Division of Nursing & Health Sciences

STUDENT HANDBOOK

2015-2016
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STUDENT HANDBOOK DECLARATION FORM

To be completed by all NHS Students

All NHS Students accepted to a Division of Nursing & Health Sciences Program must print a copy of this form and upload a signed copy to CertifiedBackground.com. (Also available on CertifiedBackground.com under “to-do” list.)

Accountability Statement

I, ___________________________________, hereby declare that I am responsible and accountable for the information set forth in the 2015-2016 NHS Student Handbook, including the program specific content in the appropriate Appendix. I understand this handbook is subject to change. I also understand that I will be informed via my LC Mail account or a posting to the division web page (www.lcsc.edu/nursing) of any policy changes made during this academic year. My signature below indicates my agreement to familiarize myself with the contents of this Handbook and abide by these Division of Nursing & Health Sciences policies to the best of my ability. Refer to the LCSC College Catalog for college-related policies and procedures. I understand I am to use LCMail for all electronic communication with faculty and that I am responsible for accessing LCMail and the division website on a regular basis.

______________________________________________
Signature

______________
Program

______________
Date

Confidentiality Statement

I, ___________________________________, hereby declare that I have read the confidentiality statement in this handbook. I have been given the opportunity to ask questions and understand what constitutes confidential information. I agree, as a student of Lewis-Clark State College, to keep confidential, information that I come into contact with during all clinical and classroom experiences. This includes information presented in post conference, case studies and classroom discussions, as well as information associated with patients to whom I provide care. I understand that if I am found to have shared confidential information with unauthorized individuals in any form (verbal, written, electronic, or through any social medium); it could mean immediate termination from the NHS program.

______________________________________________
Signature

______________
Program

______________
Date
Student Photo/Video Consent Form

I consent for the Division of Nursing and Health Sciences at Lewis-Clark State College to place my photo in my NHS student file. The photo will be a replica of the one taken for my LCSC-NHS Student ID badge. I understand the purpose is to help faculty and staff become acquainted with NHS Students and to aid in identifying NHS Students should an emergency arise. I further consent that photos and/or videos taken of me during enrollment in an NHS program may be used for promotional materials such as the division website, brochures, and other electronic & printed media. I also consent to videotaping of all simulation experiences. Videotaping allows NHS faculty an opportunity to review and grade my performance. I may view the videotapes upon request to my clinical faculty or the CRC staff.

Signature_________________________ Program__________________ Date__________

Student Code Violations Consent Disclosure Form

I hereby authorize the Vice President for Student Affairs to release any records of LCSC Student Code violations that have occurred while I’ve been enrolled at the college. I understand that these records will be reviewed as a part of a formal background check related to admission to my program of study.

Signature_________________________ Program__________________ Date__________

Drug Testing Consent Form

I, ________________________________, have read the LCSC Nursing and Health Sciences Drug and Alcohol Testing Policy. I understand and agree to comply with the policies and procedures and specifically consent to Drug and Alcohol Testing as provided for in the Drug and Alcohol Testing Policy. I understand some clinical agencies may require students to have a drug screen or other testing performed prior to allowing students to complete their clinical in their agencies.

Signature_________________________ Program__________________ Date__________
The rights and responsibilities of all NHS Students are detailed in the Lewis-Clark State College Catalog, while policies and procedures specific to NHS Students enrolled in one of the Nursing & Health Sciences Programs are detailed in the current year NHS Student Handbook. The Pre-Program Policies & Information handbook provides information for NHS Students seeking admission to an NHS program. The NHS Student Handbook is updated annually and as needed. Changes are communicated to all NHS Students via LCMail, posting on department bulletin boards in Sacajawea Hall and on the division website.

DIVISION OF NURSING & HEALTH SCIENCES MISSION STATEMENT

In concert with LCSC, the Division of Nursing and Health Sciences exists to facilitate the development of outstanding healthcare providers committed to excellence in the delivery and management of patient centered care.

