becoming an effective and safe registered nurse. The Nursing program faculty and staff have set the standards for students to begin their life-long learning in nursing. The Everest College BSN program meets the curriculum guidelines of the Utah Board of 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 Everest College BSN program.
- Guidance for maintaining current, good standing in the program.
- Students' rights throughout their progress in the program.

This student handbook is reflective of the policies of the Nursing program and additions may be added, as needed. Everest College reserves the right to make changes at any time. Students will be notified of handbook changes as they arise. The Nursing Student Handbook supersedes the Campus Catalog in issues related to the Nursing program.

The American Nurses Association has set forth the Code of Ethics for nurses. The Everest College Nursing program offers this code to you as a guideline for your nursing practice in the profession for which you are preparing to enter. Every nurse should use these Codes of Ethics as a resource and guideline for practice.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

The nursing profession works with other health care groups to promote health, alleviate suffering and attain therapeutic goals based upon human need.

Each nurse has the responsibility to individuals, sick or well, their families and the public. Such responsibility requires ethical practices and adherence to the laws relevant to nursing.

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

Source:

American Nurses Association (2001). *Code of Ethics for Nurses with Interpretive Statements*. Silver Spring, MD: Author.

Utah Board of Nursing Scope of Practice

The Utah Board of Nursing has established the generally recognized scope of practice for registered nurses practicing in the state of Utah. All nursing students must be familiar with these rules and regulations, which can be found on the Utah Board of Nursing's website at <http://www.dopl.utah.gov/licensing/nursing.html>. The specific excerpt from the Board's Nurse Practice Act that addresses the scope of practice, R156-31b-704 *Generally Recognized Scope of Practice of an RN*, can be found in Appendix E of this Nursing Student Handbook. This is provided to you so you, a future registered nurse in Utah, can familiarize yourself with these important scopes of practice for all registered nurses in Utah.

EVEREST COLLEGE'S SCHOOL OF NURSING

Mission Statement

We are dedicated to preparing outstanding professional nurses committed to excellence and innovation in the delivery and management of evidence-based health care, through a creative, collaborative and culturally-focused educational program.

Our educational effort is directed to providing a high-quality, student-centered program of instruction for preparing qualified baccalaureate generalist nurses and future leaders in the profession.

We develop and facilitate lifelong learning regarding nursing practice in health and illness, with emphases on patient-centered care across the life span, evidence-based practice, informatics, patient safety, interdisciplinary collaboration, critical thinking, quality improvement, genetics, cultural sensitivity and professionalism.

Philosophy

The Everest College Nursing program is based on the belief that individuals are holistic beings with unique physiological, psychological, sociocultural and spiritual qualities. Individuals continually interact with the environment, thereby learning and adapting to achieve optimum health. With a strong base in liberal arts education, baccalaureate nurses will develop necessary skills for leadership and collaboration with members of health care teams to provide safe, high-quality, patient-centered care.

We believe in educating students for diverse and changing roles as clinicians, teachers, researchers and leaders. With emphasis placed on classroom and experiential learning, students will have the knowledge to provide safe and excellent nursing care by applying their clinical skills, leadership concepts, decision-making skills and quality improvement. Providers and patients mutually share responsibility for health/illness care. We believe health attainment, maintenance and health restoration and quality care are rights of all individuals, regardless of race, religious beliefs, nationality and social or financial status.

We advance nursing practice and science in our ever-changing, complex health care environment by applying the concepts of quality and safety to identify clinical questions and affect practice across the life span. Our intent ultimately is not only to improve the health of our own community, but also the health of the global community.

Bachelor of Science **in Nursing**

INTRODUCTION TO THE ORGANIZING FRAMEWORK FOR EVEREST COLLEGE'S SCHOOL OF NURSING

The Everest College Nursing program faculty endorses American Association of Colleges of Nursing (AACN) and the Essentials of Baccalaureate Education for Professional Nursing Practice as the basis for preparing the nursing professional of the future to meet society's evolving health care needs. AACN encourages each Nursing program to interpret these skills and competencies in the content, context, function and structure of their unique program. The Everest College faculties have integrated these core competencies into five broad areas of the health care needs of clients: nursing process, critical thinking, communication, health promotion and professional role. These categories are woven into the current structure of the NCLEX-RN test plan and are based on the description of the characteristics of newly licensed RNs, their practice environment and the activities in which they are engaged.

Teaching/Learning Process

Learning is a continuous and 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 and mediums 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 and they move from novice to expert in the process. The Nursing program faculty are committed to facilitating this process through their monitoring of the teaching/learning environment to ensure optimal experiences and through their evaluating of the students and the program to achieve the outcome of graduating safe and effective practitioners of nursing.

Conceptual Framework

Based on the philosophy, the Nursing program faculty has selected the following concepts around which the Nursing program is structured.

- **Nursing Process** – The nursing process is integral to nursing practice. The five steps of the nursing process assessment, diagnosing, planning, implementation and evaluation provide the framework for delivery of client care and through evidence-based practice. The influence of genetics and genomics is explored throughout the program. (*Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice; Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety; Essential III: Scholarship for Evidence-Based Practice; and Essential IX: Baccalaureate Generalist Nursing Practice*).
- **Critical Thinking** – The process of purposeful, self-regulatory judgment. This process gives reasoned consideration to contexts, evidence, conceptualizations, methods and criteria. Critical thinking, in conjunction with the nursing process, is the basis for clinical reasoning and decision-making. (*Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice; Essential VII: Clinical Prevention and Population Health*).
- **Communication** – Communication is a dynamic, interactive process that encompasses the teaching/learning process. It is essential in collaborating with members of the health care team to meet the needs of clients. Effective oral, written and non-verbal communication skills are integral to applying the nursing process, to imparting health promotion practices and to teaching clients. Teaching and learning techniques are incorporated throughout the program. Nursing students use therapeutic communication techniques with clients, families, inter-professional teams and groups to further self-care. (*Essential IV: Information Management and Application of Patient Care Technology; Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes*).
- **Health Promotion** – Activities by the learner that sustain or increase wellness by facilitating optimal health, patient centered care and safety for individuals, families and communities. (*Essential VII: Clinical Prevention and Population Health; Essential V: Health Care Policy, Finance, and Regulatory Environments*).
- **Professional Role** – The baccalaureate degree nurse is a provider of care, manager of care and member of the discipline of nursing. The nurse adheres to ethical and legal standards of the nursing profession and applies knowledge of the biopsychosocial and scientific principles, information management and patient care technology are critical when providing competent care across the life span. The nurse collaborates with and delegates to others to manage care of groups of individuals and families in a variety of health care settings. Policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the health care system, and thereby are important considerations in professional nursing practice. (*Essential VIII: Professionalism and Professional Values; Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety; and Essential IX: Baccalaureate Generalist Nursing Practice*).

The Everest Nursing program conceptual framework is based on these five concepts and nine Essentials of Baccalaureate Education for Professional Nursing Practice, introducing the student to the care of individuals with special and more complex needs throughout the life span. This

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program will prepare the nursing student to assume the role of the registered nurse in the ever-evolving health care field. The program includes a focus on theories, concepts and principles of nursing. It also delves into the important area of leading and managing, as well as pertinent legal issues faced by nursing leaders and managers. Emphasis will be on methods for becoming an effective leader/manager including interpersonal skills needed for effective leadership and management of the different types of organizations delivering health care. A graduate of this Nursing program will be prepared to assume the role of nurse leader and health provider in a global society. He or she will be able to deliver culturally proficient care while meeting the physical, spiritual and psychosocial needs of clients. At the completion of this program, the nursing student will be prepared to take the NCLEX-RN exam for registered nursing licensure. Once licensed, the individual may use the title of registered nurse (RN).

Organizing Framework

The organizing framework of the Everest College nursing curriculum represents the faculty's plan for learning activities designed to assist each student to achieve program goals. Faculty makes choices about the knowledge, skills and abilities considered essential for students to take the licensing examination for registered nurse practice. These curriculum choices ensure that students acquire competencies that will be demanded of them in nursing practice. This framework is based on core competencies developed by the American Association of Colleges of Nursing (AACN) for Nursing Accrediting Commission and the four categories of client needs (National Council of State Boards of Nursing, Inc.). Thus, the conceptual framework for Everest College's school of nursing is focused on the five core concepts as described above.

Program Outcomes

Upon graduation, the student is prepared to:

1. Utilize therapeutic nursing interventions and apply the nursing process to provide safe and competent nursing care for culturally diverse clients throughout the life span.
2. Integrate principles from natural sciences, humanities, social sciences and nursing when providing care to clients throughout the life span with diverse needs in a variety of health care settings.
3. Implement professional communication principles with diverse client populations and the health care team.
4. Explain the importance of health promotion and education for the adult client and family throughout the life span.
5. Display accountability and professional values by practicing within the prescribed ethical and legal standards.
6. Use evidence-based practice to foster a spirit of inquiry and challenge common methods for treatment of health issues.
7. Provide a program of excellence, which offers a foundation for life-long learning and encourages attainment of advanced degrees.

Learning Outcomes

1. Relate the nursing process to providing nursing care for clients of varied cultural backgrounds, across the life span experiencing acute and chronic health problems.
2. Apply nursing knowledge supported by principles from the physical and social sciences and humanities in the delivery of nursing care to clients across the life span in the health care setting.

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3. Recognize the biological, cultural, psychological, sociological and environmental influences on the client across the life span.
4. Employ established treatment measures for clients across the life span with common, well defined nursing diagnoses.
5. Incorporate the roles of care provider, care manager and member of profession in providing nursing care to the clients across the life span, including those with life threatening illnesses.
6. Function as a generalist in the health care delivery system in chronic and acute care, maternal-newborn, pediatric and psychiatric and home settings.
7. Demonstrate an ability to manage personnel and resources related to the direct episodic nursing care of a group of clients.
8. Design and implement plan of care and teaching plans addressing bio-psycho-sociocultural needs clients across the life span.
9. Select appropriate therapeutic communication techniques for use with diverse clients and their families across the life spans that are in various stages of adaptation.
10. Identify patterns of effective organizational communication.
11. Describe the legal and ethical basis for nursing practice.
12. Utilize the interpreted results of nursing research to improve nursing care.
13. Demonstrate essential thorough qualities of a nursing leader, manager, supervisor, educator and an efficient, skilled, safe practicing professional.
14. Be eligible to test for the NCLEX-RN examination.
15. Validate need for professional nurses to embrace life-long learning.

In summary, the Everest College Nursing program faculty believes that our nursing graduates will be prepared with the knowledge, skills and abilities necessary for practice and self-fulfillment as evidenced by the incorporation of AACN Standards and the ANA Standards of Practice and Professional Performance. In this way, the Nursing program faculty honors and acknowledges a deep commitment to the health and welfare of the surrounding community.

Program Terminal Objectives

Upon completion of the Everest Nursing program, the graduate will be able to:

- Apply the nursing process in managing the care for clients, groups and families in a variety of health care settings.
- Incorporate critical thinking when managing care for clients, groups and families in a variety of health care settings.
- Apply effective communication skills to establish and maintain therapeutic and professional relationships in managing care for clients, groups and families in a variety of health care settings.
- Integrate principles of human development when providing nursing care for clients, groups and families across the life span.
- Incorporate knowledge of cultural and socioeconomic factors in the management of nursing care for clients, groups and families in a variety of health care settings.
- Practice safely within the role of the baccalaureate degree nurse as a:
 - Provider of care by:

- Integrating bio-psychosocial and scientific principles when providing competent care for clients, groups and families in a variety of health care settings.
- Manager of care by:
 - Collaborating as a member of the health care team to manage the care of clients, groups and families in a variety of health care settings.
 - Delegating activities to manage the care of clients, groups and families in a variety of health care settings.
- Member of the discipline of nursing by:
 - Practicing within the ethical and legal framework of the profession of nursing.
 - Formulating a plan for continuing professional development.

ACADEMIC POLICIES

OVERVIEW OF THE NURSING PROGRAM AT EVEREST COLLEGE

Everest College offers a Bachelor of Science in Nursing program to prepare the student to be eligible to take the NCLEX-RN examination. Upon successful completion of the NCLEX-RN and licensure by the Board of Nursing, the student can work as a registered nurse. See Appendix A for course descriptions and outlines.

Nursing Program

This is a fourteen-quarter program, which includes general education, science and nursing courses leading to a baccalaureate degree. Students in this program typically have no prior formal academic nursing background. In this program, students gain proficiency through both classes (theory), skills lab and clinical experiences in a variety of settings.

Admission Requirements for All Students

- Official high school transcripts as proof of graduation from high school with a 3.0 or better GPA, or have passed the GED with a 550 or better or have successfully completed college level courses
- Prior to taking the HESI entrance exam, the following need to occur:
 - Official high school transcripts presented to the Nursing Department
 - Passed level II criminal background check
- Pass the HESI entrance exam
- Complete entrance essay
- Complete a personal interview with the Nursing Department
- At random request during the program, pass level II criminal background check and drug screening
- Have physical examination clearance prior to start of clinical training
- Provide proof of current immunizations as required by clinical agencies
- Meet the outlined technical standards

Statement of Non-Discrimination

Everest College does not discriminate on the basis of sex, age, disability, race, sexual orientation, national origin, creed or religion in the administration of its educational and admissions policies, scholarship and loan programs, or other college-administered programs.

The Americans with Disabilities Act of 1990, as amended, protects qualified applicants, students and employees with disabilities from discrimination in hiring, promotion, discharge, pay, job training, fringe benefits, classification, referral and other aspects of employment on the basis of disability. The law also requires that covered entities provide qualified applicants, students and employees who have disabilities with reasonable accommodations that do not impose undue hardship.

Any inquiries or complaints regarding this topic should be directed to the college president. The college president must act equitably and promptly to resolve complaints and should provide a

response within seven working days. Students who feel that the complaint has not been adequately addressed should contact the Student Help Line at 800-874-0255.

Grading Policy

All theory course work/assignments will be assigned percent values as defined in the box below. **Grades convert from percentage grades to the following letter grades:**

A = If the percentage falls between 92 - 100%
B = If the percentage falls between 84 - 91%
C = If the percentage falls between 76 - 83%
D = If the percentage falls between 67 - 75%
Below 76% is a failing grade in the Nursing program.

Transfer Credit

Transfer credit shall be given for related previous nursing education completed within the last five years. This includes the following courses:

- Registered nursing courses from an accredited college or school of nursing
- Other courses the school determines to be equivalent to courses in the program

In order to receive the baccalaureate in nursing degree from Everest College, all students must fulfill all general education and Nursing program requirements. No course will be transferred unless it is comparable to the School of Nursing requirements and a grade of "C" (or its equivalent) or better was received.