DIVISION OF NURSING & HEALTH SCIENCES DRUG AND ALCOHOL TESTING POLICY

I. Philosophy/Statement of Purpose

The Division of Nursing and Health Sciences (NHS) at Lewis-Clark State College (LCSC) is committed to the physical and mental health and safety of the clients in the facilities where NHS Students practice. During the course of their training, NHS Students in these programs are involved in the provision of health care and work with equipment which can cause serious injury or death to clients, the student, his/her fellow NHS Students and instructors if not properly performed and/or operated.

The safety of the client is our priority. The risk of injury to the client is substantially increased if a student is Under the Influence of drugs or alcohol. For these reasons, the NHS is committed to being a Drug and Alcohol Free Program and has instituted this Drug
and Alcohol Testing Policy (“Policy’). Any student who is tested and is found to be Under the Influence, or who refuses to undergo Drug or Alcohol Testing when directed to so pursuant to this Policy, or who attempts to manipulate the results of any Drug or Alcohol Testing, is in violation of this Policy and may be suspended or expelled from the NHS program.

II.
Definitions

1. “Drug or Alcohol Testing” means, for the purpose of this Policy, a drug or alcohol test a student is required to submit to because a “Testing Event” has occurred.

2. “Illegal Drug” means any drug which is not legally obtainable in Idaho or which has not been legally obtained or is not being used in a legally permissible manner. This includes prescription drugs not legally obtained and prescription drugs not being used for a prescribed purpose or in the prescribed dosage or being used by someone other than the person for whom it was prescribed. As used in this policy, the term “drug” includes a drug, chemical substance or immediate precursor listed in Schedules I through VI of Idaho Code § 37-2704 through § 37-2713 as from time to time amended. The term also includes “designer drugs”, which are those chemical substances made where the molecular structure of those listed drugs are altered to create a drug that is not explicitly banned by state law.

3. “Prescribed Drug” means a drug that has been prescribed by a licensed health care provider and which is used for the prescribed purpose at the prescribed dosage.

4. “Participating in the Laboratory or Clinical Process” means, for the purpose of this Policy, that a student is participating in an NHS laboratory or clinical course in any setting, including, but not limited to, acute, long-term care, outpatient or community-based, and regardless of direct or indirect instructor supervision, or in other educational activities which
involves direct client care, or in any additional off-campus educational activities (e.g., service-learning, volunteer activities, directed learning, conference, ISNA) related to an NHS program.

5. “Reasonable Suspicion” means, for the purposes of this Policy, a belief based upon reliable, objective and articulated facts derived from direct observation of specific physical behaviors, odorous presence, or performance indicators and being of sufficient import and quantity to lead a prudent person to suspect that a student is in violation of this policy.

6. “Under the Influence” means, for the purposes of this policy, having an Illegal Drug in one’s system and/or having a blood alcohol concentration of greater than .02. Being “Under the Influence” is not limited to situations where a student misbehaves or where there is obvious impairment of physical or mental abilities, such as slurred speech or difficulty in maintaining balance. A finding that a student is “Under the Influence” can be established by Drug or Alcohol Testing as described in this Policy. A student is conclusively presumed to be “Under the Influence” if Drug or Alcohol Testing establishes that the student has in his/her body at the time of testing Illegal Drugs at a level exceeding the scientifically accepted confirmatory testing levels established from time to time, or if a confirmed breath or other scientifically valid test establishes that the blood-alcohol concentration of the student exceeded .02 at the time he or she was tested.

III. Policy

1. It is the policy of Lewis-Clark State College Division of Nursing and Health Sciences that NHS Students shall be Drug and Alcohol Free while Participating in the Laboratory or Clinical Process. NHS students are prohibited from Participating in the Laboratory or Clinical Process while Under the Influence. To maintain this Drug and Alcohol
Free environment and uphold the safety of clients, NHS Students, faculty, and staff, LCSC implements the Drug and Alcohol Testing program set forth below.

2. The Division Chair or his/her designee may require Drug and/or Alcohol Testing of a student for any of the following reasons, each of which is referred to herein as a “Testing Event”:

   (a) When a Division faculty member develops a Reasonable Suspicion, based upon his or her observations, that a student is Under the Influence while Participating in the Laboratory or Clinical Process, which suspicion will be corroborated by consultation with another Health Care Professional and promptly documented.

   (b) When a Division faculty member has received a report that a student is suspected to be Under the Influence while Participating in the Laboratory or Clinical Process. The Division Chair or his/her designee will then confer with the reporting party and then personally corroborate that suspicion through observation of the student and promptly document it.

   (c) When the student caused or contributed to an accident or injury occurring while the student was Participating in the Laboratory or Clinical Process.

3. This policy shall apply to all NHS Students who register in any NHS Program for the Fall 2015 semester and thereafter. All such NHS Students shall be required to read this policy and to sign and return to the Division office a Drug Testing Policy and Program participation form acknowledging receipt of a copy of this Policy and the student’s agreement to participate in the Drug-Testing program outlined herein. A copy of that participation form is attached hereto as Exhibit B. NHS students registering in the Fall of 2015 and thereafter will not
be allowed to register in NHS programs without signing and returning the aforementioned participation form to the Division office.

4. A student who is found to be Under the Influence while Participating in the Laboratory or Clinical Process or who refuses to undergo Drug or Alcohol Testing when directed to so pursuant to this Policy, or who attempts manipulate the results of any Drug or Alcohol Testing, will be in violation of this policy and will also be deemed to have violated the NHS and/or LCSC’s Student Code of Conduct. Any such violation will result in disciplinary action which may include the student’s suspension or expulsion from any of the NHS programs. The student shall have the same rights and be entitled to the same procedures available to NHS students charged with violating the Student Code of Conduct. The student shall be referred to the student judicial process as is outlined in the LCSC Student Handbook.

5. If student undergoes a Drug or Alcohol test pursuant to this Policy and it is determined that the conduct which created the Reasonable Suspicion was the result of using a drug prescribed for the student at the prescribed dosage, the student shall not be disciplined pursuant to this Policy. However, the student may still face discipline pursuant to the NHS Unsafe Clinical Practices Policy.

6. All information, interviews, reports, statements, memoranda and/or test results received by Lewis-Clark State College through its Drug and Alcohol Testing program are confidential communications and may not be disclosed in any public or private proceedings, except in an administrative or disciplinary proceeding or hearing initiated pursuant to this Policy, or in civil litigation arising out of Drug or Alcohol Testing conducted pursuant to this Policy, or in response to a subpoena.
7. The Division Chair is responsible for the overall compliance with this Policy. The Division Chair or his/her designee shall be responsible for administering the Drug and Alcohol Testing program; determining when Drug Testing is appropriate; receiving, acting on and holding confidential all information received from the testing services provider; and collecting appropriate information necessary for the defense of LCSC in the event of legal challenge.

IV. Procedure

1. The Division Chair or his/her designee may require a Drug and/or Alcohol Testing of a student when a Testing Event has occurred. See to Policy 2(a), (b) and (c) for the definition of “Testing Event”.

2. When the Division Chair or his/her designee requests that a student submit to Drug and/or Alcohol Testing after the occurrence of a Testing Event, the student shall immediately make himself or herself available for testing.

   (a) Testing must occur within no more than three (3) hours after the initial observation of the Testing Event.

   (b) The Division Chair or his/her designee shall contact the testing facility and facilitate expeditious testing.

   (c) The student, upon request of the testing provider, shall inform the testing provider of any prescription or non-prescription medication which he or she has taken within the timeframe specified by the testing provider and shall promptly present that medication to the testing provider for examination for confirmation that it was prescribed to the student and of the prescribed dosage.
3. Collection and testing services shall be performed by a Drug and/or Alcohol Testing Provider chosen by LCSC or its designee. If the Testing Event occurs at a facility where testing can be fairly and confidentially conducted, the testing should occur at the facility. If not, then the student shall be transported to a location designated by the Drug and/or Alcohol Testing Provider by a designee of the Division Chair, who shall wait with the student at that location until the Drug and/or Alcohol Testing is completed and then transfer the student back to the location from which the student was transported. The student may not transport themselves to the Drug and/or Alcohol Testing facility.