Credit by Examination

In certain instances, students can be granted credit by examination. Please refer to the Campus Catalog for this policy.

Waiver

A student who is eligible for credit for previous education or experience, but wishes to attend any or all portions of the course for which credit was earned, will be asked to sign a waiver form that outlines the student's options.

The BSN program also adheres to the credit-granting policy for Everest College. The policies below regarding Credit for Previous Education or Training, and VA Students appear in the school catalog.

Credit for Previous Education or Training

The Education Department will evaluate previous education and training that may be applicable to an educational program. If the education and/or training meet the standards for transfer of credit, the program may be shortened and the tuition reduced accordingly. Students who request credit for previous education and training are required to provide the school with an official transcript from the educational institution at the time of enrollment.

VA Students

The Education Department will evaluate previous education and training that may be applicable to a specific program. If the education and/or training meet the standards for transfer of credit, the program will be shortened and the tuition reduced accordingly. Additional transcript requests must be completed for all prior education.

Transferability of Credits

Students desiring to further their education beyond a bachelor's degree in nursing should verify transferability of any course credits. This is the responsibility of the student. Because requirements differ from one institution to another, Everest College does not guarantee transferability of credits to any other college, university or institution.

Progression Policies: General Information

All Nursing Students must understand that:

- Nursing courses must be taken in the required sequence as outlined in the curriculum.
- Required science courses that are more than five years old must be repeated.
- A test grade and final examination average of 76 percent (a grade of "C") or above is required to pass each nursing theory course.
- All nursing clinical courses must be completed and passed in order to progress to the next level.
- Students must adhere to all professional standards as outlined in the ANA *"Code of Ethics, Everest College Code of Conduct and the Nursing Program Student Code of Conduct."*
- For the purposes of retention and progression, students who fail clinically and 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. Students must complete all required prerequisites and/or Corequisites before progressing to the next quarter.
- All general education requirements must be completed prior to graduation.
- A student who receives a grade lower than 76 percent (or a higher percentage as required in a course syllabus) in any nursing course may repeat that course one time only. A maximum of two nursing courses may be repeated. If two nursing courses are already repeated, another failure in any third nursing course will result in Nursing program dismissal. If a student fails the same course twice, that student will be dismissed from the Nursing program. In order to repeat a nursing course, the student must follow the readmission policy for the Nursing program. Re-admission will depend on space available in the course to be repeated and evaluation of the student's academic performances will be taken into consideration.
- If a student chooses to return to the program after being dismissed, they will return on probation status. The student will have specific probation guidelines he/she must adhere to depending on the reason for the original dismissal.
- Students failing a nursing course, either clinical or theory, must repeat both courses.
- Health requirements, technical standards, HIPPA and OSHA training and CPR certification must be maintained and current.
- All nursing students must comply with state and federal laws.

This policy supersedes all Everest College policies in decisions related to progression and retention in the Nursing program.

Professionalism

Professionalism is an important part of being a registered nurse. To encourage you to cultivate this skill, 10 percent of your course grade will be based on professionalism. Students are expected to maintain the highest standards of professionalism during the Nursing program. You are an ambassador of Everest College's School of Nursing. We rely on you to respect the faculty and staff, preceptors, your colleagues, patients and families as well as to behave in an ethical and acceptable manner in every possible way. Although the grade that you earn from assignments and activities may reflect your level of academic achievement in the course, it is not the only determining factor for your final grade. In every aspect of your interactions with others as an Everest College nursing student, you must be professional. Professionalism includes but is not restricted to the following:

1. Wearing ID badges when in campus and in the clinical practice areas.
2. Wearing the proper prescribed uniforms when in campus or in the clinical practice areas.
3. Being prepared for class by completing assignments and readings in a timely manner.
4. Electronically submitting class projects and assignments that are considered professional (no spelling or grammatical errors).
5. Taking personal responsibility for your actions.
6. Showing courtesy to others (no chatting, cell phone use or sleeping during class, no social media, texting, Web surfing, or playing electronic games during class).
7. Carrying out all class-related activities and communications in a professional manner.
8. Attending classes, being on time and staying for the entire class period.

The instructor has the responsibility to adjust the daily points awarded for professionalism.

Student Success Program (SSP)

It is the philosophy of the Nursing program administration, faculty and Everest College that our students are our greatest assets and their learning experiences are taken very seriously. The Student Success Program (SSP) is a means provided by Everest College's School of Nursing for the student to reinforce key nursing learning activities. SSP is required of all students at the beginning of every quarter when enrolled in nursing courses. SSP can be conducted in the skills lab, the computer lab or on an individualized basis from an instructor. Instructors take turns conducting the SSP learning experiences. Once the first quiz and/or assignment is graded, students who earn an 84 percent or higher are excused from SSP as long as that grade is maintained. If an 84 percent is not achieved on a quiz, assignment and/or exam, the student must return to or remain in SSP. Students who achieve a grade of 84 percent or higher can still attend SSP to reinforce learning experiences.

During this time, students can access the nursing skills lab, interactive computer programs and obtain individualized assistance from an instructor. Failure to attend SSP may jeopardize the student's ability to successfully complete the Nursing program. Attendance for SSP is a must for students who are required to attend. First unexcused absence from SSP classes will result in academic warning. Second unexcused absence will result in academic probation. Third unexcused absence will result in academic suspension AND dismissal from the Nursing program. Calling in sick, emailing, texting the SSP instructor or the School of Nursing an hour before the session begins is considered excused absence. No calls and no shows are considered unexcused absence. Tardiness or lateness for

30 minutes or more, depending on the circumstances, after the scheduled SSP class will be excused, provided the student notified the school an hour before the session begins. Any student referred to the Student Success Program (SSP) **must** attend SSP at the next scheduled day/time. Failure to attend SSP will result in the following consequences:

Step One: Learning Contract and Report of Unsatisfactory Progress (Academic Warning).

Step Two: Failure to meet the terms of the Learning Contract or failure to improve will result in a Letter of Concern **and** probation.

Step Three: Upon receipt of the Letter of Concern, the student must meet with Nursing program director and faculty. Letters of concern accumulate across the program. Students who receive three Letters of Concern OR three unexcused absences will be dismissed from the program.

Assignments

Assignments are due at the beginning of class on the date published in the course syllabus. Assignments submitted after that time will be reviewed by the Nursing program faculty and may have points assessed for being late. Late assignments will be penalized 5 percent per calendar day, and no assignment will be accepted for credit if more than three days late.

Attendance

The BSN program encompasses a total of 2,820 total contact hours. Students are encouraged to schedule medical, dental or other personal appointments after school hours. If a student will be unavoidably absent, he/she should notify the school, using directions as outlined in the course syllabus. Students who are absent from the classroom have the responsibility to acquire all class information from a fellow student.

Classroom attendance is essential to academic success in the Nursing program. The first unexcused absence from the course will place the student on academic warning. After the second unexcused absence, the student will be placed on academic probation. Additional unexcused absences (total of three unexcused absences) may cause the student to be suspended or dismissed from the Nursing program. Based on documentation of the reason for the absences, the faculty will determine whether the absence is excused or not. Students notifying their absences before the class start, through phones and/or emails are considered excused absences. Health care provider's notes/letters when a student is ill is appreciated. No calls and no shows are considered unexcused absences.

Attendance in the clinical practice areas is mandatory. Students must arrive on time to the clinical practice areas. Tardiness is not acceptable and may result in academic warning or probation. Tardiness is defined by the School of Nursing as being late one minute after the scheduled time. Everest College nursing uniforms and name badges must be worn. If you forget your badge, you will not be able to attend practice that day. Practice time is limited and valuable. Lateness or failure to attend a scheduled practice shift will result in the student being placed on academic probation with the possibility of expulsion from the clinical course.

Students must attend all scheduled clinical and college labs on time. However, in the event of mitigating or extenuating circumstances, each student will be allowed one excused absence that

must be made up. A second absence (excused or unexcused) will result in academic probation and can potentially result in failure in the clinical course and dismissal from the Nursing program.

Students are required to attend the clinical orientation on campus and at the clinical site for all clinical courses. If the student is unable to attend or will be late, the student is responsible to:

1. Notify the School of Nursing of his/her absence or tardiness at least one hour prior to the start of the clinical session.
2. Submit appropriate documentation for the reason of the absence to the clinical instructor.
3. Provide medical clearance indicating that the student has been cleared to return to clinical and class.

Practice experiences may be scheduled at any time during the day or night as well as weekends, depending on the availability of the clinical sites.

Tardiness

Tardiness will be calculated into hours missed. Once a student accumulates two hours of tardiness, he/she will be counted as absent half of a day. Four hours accumulated tardiness will be a full day's absence. It is the student's responsibility to notify the School of Nursing and the faculty if the student will be tardy or late for the class.

Tutoring

Tutoring is available for all students in need. Times for SSP and tutoring will be posted at the beginning of each quarter. In order for the instructor assigned to SSP to be better prepared to help the student, the student will be required to write down the skill needed for tutoring on the SSP information sheet.

Medical Calculation Exam

A medication calculation exam is given in each nursing course each quarter before the start of clinical assignments and beginning in Fundamentals of Nursing 1. A score of 90 percent is required to pass the tests and be able to attend clinical rotations. Students who score less than 90 percent on exam No. 1 are required to take another medication calculation exam within one week OR following the timeline established by the instructor. A student who fails exam No. 2 must show written evidence of completed remediation requirements through online tutoring or attending scheduled tutoring class at Everest College before taking a third exam.

Failure on a third exam is scored as failure to meet clinical objectives, and students who fail the third time around will not be allowed to practice in the clinical area.

Academic Warning

An academic warning is an action that will serve as a reminder for future academic performances, including a grade of less than "C" (76 percent to 83 percent) in any nursing course and/or first unexcused absence from the class and/or practice area. A second unexcused absence will result in more serious consequences of being placed on academic probation. Academic warning status is not part of a student's permanent record.

Academic Probation

Academic probation is a serious condition, which may result in structured remediation, suspension or dismissal from the Nursing program. Students may be placed on academic probation as a result of two unexcused absences, unprofessionalism, or poor academic performances.

Successful passing of a course in the Nursing program requires a minimum of a cumulative score of 76 percent or higher on quizzes and exams for each nursing theory course. In addition, the final exam must be at a 76 percent or above. A student who fails the final examination with a score lower than 76 percent or higher will be remediated and a make-up alternate exam will be given one time. The make-up final alternate examination must be passed with a minimum of 76 percent or higher. The total points for the final exam, other course quizzes/exams and any other course assignments must equal 76 percent or higher, if the student is to remain in the program. Any student who has to be remediated will be automatically placed on academic probation and required to attend SSP.

Clinical Probation

Clinical probation occurs for two major reasons: one unexcused absences or failure to meet clinical competencies. A student may be placed on clinical probation if the student demonstrates either of the following:

1. He/she cannot carry out expected clinical activities without direct supervision
2. He/she fails to demonstrate professional growth and development, or appropriate initiative, decision-making or leadership.

After meeting with the course faculty or course instructor/clinical instructor to discuss the student's performance and the probationary process, the student will sign a contract agreeing to a plan to remove the probation.

Students cannot miss more than nine clinical days for the entire program. Students cannot miss more than two clinical days per quarter. After one unexcused absence in one quarter, the student will be placed on clinical probation until the end of that quarter. While on probation, clinical attendance must be perfect. All missed clinical time must be made up. If the student does not have perfect, on time, attendance while on probation, they will be dismissed from the program. The student can go before the Appeals Board if they wish to return to the program. If the Appeals Board allows the student to return to the program, it will be on a space available basis.

Academic Course Dismissal Leading to Nursing Program Dismissal

Students who do not meet the requirements of their academic warning or academic probation can be academically dismissed from the Nursing program. Students will be academically dismissed if they fail to achieve a grade of "C" (76 percent or higher) in three nursing courses. If two nursing courses are already repeated, another failure in any third nursing course will result in dismissal from the Nursing program. If a student fails the same course twice, that student will be dismissed from the Nursing program. Students may be academically dismissed if they have more than three unexcused absences from nursing courses, three unexcused absences in SSP class or two unexcused absence from a clinical practice day or lab/simulation day.

Clinical Course Dismissal Leading to Academic Course Dismissal

Grounds for clinical dismissal are:

1. Failure to meet clinical educational outcomes by the end of the clinical rotation
2. Behavior that requires direct instructor interventions to prevent omissions or incomplete or unsafe care that would result in actual or potential physical or emotional harm to the client and the School of Nursing losing clinical practice sites related to student's unsafe practices.
3. Behavior that actually or potentially harms the client physically or emotionally.
4. Two unexcused absences in the clinical practice area.

Any of these behaviors will result in a "U" or "F" (unsatisfactory/fail) grade for clinical and an "F" (fail) in professionalism.

Pregnancy/Long-Term Chronic Illness

Students who are pregnant or chronically ill must obtain a written documentation from their medical caregiver, immediately following confirmation of the pregnancy or long-term illness by a health care provider, regarding their limitations and abilities for participation in the nursing educational settings. Students MUST be able to meet all the criteria in the practice-related nursing requirements stated in this handbook.

Discipline for Non- Academic Reasons

The following provisions contain standards and procedures that will apply in most cases of discipline for non-academic reasons. These standards and procedures are merely guidelines and do not convey legal rights to any student. Everest College's School of Nursing reserves the right to take any disciplinary action under any circumstances and in any reasonable manner as it sees fit.

Any student who violates a non-academic Everest College policy or regulation may face disciplinary action, up to and including dismissal from the School of Nursing. Everest College's School of Nursing reserves the right to place any student on non-academic probation, suspension or dismissal for any of the following reasons:

- Unlawful possession, use or distribution of drugs, alcohol or firearms on school property, school activities and clinical rotations
- Academic dishonesty and/or cheating
- Any illegal activity
- Any violation of others' civil rights
- Any unauthorized access to, copying, or use of confidential or proprietary information or materials of Everest College employees or students
- Destroying, damaging or taking any property of Everest College
- Insubordination, conduct (including discouraging remarks) contrary to the best interests of Everest College's School of Nursing, or any conduct that reflects discredit upon the school or its reputation
- Falsification of educational status on any document

- Unauthorized use of Everest College equipment, facilities or any other property
- Plagiarism – First offense: Academic warning; second offense: academic probation and failure of the course; and third offense: dismissal from the Nursing program
- Sexual harassment

Withdrawal Policy

The campus nursing director and faculty of the Nursing Department have the authority to request withdrawal of a student from the Nursing program and to refuse readmission to any student at any time if circumstances of a legal, moral, health, social and/or academic nature warrant such action. Students wishing to withdraw from a nursing course or other academic course must follow the withdrawal procedures as outlined in the Everest College Catalog. He/she must also have an exit interview with the campus nursing director and complete the withdrawal form at the end of the Student Handbook.