4. The Drug and/or Alcohol Testing Provider shall comply with the following:

(a) All specimen collections will be performed in accordance with applicable federal and state regulations and drug and alcohol testing industry guidelines to ensure the integrity of specimens and the privacy of the individuals tested.

(b) Chain of custody forms shall be provided to ensure the integrity of each urine specimen by tracking its handling and storage from the point of collection to final disposition.

(c) Positive test results, other than positive alcohol breath tests, shall be confirmed by a certified laboratory.

(d) Blood alcohol testing shall be performed by the Drug and/or Alcohol Testing Provider through use of a properly maintained and calibrated breath testing device, and positive breath tests shall be confirmed with a second breath test conducted no earlier than fifteen (15) minutes after the initial test, or through the use of any other confirmatory test meant to demonstrate a higher degree of reliability.
(e) The student shall be informed by the Drug and/or Alcohol Testing provider in writing of any confirmed positive drug and/or alcohol test results, including the substance involved. The Drug and/or Alcohol Testing provider shall then give the student the opportunity to discuss and explain the positive test result with a medical review officer.

(f) If the student declines to speak with a medical review officer, or if the medical review officer concludes after speaking with the student that the student’s explanation is not valid, the positive test results shall be reported by the Drug and/or Alcohol Testing provider to the Division Chair.

(g) If the Drug Testing results are negative, or if the medical review officer concludes that the NHS students’ explanation is valid, those results shall be reported by the Drug Testing provider to the Division Chair as negative and no disciplinary action shall be taken against the student related to the Drug Testing pursuant to this Policy. Provided, however, that if it is determined that the student was using a drug prescribed for the student at the prescribed dosage, that fact shall be reported to the Division Chair for evaluation of potential discipline pursuant to the NHS Unsafe Clinical Practices Policy.

5. The Division Chair will meet with the student to discuss any positive Drug Testing results. The student will be given the opportunity to explain the positive Drug Testing results. The student may attend classes at the discretion of the Division Chair, but shall have no client contact until the re-testing results have been returned.

6. Variations in the above procedures shall not invalidate any test result unless such variation substantially compromises the integrity of the specimen/sample tested and/or the scientific validity of the test result.
Exhibit A

The lab will administer a panel which at a minimum, screens for:

1. phenylcylidine (PCP)
2. cocaine
3. opiates
4. amphetamines
5. cannabinoids
6. benzodiazepines
7. barbiturates
8. ETOH
9. Methadone
10. Oxycodone
11. Bupremorphone
12. MDMA

These may change from time to time depending on the company doing the testing.

The screening threshold and confirmatory threshold for above shall be the generally acceptable screening and confirmatory thresholds employed in the drug testing industry.

ACADEMIC POLICIES

**Academic Advising**

All NHS students enrolled in an NHS program are assigned an academic faculty advisor to assist with registration procedures, class scheduling, graduation, and academic affairs. NHS students are responsible for the college catalog and Nursing & Health Sciences degree and graduation requirements. Each semester the student consults with his/her advisor to be released for registration.

**Student Responsibilities**

- Be proactive in the advising experience.
- Schedule appointments or make regular contact with advisor.
- Accept responsibility for your educational experience.
- Develop and record an educational plan, and monitor progression toward meeting program requirements. Use the tools in Warrior Web to assist in this process.
- Demonstrate professional behavior.
- Clarify personal and academic goals.
- Become knowledgeable about the NHS program, policies, and procedures.
- Access and utilize campus resources as needed or advised.
- Participate in evaluating the advising process.
- Notify advisor of any issues that may affect academic performance.

**Academic Advisor Responsibilities**

- Advise NHS students regarding educational goals and assist with the development of clear, realistic educational plans.
- Maintain confidentiality.
- Inform NHS students of available resources.
- Identify NHS students requiring additional support, and refer accordingly.
- Use Warrior Web to access official student documents such as transcripts, TRER, and class schedule.
- Assist NHS students in maintaining educational records and auditing progression. Use appropriate program Study Plan to track progress toward meeting program requirements. Document all electronic mail, voice mail, and in person meetings.
- Assist NHS students in meeting LCSC core and graduation requirements.
- Assist NHS students in accessing and completing college forms.
- Assist NHS students in problem solving and in developing decision-making skills.
- Support NHS students in taking responsibility for their learning and educational experiences.