Readmission Policy

Students who drop out or who have been asked to withdraw from the Nursing program for academic reasons may apply for readmission into the program. For readmission into the Nursing program, the student must show evidence of being able to successfully take and complete nursing classes at 76 percent or above. This evidence can be in the form of taking other comparable classes of sufficient difficulty and being successful in them. For example, an “A” in Basket Weaving 101 is not acceptable evidence of being able to earn a comparable grade in the Nursing program. Students who have missed a total of two or more consecutive quarters of course work during completion of the nursing sequence will be required to validate knowledge from previously completed courses (clinical and non-clinical) prior to readmission to the Nursing program. The Admissions and Progressions Committee is responsible for reviewing a student’s request for readmission and advising the student about validation options. If a student is readmitted he/she will be admitted on a probation status.

Students who withdraw from the Nursing program and have been absent from the program for 18 months or longer must show current competency in theory and/or clinical (determined by course content) with a passing score of 76 percent or better on designated testing in order to re-enter the program and progress in the nursing courses.

The primary nursing instructor for each class will make an evaluation and recommendation to the Admission and Progression Committee that will make the final decision. If the student does not pass the evaluation, the student is required to re-take the class(es) before progressing in the program. Competency determination for theory/clinical may be evaluated only one time. If fees for testing are involved, they will be at the student’s cost.

Grievance Policy

Communication is an important part of nursing. Students seeking to resolve problems or complaints should first contact their faculty instructor, whether classroom or clinical to discuss the issue within five days of an occurrence. This timeframe is set in order to resolve the issue and move forward in the program. Every effort shall be made to resolve the grievance by informal discussion by the parties involved.

Unresolved complaints should be made to the campus nursing director. If a student feels the complaint has not been adequately addressed by the campus nursing director, the student should contact the college president. Students should attempt to resolve issues at the campus level, if possible. If the problem remains unresolved, **students may contact the Student Help Line anonymously at 800-874-0255 (staffed Monday through Friday from 8 a.m. to 6 p.m., Pacific Standard Time) or by email at studentservices@cci.edu**. Email is checked on a regular basis and on weekends as well.

Students are contacted within 24 hours and responses from the school regarding the issue must be received by the Helpline within five days. Student Helpline info can be found in the resources listed above as well as on the Student Helpline posters, which are hanging in all student lounges.

A student enrolled in the Nursing program has the right to contact the Utah Board of Nursing on issues related to their nursing education. Students may do this without fear of retaliation from the school and/or faculty. The following is the contact information for the Utah Board of Nursing:

Division of Occupational and Professional Licensing

Attn: Utah Board of Nursing

160 East 300 South

Salt Lake City, Utah 84111

<http://www.dopl.utah.gov/licensing/nursing.html>

801-530-6628 • Toll-Free in Utah: 866-275-3675

CLINICAL POLICIES

Certifications and Requirements

All students must maintain current CPR certification for health care providers from American Heart Association, up-to-date immunizations, health requirements, negative result drug tests and clinical facility requirements to be enrolled in a clinical course.

Clinical Dress Code

Nursing students are required to wear the approved nursing uniform. Students will follow uniform guidelines for class and clinical areas. On occasion, at the direction of the campus nursing director, students may wear professional dress (e.g., for field trips or professional meetings). At no time is casual dress acceptable during school-related activities. Students dressed inappropriately will not be admitted to school. Those who continually disregard the dress code will be warned and disciplinary action will be taken. If a student continues to violate this policy, action may include dismissal from the program. A student who is sent home from class or clinical for uniform violations will be required to make up time and competencies missed.

When in the classroom, lab or clinical, students will wear the approved uniform. Tennis shoes and enclosed, low-heeled shoes are permitted in the classroom. Platform shoes and clogs are not permitted in the skills lab for safety reasons. No supplementation of this dress code will be permitted, unless required by the clinical agency.

While in the clinical area the following guidelines must be adhered to:

1. Uniforms

The Everest College nursing uniform (navy scrub top with khaki pants and white shoes for women and black shoes for men) will be worn to and from the clinical site. Students can, however, wear navy, white, or khaki pants and navy scrub tops in the classrooms. Clinical attire for other clinical sites like the psychiatric clinical rotation is at the discretion of the clinical site/clinical instructors and students will be informed accordingly.

2. Identification

Student ID badges are to be worn at all times, in ANY clinical facility by each student and must not cover up the Everest College logo. No exceptions.

3. Hair, Nails and Makeup

- Hair must be neat and clean, and contained off the collar.
- Nails should be short and no nail polish is permitted in the clinical area. Artificial nails and nail enhancements are not permitted.
- Makeup must be conservative and appropriate for a work environment. Perfume, cologne, scented lotions and/or aftershave are not permitted due to the potential of allergies of clients and coworkers.
- Male students must be clean-shaven. If a student has a beard or moustache, it must be neat and trimmed.

4. Jewelry

- No facial, body jewelry or body art is allowed in the classroom, lab or clinical settings. This includes but is not limited to tattoos, nose rings, eyebrow rings or bars, gauges, labret jewelry, cheek rings, tongue rings/studs or lip rings, and earrings located outside of earlobes.
- Rings are a potential site for harboring of microorganisms, a wedding or engagement ring is permitted, except in areas such as the operating room, delivery room and newborn nursery. No other jewelry should be worn in the clinical area.
- Rings with large stones can present a safety hazard for the student and/or client, thus it is imperative to remove these prior to coming to the clinical area.

5. Other Issues

- Clogs, open toe, thongs and open-heeled shoes, or sandals are not permitted in the lab or clinical areas.
- Hats, caps, other clothing or accessory items that are not part of the Nursing program uniform are not permitted in the classroom or in clinical settings.
- Students represent the school and the profession of nursing while in the clinical area. Inadequate grooming and/or not adhering to the uniform requirements can reflect badly on both.
- Smoking at a clinical site while in uniform is not permitted at any time.
- Students are to remain in full uniform until they leave the grounds of the facility.
- Undergarments shall not be visible through the uniform.
- Cell phones or cameras of any nature are not allowed in the classroom, skills laboratory, or in the clinical areas.
- Failure to maintain clinical dress policies will result in dismissal from the clinical site by the faculty. This is subject to change based on the requirements of the clinical sites. Student will be informed if adjustments need to be made. Missed time from clinical rotation must be made up as per the discretion of the clinical instructor.

Clinical Grading

Clinical experience will be evaluated through faculty observation, verbal communication with the student, written work and agency staff reports using the Clinical Evaluation Form. Evaluation will be based on achievement of course and program objectives using the Clinical Evaluation Form. All areas are to be rated. A rating of "Pass" represents satisfactory performance and a rating of Fail represents unsatisfactory performance. The student must achieve a rating of "Pass" in each area by the completion of the course in order to achieve a passing grade for the course. A rating of "Fail" in any of the clinical areas at the end of the course will constitute a failure for the course.

Evaluation Conferences

Faculty will hold evaluation conferences with the student at midterm and at the end of each course and any time as needed. Final evaluation conferences with the faculty are mandatory and will be held during the last week of each clinical rotation. A student may request additional conferences at any time by contacting the clinical faculty.

Clinical Orientation

Prior to client contact in the clinical facilities, students will participate in an orientation program to include, but not be limited to:

- Health care facility policies and procedures/ student passport
- Health care facility documentation procedures
- HIPAA training
- Tour of the facility
- Specific orientation requirements of the individual facility
- Emergency codes
- Telephone and paging procedures
- Specific infection control and hazardous waste procedures
- Specific blood glucose monitoring procedures

The instructor will also review Nursing program procedures related to the clinical area including, but not limited to:

- Review of clinical evaluation forms
- Level of performance expected for a satisfactory evaluation
- Specific needs for skills check-off
- Instructor contact information and procedure for reporting absences and late arrivals

Exposure Incident

Everest College's School of Nursing strives to maintain a safe learning environment for its students. Because of the inherent risk involved with certain aspects of the Nursing program, it is impossible to prevent all accidents that might result in a student being exposed to potentially dangerous bodily fluids. Everest College's School of Nursing adheres to the procedures outlined in the Exposure Incident Policy (Appendix C) and Exposure Incident Procedure (Appendix D).

Standards of Student Clinical Conduct and Student Accountability

Nursing students are held to the same standards of care as those applicable to the graduate nurse. Standards of practice are developed by professional organizations, which serve as guidelines in maintaining quality practice.

Every person has the right to expect safe competent care even when such care is provided by a student as part of clinical training.

The instructor will be the ultimate authority to judge student performance in the clinical setting. It is mandatory that the instructor have unquestioned authority to take immediate corrective action in the clinical area with regard to student conduct, clinical performance and client safety.

A student may be refused access to any clinical facility for infractions of facility rules and regulations.

A student involved in an adverse occurrence, which causes or has the potential of causing serious harm to another (client, staff, visitor, other student, etc.) may be asked to withdraw from the program.

The Utah Board of Nursing requires nursing professionals to be fully accountable for their clinical decisions and actions. Each nursing student is legally accountable to the level of her/his preparation and functions under the supervision of a registered nurse. Accountability is the quality or state of being responsible and answerable for one's decisions, actions and behaviors. Nurses committed to interpersonal caring hold themselves accountable for the well being of clients entrusted to their care and are accountable to their clients and their colleagues. They are legally and ethically responsible for any failure to act in a safe and prudent manner. The State of Utah Nurse Practice Act gives nurses and student nurses the right to perform a broad range of dependent and independent functions. Enjoying this privilege means that they also assume legal and ethical responsibility for safe and effective performance at all times. Standards of practice have been developed by professional organizations, which serve as guidelines in maintaining quality practice.

For the Everest College nursing student, accountability means that the student will be, at all times, willing to learn and practice nursing with commitment and with personal integrity. It means being attentive and responsive to the needs of individual clients and colleagues. As the student acquires nursing knowledge and skills, she/he will assume professional responsibilities and develop competencies which will shape her/his attitude of caring. This attitude of caring and of being accountable develops as the student becomes sensitive to the ethical and legal implications of nursing practice. In nursing, the common goal is to provide the highest quality of care to all individuals entrusted to our care. To successfully achieve this goal, the student should be dedicated to the following actions:

- Sharing ideas, learning experiences and knowledge
- Upholding the philosophies and policies of the college, the Nursing program, the clinical agencies within which the student practices and the Board of Nursing
- Maintaining the highest ideals, morals, personal integrity and ethics possible
- Making a commitment to being fully accountable, responsible and answerable for her/his academic and clinical decisions, actions and behaviors.

In being dedicated and committed to practicing the principles of accountability, the Everest College nursing student can have the personal and professional satisfaction of knowing that she/he is doing everything possible to promote trustworthiness in both conduct and actions.

Safe Clinical Practice

All students enrolled in the Everest Nursing program are required to practice clinically in accordance with the established School of Nursing Standards of Safe Clinical Practice. Students are required to sign the student handbook signature page, which includes the Safe Clinical Practice Policy. A copy of the signed statement will be kept in the student's academic file. Failure to abide by these standards will result in disciplinary action as described in the following process. In all clinical situations, the student is expected to practice with responsibility and accountability as a registered nursing student.

Safe clinical performance always includes, but is not limited to the following behaviors; therefore, the student is expected to at minimum:

- Be prepared for clinical assignments.
- Practice within boundaries of the nursing student role.
- Consider all client/family information is strictly confidential. Such information shall not be discussed with anyone except instructors and significant hospital personnel. Submit reports on clients to instructors using client initials only, never the client's full name.
- Remove the name of the client from copies of documents used in conjunction with learning activities.
- Promptly report significant client information and nursing actions taken in a clear, accurate and complete verbal or written manner to the appropriate person(s).
- Consult with the instructor if the student believes that circumstances regarding the client will interfere with giving effective care (e.g., personal friend, family member).
- Maintain a professional attitude at all times when caring for clients.
- Communicate any criticism of an agency, an individual, or an instructor to the Director of the Nursing program, and refrain from critical discussion outside the school or with other students.
- Be honest at all times. Cheating is not tolerated. Dishonesty in the classroom, lab, or clinical area jeopardizes client safety and is subject to termination from the Nursing program. Be responsible for his/her own learning and help promote an atmosphere, which facilitates maximum learning for his/her classmates. A student will not obstruct the learning process of others by causing undue anxiety for any reason, including monopolizing instructor's time.
- Conduct himself/herself at all times in a professional manner.
- Seek necessary client referral (with instructor approval) to help solve client's social problems.

The Everest College nursing student, in addition to following the college rules and regulations, is also expected to comply with policies and procedures of the following:

- Everest College BSN program
- Course syllabi
- Agency in which the clinical experience is occurring
- Appropriate Nursing Standards of Practice established by the State Board of Nursing

Unsafe Clinical Practice

Unsafe clinical practice is defined as unsafe behavior consisting of actions that do not demonstrate the minimum behaviors described as safe clinical performance. This may occur as a single event of serious nature or a pattern of behaviors involving unacceptable risk, therefore:

- An immediate verbal warning on the day of the incident shall be given to the student by the faculty member who identified the incident resulting in violation of the standards.
- At the discretion of the faculty member who identified the violation, the student may be dismissed from the clinical setting or fail the course according to criteria in the course syllabi.

- The student has a right to consult with his/her academic advisor, campus nursing director and the appeals committee regarding any violation of the Standards of Safe Clinical Practice.
- The incident and recommendation for follow-up remediation shall be documented by the faculty member on the Violation of Standards of Safe Clinical Practice Incident Report Form. This form must be given to the student no later than prior to the beginning of the next day of clinical experience.
- The form shall be reviewed with the student by the faculty member, at which time the student may write a response and shall receive a copy of the form.
- The Violation of Standards of Safe Clinical Practice Incident Report Form will then be forwarded to the campus nursing director for review the day following distribution to the student. Further action may be taken at the discretion of the campus nursing director. Repeated student violations of standards may warrant dismissal from the program.

It is the student's responsibility to provide a written report to the faculty member who issued the violation following the time frame indicated on the incident report form. The report should include follow-up activities completed based on faculty recommendations using the Violation of Standards of Safe Clinical Practice Student Follow-up Report Form in response to those made on the Violation of Standards of Safe Clinical Practice Incident Report Form. The faculty member will place the signed copies of the report in the student's academic file.

Critical Behaviors

Consistent performance of certain behaviors is deemed critical in the clinical setting. Failure to consistently perform any **ONE** of the critical behaviors or a pattern of inconsistent performance of critical behaviors will result in an unsatisfactory grade in clinical, and thus a grade of "F" in the course. The critical behaviors are listed below and correlate with Everest College's School of Nursing Program Terminal Outcomes listed in this handbook. The nursing student will:

- Show evidence of preparation for the clinical experience.
- Calculate medications correctly.
- Administer medications correctly.
- Maintain medical and surgical asepsis.
- Perform psychomotor skills at expected competency level.
- Adhere to agency guidelines.
- Give accurate reports in the clinical setting.
- Recognize hazards and take appropriate action.
- Demonstrate respect for the rights, dignity and individuality of all persons, including but not limited to: maintaining confidentiality consistent with HIPAA regulations, providing privacy and avoiding stereotyping.
- Establish therapeutic relationships with persons.
- Making nursing decisions that are within ethical-legal parameters and consistent with HIPAA regulations.
- Demonstrate responsibility and accountability at a level consistent with the expected knowledge base.
- Utilize the nursing process at a level consistent with the expected knowledge base.
- Modify behaviors in response to guidance.

- Demonstrate behaviors consistent with professional nursing roles and *American Nurses Association Code of Ethics for Nurses* (see page 5) including, but not limited to: motivation, integrity, communication, leadership, organizational skills, ability to work under stress, appearance, punctuality and attendance.

Clinical/Skills Lab Absences

Students must be on time to all clinical site/skills labs. Lateness is disruptive to the other students and will not be tolerated. All clinical instructors will distribute their contact information to students at the beginning of the clinical rotation. It is the student's responsibility to contact the instructor prior to the beginning of clinical to inform him or her of an absence. Late students must report to the clinical instructor and the clinical instructor, at his or her discretion, may decide to send the student home. In cases like this, the student will be marked as absent for that day's clinical experience. When a student nurse is absent from the clinical site or skills lab, important skills related to client care are missed. Therefore, if a student is absent from a lab or clinical experience it may affect their clinical performance, which may lead to dismissal from the program. When absent the student may have 20 points deducted from the clinical evaluation. All clinical and skills lab experiences must be made up. These make up experiences may take place on weekends or over breaks.

A student who will be absent from the clinical area must call the clinical site, school and the clinical instructor to notify of absence no later than one hour prior to the scheduled clinical time. The student must state his/her name, the instructor, class and reason for absence.

No Call/No Show for Clinical/Skills Lab

A student who is absent from clinical and/or lab instruction without giving prior and proper notification (No Call/No Show) will receive a verbal and written warning. A second no call/no show from clinical and/or lab instruction, without giving prior and proper notification, will result in academic probation and may result in course dismissal unless there are significant and documented extenuating circumstances.

Make-Up Activities for Skills Lab/Clinical

The following activities are available, upon the discretion of the campus nursing director and instructor, for make-up of absences in clinical or lab:

- Supervised clinical experiences
- Supervised skill lab/simulations
- Computer simulated client activities/virtual clinical excursions
- Case Studies
- Instructor assignments

In addition to the activities listed above, the following may rarely be used for make-up, including but not limited to:

- Community health fairs
- Educational programs/lectures
- Campus nursing director approved independent study

Note: Make-up activities will be approved based on availability of clinical facility and instructor and approval prior to the day of make-up.

Skills Lab Activities

The skills lab provides the opportunity for the student to practice key skills for the clinical area giving the student the confidence to perform these skills when working with clients. Practice sometimes involves working with other students and/or instructors who pose as clients. Students are to exhibit the same professional behaviors when treating fellow student/clients as they would when caring for facility clients.

Many procedures are practiced in the skills lab; however, Everest College does not allow students to practice giving injections on each other or faculty members on campus property. Students will practice injections using mannequins/practice arms or other learning tool designated by the instructor. Other learning media (e.g., videos, written materials, CDs) may be used to reinforce this procedure to prepare students for clinical rotations where they will be expected to administer injections.

Students are required to complete and pass all Skills Lab assignments, which are mandatory for each course's activities.

Students must report to the skills lab so the sessions can start on time and learning is not disrupted. The student must call the school if lateness or an absence is anticipated.

Student Health

During the course of the program it is the student's responsibility to inform the campus nursing director of any changes in health status that could affect his or her ability to meet objectives in the clinical area (this includes pregnancy). Students with upper respiratory symptoms, open, draining wounds, cold sores, fever, or other signs of contagious disease will not be allowed in the clinical area. Students who are on crutches, casts, orthopedic supports, splints, wheelchairs, sensory aides, or other ambulatory assistance will be assessed on an individual basis for student and client safety and clinical agency accommodations/regulations. A Health Care Provider's clearance may be required for the student to return to the clinical area. Inability to meet clinical objectives due to health reasons may require withdrawal from the class. Everest College does not provide health services.

Students with the following conditions must present written medical clearance from the student's medical provider to participate in full clinical activity:

- Pregnancy
- Injuries
- Obvious physical limitations
- Surgery
- Illness necessitating more than two consecutive missed clinical days

The written clearance must be given to both the clinical instructor and the campus nursing director.

Infectious Disease

Nursing students care for a wide variety of client with both known and unknown diseases. This implies a certain risk to the nursing student as a provider of health care. This risk can be decreased by strict adherence to accepted infection control guidelines. These guidelines include the standard precautions, the basic principles of medical/surgical asepsis, health care facility control policies and maintenance of individual personal health by the student through basic health and immunization practices.

Any student with a known medical condition which may pose a risk to the client or who is placed at risk by caring for clients who have infectious diseases should discuss their risk with their personal physician and the campus nursing director to clarify student and college responsibilities and requirements.

Students who have a health issue must inform the campus nursing director of their condition. A student with an infectious disease, including HIV/AIDS, who is symptomatic, must not be involved in direct client care. Written clearance for the student to return to direct client care must be obtained from the student's primary care physician. This written clearance must be presented to the instructor before the student can return to the clinical setting. Any student who has been exposed or potentially exposed to an infectious disease during client care must report the exposure immediately to the clinical instructor.

Clinical Sites

An important part of the BSN program is the clinical component. The program contains 912 clock hours of clinical component in addition to 338 hours of skills lab. The Utah Board of Nursing has set an instructor student ratio of 1 to 10 in the clinical area and in the skills lab, which is maintained by the Nursing program.

Clinical assignments are made according to the educational needs of the student; assignments cannot be changed to accommodate ride-sharing or personal preference. If transportation is a problem the student will provide such information in writing to the campus nursing director for evaluation. The campus nursing director has the discretion to make appropriate clinical assignments according to the educational needs of the student. Clinical sites will vary and will be based upon availability of the site and the clinical experiences required.

Occasionally, changes must be made to the clinical schedule due to unforeseen circumstances. These changes will be kept to a minimum and students will be advised of these changes as they occur.

Student Code of Conduct

Student Code of Conduct and Standards of Professional Conduct

The faculty of Everest College Nursing program believes that standards of professional conduct are an inherent part of professional socialization and expect faculty and students enrolled in the Nursing program to adhere to the standards. The Nursing program faculty holds student nurses accountable to the Nursing Scope and Standards (2004). The use of abusive language or disruptive behavior directed toward peers, staff, faculty, or hospital personnel will not be tolerated. Such behavior is inconsistent with professional standards and inappropriate for students aspiring to a career in nursing. Any student violating the Standards of Professional Conduct will be counseled and referred appropriately according to the college student handbook. The instructor will complete a Student Conference Form describing behavior and documenting corrective actions taken.

The student code of conduct includes:

- Confidentiality: Respects the privacy of clients and respects privileged information.
- Accountability: Is answerable for one's action; answers to self, the client, the profession and the institution.
- Responsibility: Executes duties associated with the nurse's particular role.
- Agency's Policies and Procedures: Reads and adheres to the agency policies and procedures.
- Honesty: Practices fairness and straight forwardness of conduct, displays moral excellence and truthfulness. Practice academic integrity by refraining from plagiarism, cheating, or any form of dishonesty in the learning environment.
- Punctuality and Promptness: Is on time for all classroom and clinical assignments.
- Dependability: Is trustworthy and reliable.
- Respect: Treats others with consideration and courtesy.
- Professional Appearance: Adheres to established dress code in all clinical and professional activities.
- Ethical: Adheres to the Code of Ethics for Nurses with Interpretive Statements (2001) establishing the ethical standard for the nursing profession. The document is under copyright and can be viewed at: <http://www.nursingworld.org/ethics/ecode.htm>.
- Legal: Operates within the standards of care related to the student nurse role.
- Safety: Prevents or minimizes risks for physical, psychological, or emotional jeopardy, injury, or damage.
- Civility: All students in the Everest College Nursing program are expected to contribute to a positive learning environment. As a student in the Nursing program, you are expected to be reflective, courteous, respectful and empathetic to classmates, instructors and other college staff assisting you in your learning. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or any other authorized activities on College premises is not tolerated.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits discrimination in any education program or activity receiving financial assistance because of individual's sex. In accordance with Title IX, Everest College Nursing program has a strict policy prohibiting discrimination based on race, color, religion, national origin, age, disability, marital status and sex. This policy includes a prohibition against sexual harassment. Each and every incident of discrimination or harassment, including sexual harassment, should be reported to the appropriate person in accordance with this policy.

1. Prohibition Against Harassment

- a. Discrimination or harassment, including sexual harassment, of any member of the Nursing program student body by anyone including another member of the Nursing program student body will not be tolerated.
- b. If a member of the student body believes that he or she has been discriminated against or harassed, the student should immediately report such conduct in accordance with this policy.

2. Sexual harassment is defined generally as including unwelcome sexual advances, request of sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct in either an explicit or implicit term or condition of an individual education;
- b. A student reaction to the conduct is used as a basis for making academic decisions affecting that student; or
- c. The conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive education environment.

3. Reporting of sexual, verbal and physical abuse of patients or family members is mandated by law for all health care providers. Omission of such reporting can result in legal and/or professional penalties. Report an incident of sexual, verbal and/or physical harassment or abuse, whether carried out by an employee, another student, or any third party, to one of the following persons:

- a. Instructor
- b. Administrative, Program, or Clinical Coordinator of the Nursing Program
- c. Campus President

4. If the student feels that he or she cannot report an incident of sexual harassment to one of the persons listed above because that person has caused the incident(s), acquiesced to the incident(s), or otherwise reasonably believes that the person will not address the incident(s), the student should report the incident(s) to one of the other persons. Each person to whom a report may be made has the responsibility and authority to investigate and act on the report regardless as to whom is the accused harasser.

5. The person to whom the incident of sexual harassment is reported, as well as the Nursing program Director (unless he or she is accused of the harassing conduct) shall have the authority to investigate the charges of sexual harassment. Hereafter, the persons conducting the investigation will be referred to as the Investigators. The Investigators may ask the charging party to provide the Investigators with a written statement of the actions or activities, which are being reported. The Investigators may also ask the charging party to present any witnesses or evidence, which the charging party has of the harassing conduct. The Investigators will strive to complete the investigations within 10 days of the complaint. However, in the event that the investigation of the complaint is complex or the nature of the harassment is severe or widespread, then the ten 10-day period may be extended at the sole discretion of the Investigators.

6. The Nursing program may take action, as it deems appropriate in order to prevent the recurrence of any sexual harassment or to correct the effects on the charging party and others. The action taken by the Nursing program may include subjecting the harassing party to disciplinary action up to and including termination of employment or dismissal from the Nursing program.

7. The Nursing program will not tolerate retaliation against any student who complains of sexual harassment or who provides in good faith information in connection with any complaint or investigation. Any employee who retaliates against any student in violation of this policy will be subjected to disciplinary action up to and including termination and any student who retaliates against another student in violation of this policy will be subjected to disciplinary action up to and including dismissal from the Nursing program.

Zero Tolerance Policy

The Nursing program has a zero tolerance policy for the following behaviors:

- Unauthorized use, distribution, or possession for purposes of distribution of any alcohol, prescription drug, controlled substances or illegal drug on the campus or at a clinical site.
- Unauthorized use or possession of any weapon or explosive device on the campus or at a clinical site.
- Intentionally or recklessly causing physical or psychological harm to any person on the campus or at a clinical site, or intentionally or recklessly causing reasonable apprehension of such harm.

Any student enrolled in the Nursing program engaging in any of the conduct noted above is subject to immediate dismissal from the program and disciplinary action as described in the Everest College Catalog.

In addition, students may be dismissed from the Everest College Nursing program for the following:

1. Charged with a felony or misdemeanor while enrolled in the program.
 2. Under investigation by the Utah State Board of Nursing, or any other governmental agency.
- Students must immediately notify the Nursing program director if they are being investigated by the Board of Nursing or any other governmental agency and if charged and/or arrested for any

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misdemeanor or felony while enrolled in the program. Failure to notify the Nursing program Director and to provide details (copies of citations, Board complaints or any other related documents) will result in dismissal from the Nursing program.

Smoking/Eating

Nursing students are not permitted to smoke within 25 feet of the School of Nursing building. When in the clinical site, students will not be permitted to smoke or chew gum. Eating is not permitted in any classroom equipped with computers; bottled beverages with a secure cap are allowed. No eating or drinking, other than capped bottled water, is permitted in any of the labs.

Drug Screen Procedure

All students participating in the Nursing program will be required to complete a preclinical drug screening. **Students are advised they will be required to complete additional drug screenings during the Nursing program.**

Drug and Alcohol Abuse Policy

Everest College has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for clients. Any student under the influence of drugs or alcohol during a clinical experience 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 in the clinical agency, 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.

The Nursing program faculty of Everest College recognizes 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 of 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.

The College faculty, students and agency nurses 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 the agency environment or during clinical experiences. 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 behaviors 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 agency 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/Alcohol Testing

Random drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (see above) in the clinical environment.

Drug testing may be required for any student who demonstrates suspicion of substance abuse impairment and who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. This determination will be made on a case-by-case basis by the agency manager or administrator and the campus nursing director, or the campus nursing director's representative.

Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.

Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance abuse impairment will be viewed as a violation. The student may be subject to dismissal from the Nursing program.

The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol. Non-acceptable and Acceptable values for lab results will be determined according to the agency policies. Collection procedures will adhere to the required "chain of custody" protocol as indicated by the assigned clinical agency.

The student who is suspected of substance abuse impairment will be escorted to the collection site with the appropriate faculty member or assigned preceptor and an agency staff member. All will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.

Following an incident that requires drug or alcohol testing, the student will be sent home by cab or responsible individual. **Under no circumstances will the student be allowed to drive home. Arrangements will be made so that the student will be at home after the incident with another individual.**

The student's confidentiality will be strictly maintained. The test results will be communicated only to the student, the campus nursing director and the physician reviewing the results with the student.

Records will be maintained in a separate file by Everest College in a secured area. Requests for information will require a court order or may be released by the student's signed written consent and liability waiver.

Any violation of this policy by a student will result in disciplinary action including dismissal from the Nursing program.