**Course Challenge**

NHS students that have substantial educational, work-related or life experience may be awarded full credit for one or more required NHS program courses through the course challenge process. There are no partial course challenges permitted. See the Appendix for the Course Challenge Policy. Specific guidelines for the BSN Program are found in the Appendix A. For RS, RI, and PN course-specific guidelines, meet with the Program Coordinator or Director.

**Credits: Transferability**

Credits awarded by other colleges may be applied to meet degree requirements.

- NHS students must arrange for a copy of all college transcripts to be sent to LCSC’s Admissions office.
- NHS students are notified when the transcripts have been received. NHS students may access transcript information via WarriorWeb Transfer Equivalency Guide (TRER).
  - The TRER shows the evaluation completed by the Admissions office. NHS students/faculty who wishes to conduct an informal evaluation of courses may use the TRER [http://www.lcsc.edu/admissions/applying-to-lcsc/transfer-students/transfer-guides](http://www.lcsc.edu/admissions/applying-to-lcsc/transfer-students/transfer-guides) to determine course equivalencies.
• NHS students/faculty should evaluate the TRER for courses listed as Elective that may be applicable to the program.

• General education core and program requirements must be satisfied regardless of the number of credits transferred.
  • Refer to LCSC College Catalog for admission policies and core requirements
    http://www.lcsc.edu/admissions/transfer-and-articulation

**Internal Petition**

An Internal Petition is used to address an NHS program requirement (program course, prerequisite, or support course), providing flexibility for student progression in an NHS program or to address unique circumstances that require faculty or administrative consideration. An External Petition addresses general education core issues and is processed by the College Petition committee. Appropriate forms and meeting dates are available on the Registrar’s web site. A Course Substitution Form is used to address an NHS prerequisite, or a program support course, when a comparable course has been completed at another institution. See your academic advisor for assistance.

**Academic Dishonesty**

Nursing & Health Sciences adheres to the policies described in the LCSC Catalog under Student Code of Conduct. Consequences for academic dishonesty are determined by the course faculty in accordance with NHS and College policies.

Academic dishonesty in any form is not tolerated. All work carried out by NHS students in the classroom, lab, or clinical facility must represent academic integrity and be the sole product of the student’s original work. Academic dishonesty includes, but is not limited to:

**Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all forms of work submitted for a grade earned in a course that generates credit hours.

Examples:
- Use of unauthorized notes when demonstrating a skill in the lab setting
- Printing electronic copies of tests to a personal computer or as a paper copy.
- Use of online papers, presentations, or other material represented as the student’s own work.
- Copying answers off another student’s test.
- Using notes in a closed book exam.
- Taking materials from the hospital (tubexes, tape, etc.) without returning them promptly.
- Working with others when assignments are required to be completed independently.

**Fabrication:** Falsification or invention of any information or the source of any information in an academic exercise.

Examples:
- Making up research data or references for a scholarly paper.
- Claiming that you have looked up a clinical procedure in the hospital’s procedure manual and then proceeding to perform a skill without actually having looked it up in the manual.
- Charting assessments/actions from another health care professional’s findings rather than your own findings.
- Charting medications when they have not been given.
- Failure to complete an incident report that should have been completed.
- Charting that you performed skills you did not perform – for instance, charting that you turned a patient every two hours when you only turned the patient every four hours.

**Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Examples:
- Assisting another student in procuring or copying secure documents such as previous and current test questions.
- Knowingly helping another student cheat, fabricate information, or plagiarize.
- When serving as a peer evaluator, passing a fellow student on a clinical skill that was not performed correctly according to skills criteria.

**Plagiarism:** Copying or imitating the language, ideas, and thoughts of another author and passing off the same as one’s original work. One sentence taken from any source that is not indicated by footnotes or quotation marks constitutes plagiarism unless indicated by footnote or textbook reference that the material is not original. Paraphrased material must have the proper reference cited at the end of the thought or the paragraph. The Division of Nursing & Health Sciences requires that all formal papers be written using APA style. Please see Appendix for more detail.