Consuming, being in the possession of or under the influence of alcoholic beverages on the college property or clinical site is strictly prohibited. No exceptions. Any student who exhibits signs or behaviors of alcoholism, drug abuse or mental illness will be removed from the classroom or clinical setting and the established procedure for assessment and rehabilitation will be followed.

If a student is removed from the classroom or clinical setting and referred for counseling or rehabilitation for drug, alcohol or mental illness the student cannot return to class without a written letter from the authorized counselor stating the student is safe to return to class/clinical site. This letter will be submitted to the campus nursing director to keep on file.

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. Back-up child care providers and transportation may be necessary and part of the student's contingency plan. Absences related to family responsibilities and transportation issues are not excused and time and competencies must be made-up as with any absences.

Emergency Telephone Calls to Student

Emergency calls will be made to the Everest College main campus telephone number (801-840-4800).

Transportation

The College does not provide transportation. Some clinical experiences require the student to travel in a multi county area. Students are responsible for providing their own transportation to all clinical experiences.

Financial Issues

Student who desires information about financial aid should contact the Student Finance Office.

Housing

The College does not provide on-campus housing; however it does assist students in locating suitable housing off campus. For a list of available housing, students should contact the Student Success Coordinator.

Outside Employment

It is the student's responsibility to set their priorities regarding employment and class schedules

Nursing Student Government

The student governing body consists of a faculty advisor and the following positions held by the elected officers by the student body: president, vice president, secretary and treasurer. Elections will be held during the third week of nursing classes and will be facilitated by the Faculty Advisor. Each position must be represented by at least two candidates for nomination.

The general purpose of the student government body is to develop camaraderie and rally the class to donate or participate in a charitable cause/project to benefit and give back to the community. The student government body also organizes fund raising activities to assist in financing their pinning ceremony. They conduct monthly meetings to disseminate information to the rest of the class and school, which is imperative to the well being of the class as a whole.

Individual Officer Duties

The following is a list of the student government body officers and their roles:

- **Faculty Advisor** – Supervises the class elections; guides students through the political process; advises the class president about school policy and the legalities of the projects undertaken by the student body; ensures the respect and safe, appropriate conduct of the student body; and ensures a positive public image of the student body and Everest College.
- **President** – Chair meetings, initiates class activities in meeting the general purpose of the student body; act as a liaison to the campus nursing director; acts as the presenter for the class; construct a class newsletter/bulletin upon the discretion of the campus nursing director; ensures the respect and safe, appropriate conduct of the student body, and ensures a positive public image of the student body and Everest College.
- **Vice President** – Stands in for president when not available; assembles committees for projects undertaken by the student body; assists the president with his/her duties as directed; assists with the class newsletter/bulletin; ensures the respect and safe, appropriate conduct of the student body, and ensures a positive public image of the student body and Everest College.

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- **Secretary** – Maintains and records the meetings and activities of the student body; receives mail and distributes to appropriate officers; sends thank-you cards during the last week of clinical rotation to clinical units where students have attended clinical; types newsletter/bulletins; sends invitations, sends thank-you notes to guest speakers (for example) and others when appropriate; ensures the respect and safe, appropriate conduct of the student body, and ensures a positive public image of the student body and Everest College.
- **Treasurer** – Maintains an account with the monies collected during fund raising activities; performs accounting duties to include recording deposits and withdrawals; writes checks for payments; and balances class books; ensures the respect and safe, appropriate conduct of the student body; and ensures a positive public image of the student body and Everest College

Nursing Pin

The Everest College School of Nursing pin is worn by nursing graduates of our program as a proud testimony of their achievements. This beautiful pin can be purchased in advance of graduation and is the only official approved Everest College School of Nursing pin that can be worn at graduation from the program. Information about purchasing the Everest College School of Nursing pin can be obtained from the Nursing Administration office.

RN License **Information**

Registered Nurse Licensure

Upon graduation from the Everest College BSN program the student will have learned the tools to achieve the standards of competence performance as set forth by the Utah Board of Nursing. The student will also be eligible to apply to take the National Council Licensure Examination (NCLEX-RN).

Successful completion of the exam qualifies the graduate to seek employment as a registered nurse and to use the title of registered nurse and the initials RN.

A candidate who has graduated from a state approved nursing school may take the examination in any state.

Note: If a Nurse applicant has ever been convicted of a felony or misdemeanor there will be an investigation to determine if the candidate meets the standards required to sit for the licensure examination.

Application

- At the beginning of the fourteen quarter, the school will provide all the students with an application packet to prepare them for the NCLEX-RN exam.
- The student will complete the application with his/her information.
- The campus nursing director will sign the Everest College School of Nursing Certification and submit the required forms to the Utah Board of Nursing following the student's completion of the Petition to Graduate.

Review of Application

- Statutes allow the Board of Nursing office 30 days to provide a letter regarding the status of the licensure application. Within 30 days of the date the application has been validated, the student will be sent an eligibility letter to take the examination, or a letter requesting additional information/documentation. Students will be notified within 30 days of the receipt of the application and fee and notified of their status.
- No application is complete until all required documentation and fees are received. Applications are reviewed in order of the validation date. Every question on the application must be answered. Candidates must include all misdemeanors and felonies, even if adjudication was withheld. The Board of Nursing will deny an application if the candidate is found to have provided false information on the application.
- When the candidate has successfully registered for the NCLEX-RN licensing examination through Pearson Vue via phone, mail or on-line; sent the Application and fee for Nurse License to the Board of Nursing; completed the Petition to Graduate; and the campus nursing director has sent all required documents, the candidate should receive the ATT (Authorization to Test) which enables the candidate to register at one of the sites to take the NCLEX-RN examination.

Licensure Fees

Licensure fees are charged for the NCLEX-RN licensure examination and fees are also charged by the Board of Nursing to take this exam. These fees for students to take the NCLEX-RN examination will be paid by Everest College for the first examination attempt. This is a substantial saving for the student since these fees can average over \$ 200 per student. Everest College will pay this fee for every graduate student who takes the NCLEX-RN examination on a one-time only basis. Graduates who elect to take the licensure examination in another state will pay the licensure fees themselves.

Degree Granting

Everest College in Salt Lake City is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award associate and baccalaureate degrees. The ACICS is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation. The ACICS is located at 750 First Street, NE, Suite 980, Washington, D.C. 20002; 202-336-6780. Upon successful completion of all course requirements and graduation from the nursing degree-granting program the graduate will receive the degree of Bachelor of Science in Nursing (BSN). Everest College School of Nursing is a candidate for accreditation from the Commission on Collegiate Nursing Education (CCNE) and the inspection visit is due September 2013.

Appendix A: Course Descriptions and Program Outline

COURSE DESCRIPTIONS

BSC 1085: Anatomy and Physiology I

Course Description: This course is a scientific study of the structure of the human body and its parts including relationships and functions of the integumentary, skeletal, muscular, nervous system, special senses and the endocrine systems. Theory hours: 40, Lab hours: 40, Other hours: 0.

Prerequisites: HSC 1531 (Except for Nursing Students)

BSC 2085L: Anatomy and Physiology I Lab

Course Description: This course is a scientific study that provides an understanding of the basic concepts and principles of anatomy and physiology through a laboratory experience. It integrates the structure and function of the human body and its parts as related to cells, tissues, skeletal, muscular, nervous systems, sense organs and stress. Theory hours: 0, Lab hours: 40, Other hours: 0.

Prerequisites: None.

BSC 1086: Anatomy and Physiology II

Course Description: This course is a study of the structure of the human body and its parts including relationships and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Theory hours: 40, Lab hours: 40, Other hours: 0.

Prerequisite: BIO 1085/2085L.

BSC 2086L: Anatomy and Physiology II Lab

Course Description: This course is a continuation of BSC 2085L, which provides a scientific study and understanding of the basic concepts and principles of anatomy and physiology through lecture and laboratory experience. It integrates the structure and function of the human body and its parts as related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics and growth and development. The endocrine, cardiovascular, lymphatic, immune, respiratory, urinary and reproductive systems will also be studied. Theory hours: 0, Lab hours: 40, Other hours: 0.

Prerequisite: BIO 1085/2085L.

MCB 2000: Microbiology

Course Description: This course is designed to provide the student with an overall understanding of basic microbiology, infection control, disease processes and the body's defenses against them and wound healing, as well as the terminology associated with each of these areas of concentration. Theory hours: 40, Lab hours: 0, Other hours: 0.

Prerequisites: None.

MCB 1000L: Microbiology Lab

Course Description: This course provides the fundamental concepts of microbiology and its relationship to the fields of medicine, industry and agriculture through a lab experience. This includes the study of viruses, bacterial pathogens and fungi. Theory hours: 0, Lab hours: 40, Other hours: 0.

Prerequisites: None.

CHM 1101C: Chemistry

Course Description: This course covers the basic principles of general, organic and biochemistry designed for allied health profession majors. Topics to be covered include elements and compounds, chemical equations, nomenclature and molecular geometry. Theory hours: 40, Lab hours: 40, Other hours: 0

Prerequisite: None

SLS 1110: Strategies for Nursing Success

Course Description: This course is designed to equip students for transitions in their nursing education and life. The course includes introduction to the campus and its resources, study skills, test-taking skills, critical thinking, medical terminology, communication and written skills and personal resource management skills. Students will be actively involved in learning and integrating practical applications to promote success.

Theory hours: 20, Lab hours: 0, Other hours: 0.

Prerequisites: None.

NUR 1022: Fundamentals of Nursing I

Course Description: In this course, the student is introduced to the art and science of nursing, the philosophy and the conceptual framework of the Everest Nursing program, as well as the core components of baccalaureate level nursing with a focus on professionalism, assessment and communication. The nursing process is introduced as a tool to assist students to utilize critical thinking and formulating nursing decisions. In the Nursing Skills Lab, students will learn to how to conduct a basic health interview and physical examination with clients in preparation for clinical experiences in Fundamentals II. Characteristics of the individual, which include human development, common health problems, human needs, cultural diversity and considerations are introduced. Students will practice basic nursing adult client care in simulated scenarios in the Nursing Skills Lab. This course provides the basic platform of knowledge, skills and caring upon which subsequent nursing courses are built. Theory hours: 20, Lab hours: 20, Other hours: 0.

Prerequisites: CHM 1101C, MCB 2000, MCB 1000L, BSC 1085/2085L, BSC 1086/2086L, PSY2012, SPC 2017, SYG 2000, DEP 2000

Corequisites: HUN 1001, SLS 1110, PTN 1703

NUR 3066C Physical Examination and Health Assessment

Course Description: This course focuses on techniques of physical examination and client health assessment. This course emphasizes the assessment phase of the nursing process using critical thinking to enable the student to perform health evaluations of health status throughout the life span. Theory hours: 30, Lab hours: 20, Other hours: 0

Prerequisite: BSC 1085/2085L, BSC 1086/2086L, NUR 1022.

NUR 1024: Fundamentals of Nursing II

Course Description: This course is a continuation of the theory and concepts learned in Fundamentals of Nursing I and continues with the information that introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health. Theory and procedures related to basic human needs are taught, demonstrated and practiced in class and the nursing skills laboratory. Theory hours: 30, Lab hours: 0, Other hours: 0.

Prerequisites: NUR 1022, HUN 1001, PTN 1703, SLS 1110

Corequisites: 1024L, NUR2140, NUR3066 C, MEA 1006

NUR 1024L: Fundamentals of Nursing II Clinical

Course Description: The clinical portion of the Fundamentals of Nursing II course integrates concepts learned in Fundamentals I and II theory in on-campus labs and health care agencies for the purpose of skills practice and competency. Theory hours: 0, Lab hours: 32, Other hours: 58.

Prerequisites: NUR 1022 **Corequisites:** NUR 1024. **PTN 1703: Pharmaceutical Calculations**

Course Description: In this course, students will be introduced to pharmaceutical calculations. Subjects covered include systems of measurements and conversions between each, actual pharmaceutical calculations of drug dosages and working with compounds, admixtures and parenteral and IV medications. Theory hours: 20 Lab hours: 0, Other hours: 0

Prerequisites: PTN 1704 (Except for Nursing Students)

NUR 2140: Introduction to Pharmacology

Course Description: This course is designed to provide nursing students with a knowledge of biological factors influencing drug actions; predictable effects of medications on a physiological problem; modifiers of the predictable effects; commonalities and variations between the actions of medications employed for comparable therapeutic effects; adverse effects of medications that can and do commonly occur and application of the nursing process in drug therapy. Theory hours: 30, Lab hours: 0, Other hours: 0

Prerequisites: MAT 1033, BSC 1085/2085L, BSC 1086/2086L, MCB 2000/1000L, CHM 1101C

NUR 2210: Nursing Care of the Adult Client I

Course Description: This course addresses the standards of practice for less complex nursing care of adults of all ages (to include geriatric clients) and focuses on the use of the nursing process in assisting clients to adapt to their ever-changing health needs. Theory hours: 40, Lab hours: 0, Other hours: 0.

Prerequisites: NUR 1022, NUR 1024/1024L, NUR 3066C, NUR 2140, MEA 1006.

Corequisites: NUR 2210L, NUR 3125, NUR 3145

NUR 2210L: Nursing Care of the Adult Client I Clinical

Course Description: The clinical portion of the Nursing Care of the Adult Client I course integrates application of the theory learned to use in a variety of settings when caring for the adult/geriatric client with consultation and availability of multiple health care resources. Theory hours: 0, Lab hours: 20, Clinical hours: 100

Prerequisites: NUR 1024/1024L **Corequisites:** NUR 2210.

NUR 3125: Pathophysiology for Nursing Practice: This course presents an in-depth study of cellular alterations in organ systems as they relate to selected disease states that impact the health of individuals. Emphasis is placed on critical thinking and decision making related to these alterations in homodynamic balance, their presentation and implications for nursing practice. Age-related, cultural and ethnic variations are explored. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisite: BSC 1085/2085L, BSC 1086/2086L, MCB 2000/1000L

NUR 2212: Nursing Care of the Adult Client II

Course Description: This course builds on the course content of NUR 2210 and focuses on the nursing care of adults/geriatric client with altered health states. The nursing process is used as a continuing theme to integrate classroom theory with more complex clinical nursing care. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisites: NUR 2210, 2210L, DEP 2000, PSY 2012.

Corequisites: NUR 2212L.

NUR 2212L: Nursing Care of the Adult Client II Clinical

Course Description: The clinical portion of the Nursing Care of the Adult Client II course integrates the theory learned in caring for the adult/geriatric client in clinical sites. This clinical portion builds from the content of NUR 2212 Theory hours: 0, Lab hours: 16, Clinical hours: 104.

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Prerequisites: NUR 2210, 2210L. **Corequisites:** NUR 2212.

NUR 3145: Pharmacology in Nursing Practice: This course enhances the professional nursing student understanding of the principles of pharmacology and drug therapies, pharmacologic-therapeutic classes of drugs and important drug information resources. Emphasis is placed on nurse's role in drug administration, the nursing process with patient teaching, application in nursing practice, and legal and ethical responsibilities for administering drugs. Theory hours: 40, Lab hours: 0, Other hours: 0.

Prerequisites: NUR 2140.

NUR3440: Maternal Nursing: This course is designed to present the concepts of health and illness from conception through birth, as well as the first 4 weeks after birth. The nursing process, growth and development and therapeutic self-care needs of the mother, child and family are integrated throughout. Included are childbearing processes and the continuity of care throughout the process, as well as common childbearing health problems. Related pharmacology is also presented. Theory hours. 40, Lab hours: 0

Prerequisites: DEP 2000, NUR 2140, NUR 3145, NUR 2210, NUR 2210L, NUR 2212, NUR 2212L

Corequisites: NUR 3145, NUR3440L, Maternal Nursing Clinical

NUR3440L: Maternal Nursing Clinical: The clinical portion of Maternal Child nursing integrates the theory in providing care for obstetric and clients in acute care agencies, community health agencies, and in simulated experiences in the nursing computer and skills lab.

Lab hours: 8, Clinical hours: 52

Corequisites: Maternal Nursing: NUR 3145, NUR 3440

Prerequisites: DEP 2000, NUR 2140, NUR 3145, NUR 2210, NUR 2210L, NUR 2212, NUR 2212L

NUR3441: Pediatric Nursing: This course is designed to present the concepts of health and illness from newborn through adolescence. The nursing process, growth and development and therapeutic self-care needs of the family are integrated throughout. Also included are concepts of child health promotion and prevention. Related pharmacology is also presented. Theory hours: 40, Lab hours: 0

Prerequisites: DEP 2000, NUR 2140, NUR 3145, NUR 2210, NUR 2210L, NUR 2212, NUR 2212L

Corequisites: NUR 3145, NUR 3441L

NUR3441L: Pediatric Nursing Clinical: The clinical portion of Pediatric Nursing integrates the theory in providing care for pediatric clients in acute care agencies, community health agencies, schools and in simulated experiences in the nursing computer and skills lab.

Lab hours: 8, Clinical hours: 52

Corequisites: Pediatric Nursing

Prerequisites: DEP 2000, NUR 2140, NUR 3145, NUR 2210, NUR 2210L, NUR 2212, NUR 2212L

NUR 3513: Mental Health Nursing

Course Description: This course is a study of the nurse's role in caring for clients experiencing alterations in mental health and those experiencing mental illness throughout the life span. Theory hours: 30, Lab hours: 0, Other hours: 0.

Prerequisites: NUR 2212, 2212L, SOP 4005, PSY 2012, NUR2210, NUR2210L, NUR 1022, NUR 1024, NUR1024L, NUR2140, NUR 3145.

Corequisites: NUR 3513L, SOP 4005.

NUR 3513L: Mental Health Nursing Clinical

Course Description: The clinical portion of the Mental Health Nursing course applies the theory learned in class to clinical experience in various mental health agencies. The focus is on the role of the nurse in mental

health and illness through the life span utilizing the nursing process. Theory hours: 0, Lab hours: 8, Clinical hours: 82.

Prerequisites: NUR 2212, 2212L, SOP 4005, PSY 2012. **Corequisites:** NUR 3513.

NUR 3244: Advanced Nursing Practice

Course Description: This course builds on the content of the previous nursing courses and continues the focus on nursing care of clients with altered health states of a very complex nature. The nursing process is used as a continuing theme to integrate advanced classroom theory with clinical practice. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisites: NUR 2212, 2212L, NUR2140, NUR3145, NUR1022, NUR1024, NUR 1024L, NUR2210, NUR 2210L.

Corequisites: NUR 3244L, NUR 3826 can go with any class from here on out.

NUR 3244L: Advanced Nursing Practice Clinical

Course Description: The clinical portion of the course applies the theory learned in Advanced Nursing Care by focusing on providing complex care to clients in multiple specialty clinical sites/areas. Theory hours: 0, Lab hours: 16, Clinical hours: 104.

Prerequisites: NUR 2212, 2212L. **Corequisites:** NUR 3244.

NUR 3826: Ethical Legal Aspects of Nursing and Health Care

Legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. Focus on ethical decision-making in health care situations will be addressed. The course will explore the impact of health policy changes on nursing practice and the delivery of health care to culturally diverse clients throughout the life span. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisite: None. **Corequisites:** None.

NUR 4637: Community/Public Health Nursing

This course introduces the concepts and principles basic to the development and maintenance of the community's health and relates them to the practice of the health professional. The epidemiological process guides the survey of current major health issues. The course focuses on the health issues of underserved, vulnerable, culturally diverse, rural or urban communities and populations at local, state, national and global levels. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisites: NUR1022, NUR1024, NUR 2210, NUR 2140, NUR 2212, NUR 3145, NUR 3442.

Corequisites: NUR 4637L.

NUR 4637L: Community/Public Health Nursing Clinical

The clinical portion of the course integrates and applies the theory in a variety of community- and population-based settings with consultation and availability of multiple health care resources and in collaboration with underserved, vulnerable, culturally diverse, rural or urban communities and populations. The nursing process guides the community/population-based assessment of current major health issues, and the design, implementation and evaluation of a community/population-appropriate and acceptable, nursing intervention.

Theory hours: 0, Lab hours: 120, Other hours: 0

Prerequisites: NUR 2212, 2212L, 3440, 3440L, 3513, 3513L. **Corequisites:** NUR 4637.

NUR 4870: Nursing Informatics

Provide introduction to informatics in relation to health care and analyzes various applications of information systems. Key concepts covered include theoretical models, computers in health care, information processing, data management, data acquisition and consumer informatics. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisite: CGS 2167C **Corequisites:** None.

NUR 4166 Nursing Research: This course is an overview of the role and scope of research as it relates to the formation of nursing knowledge and the application to nursing practice. Emphasis is placed on critically evaluating nursing research studies and understanding the importance of utilizing research for evidenced based practice. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisite: NUR 4870, 3826, STA 2014. **Corequisites:** None.

NUR 4827: Nursing Roles: Management and Leadership

This course introduces the management functions and leadership roles of professional registered nurses within the structure of a health care organization. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisites: All other nursing classes except NUR 4836

Corequisites: NUR 4827L, can be taught any classes in the 4000 group.

NUR 4827L Nursing Roles: Management and Leadership Clinical: This course introduces the practicum portion of the management functions and leadership roles of professional registered nurses within the structure of an organization. Theory hours: 0, Lab hours: 0, Other hours: 120

Prerequisites: NUR 3826, 3244, 3244L. **Corequisites:** NUR 4827.

NUR 4836: Professional Nursing Role Synthesis

This course provides the opportunity for students to synthesize knowledge from liberal arts and nursing as basis for professional nursing practice. Students recognize the leadership role of the professional nurse in assessing, planning, implementing and evaluation nursing care in a various health care settings. Students will have the opportunity to share experiences and to discuss trends and issues, which influence change in professional nursing practice. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisites: All other nursing classes.

Corequisites: NUR 4836L, NUR 4965.

NUR 4836L: Professional Nursing Role Practicum

This course provides the opportunity for students to synthesize knowledge from liberal arts and nursing as basis for professional nursing practice. Students will demonstrate synthesis of knowledge through the implementation of a change project utilizing the nursing process in a selected clinical setting.

Theory hours: 0, Lab hours: 0, Other hours: 120

Prerequisites: NUR 4637L. **Corequisites:** NUR 4836.

NUR 4893: Nurse as Educator

This course introduces the student to the theory and principles of nursing education in preparation for the teaching role in health care institutions. Emphasis is placed on adult learning theory, role transition of the clinical educator, practical skills, legal and ethical issues and current trends in nursing education. Theory hours: 40, Lab hours: 0, Other hours: 0

Prerequisite: SLS 3130. **Corequisites:** None.

NUR 4965: NCLEX Review

Course Description: Focus of this course is to review materials, theory and clinical, to prepare the student to taking the NCLEX-RN licensure examination and for the student's future role as a professional nurse. Students will participate in case studies and clinical scenarios. Theory hours: 20, Lab hours: 0, Other hours: 0

Prerequisites: All program courses. **Corequisites:** N/A.

Everest College – Generic Baccalaureate of Science Degree in Nursing (BSN) – Program Outline

PROGRAM PROGRESS BY QUARTER

Course #	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Hours	Quarter Credit Hours
Quarter 1						
BSC1085	Anatomy & Physiology I	40	0	0	40	4
BSC 2085L	Anatomy & Physiology I Lab	0	40	0	40	2
ENC1101	Composition I	40	0	0	40	4
ELECTIVE SLS1105	Strategies for Success	40	0	0	40	4
	TOTAL HOURS	120	40	0	160	14
Quarter 2						
BSC 1086	Anatomy & Physiology II	40	0	0	40	4
BSC 2086 L	Anatomy & Physiology II Lab	0	40	0	40	2
ENC 1102	Composition II	40	0	0	40	4
MAT 1033	College Algebra	40	0	0	40	4
	TOTAL HOURS	120	40	0	160	14
Quarter 3						
MCB 2000	Microbiology	40	0	0	40	4
MCB 1000 L	Microbiology Lab	0	40	0	40	2
PSY 2012	General Psychology	40	0	0	40	4
Elective SLS 1505 OST 1141 L SLS 1392 CEN 1056 C LIS 2004 HIM 1553	Recommended One: Basic Critical Thinking Keyboarding Workplace Relationships Project Development Introduction to Internet Research Medical Law & Ethics	20	0	0	20	2
SPC 2016	Oral Communications	40	0	0	40	4
	TOTAL HOURS	140	40	0	180	16
Quarter 4						
CHM 1101 C	Chemistry	30	20	0	50	4
ENC 3211	Report Writing	40	0	0	40	4
SYG 2000	Sociology	40	0	0	40	4
DEP 2000	Developmental Psychology	40	0	0	40	4
	TOTAL HOURS	150	20	0	170	16
Quarter 5						
STA 2014	Introduction to Statistics	40	0	0	40	4
CGS 2167 C	Computer Applications	30	20	0	50	4
SLS 1110	Strategies for Nursing Success	20	0	0	20	2
NUR 1022	Fundamentals of Nursing I	20	20	0	40	3
	TOTAL HOURS	110	40	0	150	13
Quarter 6						
NUR 3066C	Physical Exam & Health Assessment	30	20	0	50	4
NUR 1024	Fundamentals of Nursing II	30	0	0	30	3
NUR 1024 L	Fundamentals of Nursing II Clinical	0	32	58	90	3
MEA 1006	Therapeutic Communications	20	0	0	20	2
PTN 1703	Pharmaceutical Calculations	30	20	0	50	4
	TOTAL HOURS	110	72	58	240	16

NURSING PROGRAM PROGRESS BY QUARTER

Course #	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Hours	Quarter Credit Hours
Quarter 7						
NUR 2140	Introduction to Pharmacology	30	0	0	30	3
NUR 2210	NSG Care of Adult Client 1	40	0	0	40	4
NUR 2210 L	NSG Care of Adult Client 1 Clinical	0	20	100	120	4
NUR 3125	Pathophysiology for Nursing	40	0	0	40	4
	TOTAL HOURS	110	20	100	230	15
Quarter 8						
NUR 2212	NSG Care of Adult Client 2	40	0	0	40	4
NUR 2212 L	NSG Care of Adult Client 2 Clinical	0	16	104	120	4
AML 2000	American Literature	40	0	0	40	4
HUN 1001	Nutrition	20	0	0	20	2
	TOTAL HOURS	100	16	104	220	14
Quarter 9						
NUR 3145	Pharmacology & Nursing Practice	40	0	0	40	4
NUR 3440	Maternal Nursing	40	0	0	40	4
NUR3441	Pediatric Nursing	40	0	0	40	4
NUR 3440 L	Maternal Nursing Clinical	0	8	52	60	2
NUR 3441L	Pediatric Nursing Clinical	0	8	52	60	2
	TOTAL HOURS	120	16	104	240	16
Quarter 10						
SOP 4005	Social Psychology	40	0	0	40	4
NUR 3514	Mental Health Nursing	40	0	0	40	4
NUR 3514 L	Mental Health Nursing Clinical	0	8	82	90	3
ELECTIVE SYG 2550 CLP 3005	Recommended: Addictions Marriage & the Family	40	0	0	40	4
	TOTAL HOURS	120	8	82	210	15
Quarter 11						
NUR 3244	Advanced Nursing Practice	40	0	0	40	4
NUR 3244 L	Advanced Nursing Practice Clinical	0	16	104	120	4
NUR 3826	Ethical/Legal Aspects of NSG Health Care	40	0	0	40	4
	TOTAL HOURS	80	16	104	200	12
Quarter 12						
NUR 4637	Community Public Health Nursing	40	0	0	40	4
NUR 4637 L	Community Public Health Nursing Clinical	0	0	120	120	4
NUR 4874 C	Nursing Informatics	10	20	0	30	2
ELECTIVE CPO 4004 SYP 2742	Recommended: Global Politics Death and Dying	40	0	0	40	4
	TOTAL HOURS	90	20	120	230	14
Quarter 13						
NUR 4166	Nursing Research	40	0	0	40	4
NUR 4827	Nursing Roles: Management & Leadership	40	0	0	40	4
NUR 4827 L	Nursing Roles: Management & Leadership Clinical	0	0	120	120	2
	TOTAL HOURS	80	0	120	200	12
Quarter 14						
NUR 4836	Professional Nursing Role Synthesis	40	0	0	40	4
NUR 4836 L	Professional Nursing Role Practicum	0	0	120	120	6
NUR 4893	Nurse as Educator	40	0	0	40	4
NUR 4965	NCLEX REVIEW	20	0	0	20	2
	TOTAL HOURS	100	0	120	220	14
	Total Program Hours	1550	358	912	2820	201
	Total General Education Hours	850	180	0	1030	94
	Total Nursing Hours	700	168	912	1780	107

**APPENDIX B:
BACKGROUND CHECKS, CPR, HEALTH AND TECHNICAL
STANDARDS REQUIREMENTS**

Background Checks

Allied health and Nursing programs that use Joint Commission on Accreditation of Health Organizations (JCAHO) accredited facilities for student clinical experience/externships are required to comply with JCAHO standards. Students enrolling in the BSN program must pass a criminal background check, which will include:

- Fingerprinting
- Three countywide criminal court searches (counties of residence or contiguous counties)
- Two name searches (up to two married names)
- One social security trace (address trace report)
- One statewide sex offender search
- One OIG search (Medicare/Medicaid-related fraud)

The fee for this background check will be covered by Everest College.