Examples:
- Use of online quotes, wording, or data without proper citation of the source.
- Adopting or reproducing ideas or words of another person without acknowledgement in formal papers, reports, or patient care documentation.

The examples noted do not constitute the entirety of offenses that would be examples of dishonesty. The consequences of a violation of the academic dishonesty policy are independent of, and in addition to, any adverse College disciplinary action, which results from the student’s conduct.

**Accountability by NHS Students**

**Class Attendance**
Due to the nature of the content in NHS program courses, it is expected that NHS students will attend each class session. Refer to specific course syllabi for additional expectations regarding class attendance.

**Clinical Attendance**
See Clinical/Lab Policies – Attendance is mandatory and required for all clinical experiences throughout an NHS program.
Conduct in Classroom Settings

Civil behavior is expected in all teaching-learning situations, whether face-to-face, live, or virtual classroom settings. Each faculty member has the right and the responsibility to set specific ground-rules pertaining to each course at the beginning of the semester. Respectful freedom of expression, conduct, and discourse is encouraged in class situations. Rude or discourteous behavior or communication that disrupts the teaching-learning environment is regarded as uncivil and will not be tolerated. Any behavior that negatively affects the teaching-learning environment or faculty-student well-being will be addressed directly and fairly. In general, keep the following in mind:

- Written permission of the instructor is required before audio or video recording any NHS lectures or presentations. Under no conditions is a student permitted to post publicly (Facebook, MySpace and other social media venues) a video or audio recording of an NHS lecture or activity without the written permission of the course faculty.
- Professional behavior is expected in all classes at all times
- Cell phones and pagers should be turned off or set to silent mode
- Minimize entering or leaving the classroom during instruction to avoid class disruption
- Computers are to be used for note-taking or classroom activities only
- Limit side discussions with your neighbor to points of clarification only
- Electronic equipment is not permitted in the testing environment during test taking. Cell phones and other texting/electronic devices are to be placed well away from the NHS students and in the “off” mode. Hats are not allowed, bags must be placed on the floor away from the desk, and calculators may be used with permission of faculty only. **NHS students using any notes or communication during testing will be disciplined using the college policy of “cheating”**.
- Specific patient information discussed during class is to be kept confidential.
- Leaving the classroom during test taking will not be allowed.

Late Assignments

NHS students are expected to complete all course assignments in accordance with the course syllabus and submit the assignment by the stated due date. Consequences for non-submittal of an assignment may include course failure. The grade for an unexcused late assignment will be reduced by 10% per day that the assignment is late. Assignments will not be accepted four or more days after the due date.

*Example 1 – 10 point assignment:*
- One day late = 1 point loss
- Two days late = 2 point loss
- Three days late = 3 point loss
- Four days late = 4 point loss
- >4 days late = No credit

If the student anticipates that s/he will not be able to submit an assignment on time, the student must send an email message to the course faculty at least 24 hours prior to the date and time the assignment is due. The message must include the reason(s) that the student is unable to meet the deadline and request an extension to complete the assignment. The email request for extension
will be placed in the student’s file. The faculty member may approve or deny this request. If the request is approved, the faculty member and student determine the new due date for submission of the assignment. If the request for extension is denied, the original due date will be enforced and the assignment grade will be reduced by 10% per day that the assignment is late. Individual faculty may include alternate information regarding late or omitted assignments in course syllabi.

Missed Exams and Quizzes
If a student must miss an examination or quiz, a 15% grade reduction may occur. If the student notifies the instructor prior to the exam or quiz, the faculty member will determine if the 15% penalty will be invoked. If the student fails to contact the instructor, a 15% reduction will be made. Individual faculty may include alternate information regarding missed exams or quizzes in course syllabi.

**Evaluation of NHS Students: Clinical Practica**

Clinical Assessment Tools are used to evaluate student performance in clinical practica:

1. Each clinical course has an evaluation tool.
2. Performance is based on the student’s ability to perform consistently the behaviors listed on each of the assessments.
3. (P) pass and (F) fail grading:
   a. (P)ass = satisfactory performance indicates that the student has adequately met all criteria for each objective with 73% or greater on clinical evaluation form.
   b. (F)ail = unsatisfactory performance indicates the student has not adequately met all criteria for each objective (earned less than 73% on clinical evaluation form)
4. The student is expected to maintain satisfactory performance gained in previous nursing courses as s/he progresses through the program.
5. The student must adhere to the policies contained within the NHS Student Handbook under “Clinical Policies” and specific course policies found in the syllabus.
6. When student performance is not at a satisfactory level in any area on the assessment tool or violates NHS, agency, or LCSC policy, the clinical instructor will initiate the Performance Improvement Plan process (see Performance Improvement Plan Policy) or the student may be dismissed from the program.

**Performance Improvement Plan (PIP)**

**Policy:** All NHS students are expected to perform within professional, program, and course guidelines for student conduct. These guidelines are outlined within the NHS Student Handbook, course syllabi, and the clinical evaluation tool and include professional standards and clinical policies.

In the clinical setting, when conduct violates the above standards or policies, a Performance Improvement Plan (Appendix) documents the issue, states the plan for performance improvement and notes the expected student outcome. This documentation becomes part of the permanent NHS student file. Student conduct and performance that reflects the high standards set within the NHS is expected throughout the course of study. Therefore, faculty members examine student files for
trends or continuation of problem behavior. Accumulation of multiple Performance Improvement Plans in the student file may result in further action, including probation.

The use of performance improvement applies to clinical performance. The nature of the problem will determine the level of performance improvement required. Examples include but are not limited to:

- Clinical performance which has not progressed to meet level standards
- Failure to meet policies outlined in the Student Handbook
- Conduct which is unprofessional and disrespectful to patients, NHS students, or faculty
- Unethical behavior

Minor problems/issues, which appear once but do not present a concern for patient or student safety (such as student appearance or absences) will be documented on the student evaluation form (CET) or in the student file, and discussed with the student. If the problem is not corrected immediately, it should be pursued as a violation of the Student Code or Nursing Code of Ethics; proceed to the appropriate Performance Improvement Level.

Written Warning

- Indicates performance is of concern for being at level with the course Student Progression Standards or fails to show progression in learning. Examples not limited to clinical skill inefficiency, need continually to look up common medications, lack of communication or teaching, need to ask continual basic questions, or professional issues such as disrespect.
- Failure to complete the performance improvement plan may result in further action.

Probation

- Indicates the student’s performance 1) is deficient for critical behaviors listed on the course CET, 2) is potentially endangering to patient, faculty, NHS students 3) violates ethical/legal standards, or 4) is consistently below expected standards for the course level. These indicate that the student is in jeopardy of course failure. Examples not limited to: Continued offenses requiring written warnings; failure to remediate successfully; impaired practice; safety problems in skills involving patients or hospital staff; medication administration errors or blatant disregard for professional standards of behavior.
- During a probationary period, if the student remains below 73% for nursing or 75% for radiography in any component of the evaluation form, the student will fail the clinical course.

Probation initiated near the end of the clinical experience when time for performance improvement is limited may result in a clinical course failure. Probationary status for a student may be initiated only two (2) times during the program. A third incident would result in a clinical course failure and dismissal from the program.

Notes:

- NHS students must respond to performance improvement within 48 hours by contacting the designated person who will assist them with the plan.

- Performance Improvement is required for the partners in any Peer Skills Check-off for skills that have been verified/checked-off by the partner and later found to be deficient.
• If performance improvement relates to a clinical skill, that skill is not performed in the clinical setting until the performance improvement plan is completed.

• If a plan involves a skill that is pervasive to the clinical experience, the student may be asked to leave clinical until the performance improvement plan is successfully completed. Any missed days count as clinical absences.

NHS students must be self-directed for performance improvement since the skills have been previously taught. This means that the independent use of class material, practice in Open Lab hours, and use of videos is expected. The lab faculty and/or CRC Coordinator are to be used for clarifications or to answer questions. The NHS faculty or CRC Coordinator must sign the Performance Improvement Plan indicating that the skill or performance is successfully completed.