Background checks will not be accepted when a conviction, pending case, or uncompleted deferral/diversion for any crime related to the following offenses occur (within the last seven years):

Abuse of any form	Drug paraphernalia
All drug and alcohol related offenses	Fraud
Any crime against person or property	Harassment
Assault	Medicare or Medical related offenses
Battery	Possession of stolen property
Burglary	Sexual crimes
Concealed weapons	Robbery
Theft/shopping/ extortion, including convictions for bad check charges	

If an applicant has an open warrant for a crime that would otherwise be given clearance, IntelliSense, the background check screening company, will contact the person authorized to make such a decision.

A student's inability to obtain criminal background clearance per the requirements outlined above will prohibit admittance to the Nursing program.

CARDIO-PULMONARY RESUSCITATION (CPR)

- Current certification of the American Heart Association Health Care Provider CPR course must be maintained throughout the Nursing program. Failure to comply will result in the student not being able to continue and/or complete the clinical course.

HEALTH REQUIREMENTS FOR STUDENTS

Two weeks prior to the start of the program, students are required to have a physical examination along with additional requirements and documentation. Failure to comply will result in the student not being able to register for the clinical course and/or continue in the Nursing program. These requirements may change or differ per individual facility requirements. Documents turned into the nursing office will not be returned, nor will copies be provided. Please keep copies for your own records.

Students are required to provide:

1. Completed and approved **Physical Examination and Medical History Form**.
2. **Tuberculosis Screening** – All students must have an annual TB skin test. A chest x-ray will be required if the skin test is positive. If the chest x-ray is negative, repeat x-rays are not needed for

two years unless indicated by symptoms that could be attributed to tuberculosis that are stated on the required annual screening questionnaire.

NOTE: In the interest of time, have the TB (Mantoux) test done *first* before receiving either the rubella or rubeola vaccine, since it is necessary to wait 6 weeks to receive the Mantoux test after receiving a live virus vaccine.

3. **Hepatitis B** – Hepatitis B vaccination is a series of three-spaced individual vaccinations. The second vaccination must be completed one month after the first vaccination. The third vaccination must be completed six months after the first vaccination. If time does not permit the completion of the series prior to the first nursing course, the first vaccination must be documented. Progress towards completion of the series must be documented prior to additional course registrations.
4. **Rubella** (German Measles) – Documentation of vaccination or positive immune titer is required.
NOTE: If the MMR (Measles, Mumps and Rubella) vaccination is required, it should only be given after the TB skin test.
5. **Rubeola** – Documentation of vaccination or positive immune titer is required.
NOTE: If the MMR (Measles, Mumps and Rubella) vaccination is required, it should only be given after the TB skin test.
6. **Tetanus** – Tetanus booster within 10 years is recommended.

Technical Standards

In order to be accepted in the Nursing program applicants must also meet the following technical standards:

Essential Function	Description	Examples
Observation	Use of senses: <ul style="list-style-type: none"> - Visual - Auditory - Touch - Smell 	<ul style="list-style-type: none"> ▪ Identifying color changes in skin and/or sclera ▪ Evaluating size of wounds/healing process ▪ Locating sites for IM injections ▪ Regulating equipment (pumps, monitors, vents, etc.) ▪ Eye-hand coordination ▪ Identifying and differentiating: heart, lung and bowel sounds ▪ Regulating/monitoring equipment and pump alarms ▪ Differentiating between various forms of sound
Communication	Interaction with therapeutic communication: <ul style="list-style-type: none"> - Speech - Writing - Recording - Reading 	<ul style="list-style-type: none"> ▪ With clients, families, health care team members ▪ Identification/interpretation of non-verbal communication ▪ Charting and other written documentation/English ▪ Orders (typed and handwritten), policies, procedures and instructions
Intellectual/Conceptual	Ability to Problem-solve: <ul style="list-style-type: none"> - Critical Thinking - Measuring - Calculation - Reasoning - Analyzing - Prioritizing - Synthesizing 	<ul style="list-style-type: none"> ▪ Intake and output; measurement, recording and evaluation ▪ Medication for PO, IM and IV medications ▪ Lab/diagnostic procedure implementation and interpretation of findings/observation ▪ Recognizing and initiating interventions for client status changes ▪ Delivery and delegation of care ▪ Identification of changes in client's condition and initiation of appropriate interventions in a timely manner

Motor	Physical ability: <ul style="list-style-type: none"> - Gross motor skills - Strength - Flexibility (including stooping, bending twisting, kneeling and crouching). - Extension - Fine motor skills 	<ul style="list-style-type: none"> ▪ Handling and carrying infants/small children ▪ Lifting, positioning and moving equipment ▪ Administering and assisting clients with personal care and treatments. ▪ Lifting, positioning and assisting clients with position changes/ambulation ▪ Fastening masks and protective gowns ▪ Performing CPR ▪ Providing routine and emergency care ▪ Touching, palpating and percussing ▪ Manipulating equipment
Behavioral/Social	<ul style="list-style-type: none"> - Emotional Stability - Flexibility - Ability to function effectively under stress - Demonstration of caring behavior - Initiating/contributing to planning and teaching for continuity of care 	<ul style="list-style-type: none"> ▪ Accepting responsibility for total client care ▪ Planning and implementing execution of duties within a given time frame (scheduled medications, treatments, 8 or 12 hour shift) ▪ Avoiding demonstration of personal stress or frustration when interacting with clients or significant others ▪ Identifying client knowledge deficits ▪ Construction and implementation of teaching plan ▪ Interacting professionally with client, significant others and health care team members and organizations

Appendix C: Exposure Incident Policy

Policy: Nursing Program Exposure Incident Policy

Original Draft: 12/01/05

Revised: 03/02/07

Everest College strives to maintain a safe learning environment for its students, faculty and employees. Because of the inherent risk involved with certain aspects of the allied health programs, it is impossible to prevent all accidents that might result in a student or employee being exposed to potentially dangerous bodily fluids. For this reason, it is imperative that Everest College has in place procedures that minimize the possibility that such an exposure event will result in the contraction of disease, and that these procedures are communicated to all students, faculty and employees.

Note: Vaccinations may not be administered by any student, College employee or anywhere on College property.

Definitions

The following terms and definitions apply to this policy and related procedure:

- **Blood** – Human blood, human blood components and products made from human blood.
- **Blood-Borne Pathogens** - pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, Hepatitis A virus (HAV), Hepatitis B virus (HBV), Hepatitis C virus (HCV) and human immunodeficiency virus (HIV).
- **Exposure Incident** – a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood, chemicals, biohazard or other potentially infectious materials that results from the performance of an employee's or student's duties.
 - **HAV** – Hepatitis A Virus.
 - **HBV** – Hepatitis B Virus.
 - **HCV** – Hepatitis C Virus.
 - **HIV** – Human Immunodeficiency Virus.
- **Other Potentially Infectious Materials** – Such materials include:
 - (1) The following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any other body fluid that is visibly contaminated with blood such as saliva or vomitus, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids such as emergency response;
 - (2) Any unfixed tissue or organ (other than intact skin) from a human (living or dead); and
 - (3) HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions, and blood, organs, or other tissues from experimental animals infected with HIV or HBV.
- **Sharps** – A sharp is any device having corners, edges, or projections capable of cutting or piercing the skin. Sharps may be regulated sharps (contaminated with biohazardous waste), as well as sharps that pose a safety hazard to the custodians and other personnel. Sharps include:
 - Needles
 - Needles with syringes
 - Needles from vacutainers
 - Needles with attached tubing
 - Blades (razors, scalpels, etc.)
- Additionally, broken glassware contaminated with biohazardous waste and glassware with sharp edges or points contaminated with biohazardous waste may also be considered sharps including:
 - Contaminated Pasteur pipettes
 - Contaminated glass slides

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- Contaminated broken glassware
- **Sharps Container** – A RED container made of rigid plastic so as to be puncture-resistant, and labeled with the words "sharps waste" or a biohazard symbol and the word "Biohazard". Sharps containers must be in the laboratory near the area of sharps waste generation and may not be overfilled. All sharps as defined above (whether contaminated with biohazardous waste or not) are considered sharps and must be disposed in sharps containers and managed as medical waste.
- **Standard Precautions** – A method of infection control that defines all body fluids and substances as infectious. This method incorporates not only the fluids and materials covered by the Blood-Borne Pathogens Standard but expands coverage to include all body fluids and substances. The precautions apply to 1) blood; 2) all body fluids, secretions and excretions, except sweat, regardless of whether or not they contain visible blood; 3) non-intact skin; and 4) mucous membranes. Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in hospitals. Standard precautions include the use of: hand washing, appropriate personal protective equipment such as gloves, gowns, masks, whenever touching or exposure to clients' body fluids is anticipated.

Notice to Employees and Students of Procedures

The campus nursing director shall be responsible for the posting and regular communication to students and faculty of all procedures regarding what to do in the event of an exposure incident in the classroom or laboratory. These guidelines and directives are contained in the **Nursing Exposure Incident Procedures** and include:

- General Work Practices
- Proper Use of Sharps Containers
- Proper Use of Personal Protective Equipment
- Student and Faculty Vaccination Procedure
- Exposure Precautions, including Standard Precautions and Needle Stick Injury Prevention
- Protocol in Exposure Incidents Involving Students and Faculty/Staff
- Incident Reporting

Reporting and Recordkeeping

It is the responsibility of the campus nursing director to ensure that all accidents, injuries and exposure incidents are reported, investigated and documented according to the procedures detailed in the **Nursing Exposure Incident Procedures**. The campus nursing director will maintain a record of the incident and submit the report to the Everest College president for filing in the Campus Incident Binder and reporting to Accreditation and Licensing/Student Relations and Treasury.

Copies of the employee or student's information shall be provided to the employee or student upon request at no cost to the employee/student.

Appendix D: Exposure Incident Procedures

Policy: Nursing Exposure Incident Procedures

Original Draft: 12/01/05

Revised: 03/02/07

General Work Practices

The following guidelines shall be instituted in all classroom/lab facilities as well as clinical or externship sites in order to decrease blood/body fluid, chemical and biohazard exposure to students and staff:

1. Eating, drinking, smoking, applying cosmetics and lip balm and handling contact lenses in any work area where there is a reasonable likelihood of occupational exposure is prohibited. Prior to consumption of food or drink, after handling potentially infectious or hazardous materials, students/employees will remove potentially contaminated personal protective equipment (PPE), wash hands and exit the work area.
2. Food and drink will not be kept in freezers, refrigerators, counter tops, shelves and cabinets where blood, other potentially infectious materials, chemicals, biohazards, or wastes are stored or handled.
3. Procedures which could potentially generate aerosols or other inhalation hazards shall be performed in a manner that will minimize pathogen transmission.
4. Only instructional personnel and students are allowed in the laboratory when class is in session, sharps are in use, or there is any risk of exposure to blood/body fluids, other potentially infectious materials, chemical or biohazards.
5. Laboratories are to be used for lab instruction only and will be locked when instructional staff is not present.

Standard Precautions

Standard Precautions aim to reduce the risk of disease transmission in the health-care setting, even when the source of infection is not known. Standard Precautions are designed for use with all clients who are present in the health care setting and apply to:

- Blood and most body fluids whether or not they contain blood
- Broken skin
- Mucous membranes.

Standard Precautions are taught in the classroom and required to be used in the lab during any client care practice, lab work, or other setting. The following list of Standard Precautions that are applicable to the educational setting are extracted from the Guidelines of the U. S. Center for Disease Control. Students and employees are expected to use the following measures to reduce the risk of disease transmission in the classroom/lab setting:

1. Wash hands immediately with soap and water before and after examining clients and after any contact with blood, body fluids and contaminated items whether or not gloves were worn. Soaps containing an antimicrobial agent are recommended.
2. Wear clean, ordinary thin gloves any time there is contact with blood, body fluids, mucous membrane and broken skin. Change gloves between tasks or procedures on the same client. Before going to another client, remove gloves promptly and wash hands immediately, and then put on new gloves.
3. Wear a mask, protective eyewear and gown during any client-care activity when splashes or sprays of body fluids are likely. Remove the soiled gown as soon as possible and wash hands.

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4. Handle needles and other sharp instruments safely. Do not recap needles. Make sure contaminated equipment is not reused with another client until it has been cleaned, disinfected and sterilized properly. Dispose of non-reusable needles, syringes and other sharp client-care instruments in puncture-resistant containers.
5. Routinely clean and disinfect frequently touched surfaces including counters, sinks, examination tables and lab tables.
6. Clean and disinfect soiled linens and launder them safely. Avoid direct contact with items soiled with blood and body fluids.

Proper use of Sharps Containers

1. Open containers must never be placed on the floor, located under the sink or any other poorly visible area.
2. All sharps containers are to be marked with the biohazard symbol.
3. All containers are to be under the control of the instructor or secured to wall or counter to prevent containers from being removed. Look closely at the sharps container before placing a used sharp inside to assure that nothing is protruding from the container or that the container is not over filled.
4. When not in use, sharps containers are to be stored in a locked area to prevent theft of contaminated needles.

Personal Protective Equipment (PPE)

1. Students and staff must be provided with PPE and it must be worn whenever potential for exposure to blood/body fluids, chemical, or biohazard is possible.
2. Gloves should be worn during all blood withdraw procedures including blood glucose monitoring.
3. Students or instructors who have non-intact skin should also wear gloves during all client/client contact. (e.g., oral care; bathing; topical medication application).
4. Gown, gloves and mask with eye protection should be worn when there is the possibility of contamination of clothing and/or mucous membranes.
5. Broken glass can also be a source of contamination; it should not be picked up with bare or gloved hands but rather using a metal pick-up device and a brush and dustpan. Broken glass should be disposed of in a puncture proof container.
6. Contaminated surfaces must be disinfected with 10:1 solutions of chlorine bleach. After area has been wiped clean allow it to air dry.

Students Vaccination Procedure

1. All students enrolling in allied health programs with client care experience shall be informed in the classroom, at externship sites and clinical placements of the potential exposure to Hepatitis B.
2. Upon enrollment students will receive a disclosure explaining the reasons for recommending Hepatitis B vaccination. See **Hepatitis B Vaccine Disclosure Form**.
3. Hepatitis B vaccination shall be recommended for all students who have potential exposure unless:
 - a. The student has previously received the complete Hepatitis B vaccination series;
 - The student has had the disease or antibody testing has revealed such exposure; or

- b. The vaccination of the student is contraindicated for medical reasons, such as the student is pregnant.
4. All students shall have signed a **Hepatitis B Vaccine Disclosure** and a **Student Hepatitis B Acknowledgment/Waiver Form** prior to their participation in their first lab assignment or be excused from class.
5. Students who have elected to receive the vaccination are encouraged to receive the first dose prior to participating in lab work and may be excused from participation in lab work prior to receipt of the first dose. However, lab work in which the student does not participate for this reason must be made up.
6. All students who decline the Hepatitis B vaccination shall so indicate on the **Student Hepatitis B Acknowledgment/Waiver**. When called for in the standard curriculum, Instructors shall remind all students who have declined the Hepatitis B vaccination that lack of vaccination may delay or prevent placement for a clinical rotation.
7. Signed disclosure and acknowledgment/waiver forms shall be maintained in the student's file.
8. When possible, Everest College may arrange for vaccinations to be given at the student's expense at a place and time convenient to new students as part of the orientation program. The College may elect to pay for the vaccinations of the students and charge the student for the vaccination at cost.

Exposure Precautions

Students will be trained to treat with utmost caution all needles and other sharps, all blood/body fluids and other potentially infectious materials, and chemicals and biological agents to which they may have exposure in the laboratory prior to any potential exposure. In addition, prior to the use of sharps in the classroom students will be trained that:

- Utmost caution must be used when handling needles, scalpels and other sharp objects.
- Safety needles, which meet the United States (Federal Needle Stick Safety and Prevention Act of 2001) requirements, must be used at all times.
- Needles should not be bent, broken or recapped.
- Needles must be placed in a puncture proof, leak proof biohazard sharps container immediately after use.
- The containers for the disposal of sharps will be under the control of the instructor, or mounted on the wall or in a secured counter holder so that they are easily visible to avoid overfilling and should be within easy horizontal reach of the user. If this is difficult to achieve because of varying heights of users, additional sharps containers may be mounted to accommodate students who are shorter in height.
- Wall hangers are of the type in which the biohazard container can be locked.
- Fingers should never be inserted into the sharps container.
- When the sharps container is two-thirds full, it should be sealed and stored in a secure location until scheduled biohazard waste disposal pick-up.

The student will be trained that these precautions must be used whenever the student is in the lab or in an environment in which there is a risk of exposure to blood/bodily fluids, other potentially infectious materials, chemicals, or biohazards.

Needle Stick Injury Prevention

- Individual program requirements mandate that students complete specific numbers of successful human injections and venipunctures. Additional venipunctures and or injections should be performed on simulator models in the classroom/skills lab.
- Students who are assigned supervised clinical practice [e.g., nursing students] should not perform injections on human subjects in the skills lab environment.
- Nursing students who are taught venous access as part of an intravenous certification course may be required to perform successful venipunctures as part of the class requirements on a manikin.
- The use of human subject injections and venipunctures is not permitted in the classroom/skills lab or anywhere on campus property.
- Students who are required to perform skills in which there is a likelihood of blood and body fluid exposure should begin the Hepatitis B series prior to enrollment or provide documentation that immunization has occurred.
- Students and Instructors in the classroom, skills lab, clinical/extern sites will adhere to Standard Precautions and regulations set forth in this policy, and by the CDC; the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), and state, provincial and local governments, including but not limited to hand sanitation and gloving.
- Sharps containers shall be out only when in use and under the control of the instructor or when locked in place. Sharps containers shall be locked and stored in a secure place at all other times.

Protocol in Exposure Incidents Involving Students

In exposure incidents involving students, the Instructor/clinical supervisor/preceptor shall:

1. Ensure that the student properly cleans the affected area to reduce the risk of cross contamination.
2. Clean up any blood/body fluid, chemical, or biohazard spills according to standard precautions of infection control and safety protocols or request staff trained in the standard precautions and safety protocols for disposal of such wastes to clean up the area.
3. Explain to the student that proper follow-up medical care is required and encourage that the student seek treatment from a medical provider immediately.
4. Reassure the student that the student should not incur any cost for the examination or test(s) expenses for proper medical follow-up care. These expenses will be covered by Everest College and/or through its insurance carrier.
5. Refer students who do not have a primary physician to a physician or clinic for treatment.
6. Request that students who refuse medical care sign a **Waiver of Medical Treatment**.
7. Immediately complete the appropriate incident report.
8. Inform the program director, academic dean/education director and College president in writing by providing a copy of the incident report to them prior to the end of that College day. The instructor/clinical supervisor/preceptor must keep the campus nursing director informed of the student's status at all times.
9. Assure students of the confidentiality of the information obtained for the incident report.

In exposure incidents involving students, the campus nursing director shall inform the campus president and report the incident to:

- a. Corporate Treasury according to the **Incident Reporting Policy**
- b. The Regional Vice President, and
- c. Corporate Accreditation and Licensing/Student Relations (Ext. 484/Fax 714-427-3006).

Completing the Incident Report

The instructor/clinical supervisor/preceptor must immediately complete an incident report, as noted above. The instructor/clinical supervisor/preceptor shall fill out the Incident Report with as much detail as possible.

If the injury is a needle stick or other sharps injury, the following additional items must be documented on the incident report:

1. Document whether the stick was clean or contaminated.
 - a. A “clean” stick occurs when the instrument in question has not come in contact with another person (e.g., the individual removes the cap and inadvertently sticks him/herself. Or the individual was filling a syringe from a vial and when removing the needle from the vial inadvertently sticks him/herself)
 - b. When a needle has come in contact with another individual the injury is classified as contaminated.
2. If the stick was clean, the incident report is complete and need only be submitted to the campus president for filing in the Campus Incident Binder and reporting to Student Relations and Corporate Treasury.
3. If the stick was contaminated and the source person cannot be identified, note on the incident report that the source person is unknown. Submit the report to the campus president for filing in the Campus Incident Binder and reporting to Student Relations and Corporate Treasury.
4. If the stick was contaminated and the source person can be identified, identify the source person.
5. If the source person involved can be identified,
 - a. Record the source person’s name on the incident report.
 - b. Attempt to contact the source and encourage him/her to submit to a blood test at Everest College’s expense and disclose those results to the medical professional treating the affected person.
 - c. Refer the source person to a local health care provider. The source person will be informed by a medical professional of the test result(s).
 - d. Encourage the source person to allow the test results to be shared with the medical professional treating the affected person.
6. The campus nursing director will maintain a record of the incident and submit the report to the Everest College president for filing in the Campus Incident Binder and reporting to Accreditation and Licensing/Student Relations and Treasury.

Appendix E: Utah Scope of Practice for Registered Nurses

The following has been taken from the Utah Board of Nursing website and is the Scope of Practice for all RNs who practice as an RN in Utah.

R156-31b-704. Generally Recognized Scope of Practice of an RN.

In accordance with Subsection 58-31b-102(16), the RN practicing within the generally recognized RN scope of practice practices as follows:

1. In demonstrating professional accountability, shall:
 - a) Practice within the legal boundaries for nursing through the scope of practice authorized in statute and rule;
 - b) Demonstrate honesty and integrity in nursing practice;
 - c) Base professional decisions on nursing knowledge and skills and the needs of patients;
 - d) Accept responsibility for judgments, individual nursing actions, competence, decisions and behavior in the course of nursing practice; and
 - e) Maintain continued competence through ongoing learning and application of knowledge in the patient's interest.

2. In demonstrating the responsibility for nursing practice implementation shall:
 - a) Conduct a comprehensive nursing assessment;
 - b) Detect faulty or missing patient information;
 - c) Apply nursing knowledge effectively in the synthesis of the biological, psychological, spiritual and social aspects of the patient's condition;
 - d) Utilize this broad and complete analysis to plan strategies of nursing care and nursing interventions that are integrated within the patient's overall health care plan;
 - e) Provide appropriate decision-making, critical thinking and clinical judgment to make independent nursing decisions and identification of health care needs;
 - f) Seek clarification of orders when needed;
 - g) Implement treatments and therapy, including medication administration, delegated medical and independent nursing functions;
 - h) Obtain orientation/training for competence when encountering new equipment and technology or unfamiliar situations;
 - i) Demonstrate attentiveness and provides patient surveillance and monitoring;
 - j) Identify changes in patient's health status and comprehends clinical implications of patient signs, symptoms and changes as part of expected and unexpected patient course or emergent situations;
 - k) Evaluate the impact of nursing care, the patient's response to therapy, the need for alternative interventions, and the need to communicate and consult with other health team members;
 - l) Document nursing care;
 - m) Intervene on behalf of patient when problems are identified and revises care plan as needed;
 - n) Recognize patient characteristics that may affect the patient's health status; and
 - o) Take preventive measures to protect patient, others and self.

3. In demonstrating the responsibility to act as an advocate for patient shall:
 - a) Respect the patient's rights, concerns, decisions and dignity;
 - b) Identify patient needs;
 - c) Attend to patient concerns or requests;
 - d) Promote safe patient environment;
 - e) Communicate patient choices, concerns and special needs with other health team members regarding:
 - a. Patient status and progress;
 - b. Patient response or lack of response to therapies; and
 - c. Significant changes in patient condition;

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- f) Maintain appropriate professional boundaries;
- g) Maintain patient confidentiality; and
- h) Assume responsibility for own decisions and actions.

4. In demonstrating the responsibility to organize, manage and supervise the practice of nursing, shall:

- a) Assign to another only those nursing measures that fall within that nurse's scope of practice, education, experience and competence or unlicensed person's role description;
- b) Delegate to another only those nursing measures which that person has the necessary skills and competence to accomplish safely;
- c) Match patient needs with personnel qualifications, available resources and appropriate supervision;
- d) Communicate directions and expectations for completion of the delegated activity;
- e) Supervise others to whom nursing activities are delegated or assigned by monitoring performance, progress and outcome, and assures documentation of the activity;
- f) Provide follow-up on problems and intervenes when needed;
- g) Evaluate the effectiveness of the delegation or assignment;
- h) Intervene when problems are identified and revises plan of care as needed;
- i) Retain professional accountability for nursing care as provided;
- j) Promote a safe and therapeutic environment by:
 - a. Providing appropriate monitoring and surveillance of the care environment;
 - b. Identifying unsafe care situations; and
 - c. Correcting problems or referring problems to appropriate management level when needed; and
- k) Teach and counsel patient families regarding health care regimen, which may include general information about health and medical condition, specific procedures and wellness and prevention.

5. In being a responsible member of an interdisciplinary health care team shall:

- a) Function as a member of the health care team, collaborating and cooperating in the implementation of an integrated patient-centered health care plan;
- b) Respect patient property and the property of others; and
- c) Protect confidential information.

Appendix F: Forms and Disclosures

WITHDRAWAL FORM

Name: _____

Date of Withdrawal: _____

Reason(s) for Withdrawal:

I understand that:

Students that have either failed a clinical nursing course or withdrawn from a clinical nursing course regardless of the reason are eligible to be readmitted one time only.

Submit this completed form to the campus nursing director.

The **Documentation of Student Status at Time of Withdrawal** form must be attached to this document. Students who are eligible for readmission to the Nursing program are required to submit the completed **Request for Readmission** form.

NOTE: IN CONJUNCTION WITH COMPLETION OF THE NURSING DEPARTMENT WITHDRAWAL FORMS, STUDENTS MUST ALSO WITHDRAW FROM THE COURSE(S) IN ACCORDANCE WITH THE COLLEGE WITHDRAWAL PROCESS. FOR THE COLLEGE WITHDRAWAL POLICY REGARDING NON-NURSING COURSES, REFER TO THE ACADEMIC AND STUDENT SUPPORT INFORMATION IN THE EVEREST COLLEGE CATALOG.

Student Signature: _____

Date: _____

DOCUMENTATION OF STUDENT STATUS AT TIME OF WITHDRAWAL

Student Name: _____

Withdrawal Date: _____

Course Withdrawn From: _____

Days/Evening (If applicable): _____

Enrolled in:

Nursing Program

At the time of the withdrawal, the student was (Place check mark next to all applicable):

- Passing the course
- Failing the course (Must also choose appropriate box below)
- Theory grade less than 76 percent
- Clinical failure
- Math competency failure
- College lab failure
- Additional Information:

Faculty Signature: _____ Date: _____

REQUEST FOR READMISSION TO THE NURSING PROGRAM*

*Documentation of Students Status at time of withdrawal MUST be completed by faculty and submitted with this form in order to be placed on the Readmission List. Check program:

Nursing Program

Date: _____

Name: _____

Please consider my request for readmission to the Nursing program.

Course requesting readmission to: _____

Requested quarter of return: _____

I understand that readmission to the Nursing program will be contingent upon:

1. Eligibility for readmission will be per current Nursing policies.
2. All nursing students who are readmitted into the Nursing program following a failing grade or were failing at the time of withdrawal, will be **required** to successfully complete (with grade of "C" or better) the nursing course.
3. **All readmissions, regardless of the reason, shall be on a space available basis.**
4. I accept the policies that are in effect at the time of my readmission.

Student Signature: _____

IT IS THE STUDENT'S RESPONSIBILITY TO MAINTAIN CURRENT CONTACT INFORMATION WITH EVEREST COLLEGE'S ADMISSIONS DEPARTMENT.

ADMISSIONS DISCLOSURE FORM FOR NURSING PROGRAM

1. I am aware that to practice nursing as a registered nurse in any state or U.S. territory, I must pass the National Council of Licensing Examination for registered nurses (NCLEX-RN) prior to working in the health care field. **Initials** _____

2. Because of the nature of the Nursing program and regulations by state boards of nursing, I understand that a random drug/alcohol screening can be done anytime there is suspicion of substance abuse in both the campus and clinical setting. **Initials** _____

3. I understand that a medical or criminal background check failure will prohibit me from completing the Nursing program. Depending on the state requirements, a failed background check may or may not impact my eligibility to sit for the Registered Nurse Licensing Examination (NCLEX-RN). **Initials** _____

4. I understand that all prerequisite and corequisite courses must be completed by the start of my last quarter. **Initials** _____

5. I understand that successful completion of the Nursing program qualifies me to sit for the licensure examination, but I have not been promised by any college employee that completion of the program guarantees passage of the licensing examination or employment in nursing. **Initials** _____

6. I understand it is my responsibility to verify the transferability of all courses. **Initials** _____

Signature of Student

Printed Name

Date

School Representative's Signature

Title

Representative's Printed Name

Date

ACKNOWLEDGEMENT OF RECEIPT OF NURSING STUDENT POLICIES AND HANDBOOK

I have received and read the Nursing Student Handbook and agree to abide by the policies stated.

I understand that during the course of the program, additional policies may be instituted as needed and to address the requirements of assigned clinical facilities.

When in the clinical facility, the policies and procedures of that facility supersede those of the school.

Student's Name (print)

Date

Student's Signature

This form will be maintained in the student's file throughout the Nursing program.