**Immediate Program Dismissal:** Immediate dismissal from the program occurs when a student demonstrates negligent or “unsafe” clinical behavior. A grade of ‘Fail’ for the course is posted immediately; the student may not drop or withdraw from the clinical course if the clinical performance has been deemed unsafe. In cases of questionable performance in the clinical setting, the student may be asked by faculty to leave the clinical area until a determination of course status is made.

**Grade Appeal Process:** The Grade Appeal process is available to the student who receives a failing grade under this Performance Improvement Plan policy.

**Grade Appeal, Complaint / Grievance, Disciplinary Process**

An appeal or formal complaint in NHS is defined as one submitted in writing through the appropriate department channels. The complaint must include a detailed description of the circumstances, the parties involved, and the action the complainant wishes to take. The complaint will be handled in accordance with LCSC College Grade Appeal policies, regardless of the nature of the complaint.

The procedure for an appeal or formal complaint begins at the instructor/program/division level. There must be written evidence of progression through the appropriate channels at each step of the grievance. This is consistent with the Lewis-Clark State College policy.

Related policies:
- Academic Dishonesty: Academic Policies
- Disciplinary Process: Appendix
- Performance Improvement Plan: Clinical Policies & Appendix
- Unsafe Clinical Practice: Clinical Policies
- Progression Policy: Academic Policies

The appropriate channels are:
1. Faculty member (Attempt to resolve issue)
2. NHS Chair (Informal and Formal appeals; See Appendix for Grade Appeal Process)
3. College level (see LCSC policy: www.lcsc.edu/registrar/grades-honors)

**NHS Student Code of Conduct & Responsibility**

The Division of Nursing & Health Sciences at Lewis-Clark State College upholds the following as guiding principles for student responsibilities and accountabilities while at Lewis-Clark State College

- College Student Code of Conduct (LCSC Student Handbook)

The radiographic sciences students at Lewis-Clark State College have the added accountability to the following (Appendix C):

- American Society of Radiologic Technologist (ASRT)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)

The NHS students at Lewis-Clark State College have added accountability to the following (Appendix A):

- American Nurses Association Code of Ethics
- American Association of College of Nursing professional values
- Nursing Code of Ethics/ Social Networking Policy

The Division of Nursing & Health Sciences has the mission *in all programs* to graduate NHS students who will demonstrate the inherent values of *professionalism*. The NHS Student Code of Conduct is based on the understanding that to practice in the health professions is to uphold the trust that society has placed in all who practice. The statements of the Student Code of Conduct provide guidance for the student in the personal development of an ethical foundation for academic, clinical, and personal environments.

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**Failure to comply with student conduct codes will result in disciplinary action, which may include dismissal from the program.**

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The following are **Standards for Conduct** to be upheld by the NHS students in our nursing and health sciences programs in all settings:

1. Models the LCSC Student Code of Conduct
2. Models the professional standards of conduct for individual NHS program (nursing or radiography)
3. Upholds personal accountability to act in a manner that reflects the highest moral and ethical integrity in the classroom, clinical lab and clinical settings.

4. Models concern for the well-being of others through supportive interactions with peers, faculty, and the community.

5. Models positive regard for the beliefs of others by acknowledging differences and supporting ideals that respect humanity.

6. Demonstrates respect for the inherent worth of all individuals and teachings associated with the programs within the division of nursing & health sciences.

7. Demonstrates honesty and safety in all activities associated with the program.

8. Communicates internally and externally in a truthful and accurate manner to ensure the integrity of information and data associated with the college and program.

9. Communications model respectful behavior and use of constructive techniques when addressing problems.

10. Uses every opportunity to improve faculty and clinical staff understanding of the learning needs of NHS students.

11. Abstains from the influence of alcoholic drinks or any substance in the academic and clinical setting that impairs judgment. A positive drug screen can lead to academic dismissal from the program.

12. Models positive behaviors of citizenship to the individuals and communities we work beside and serve, demonstrating compassion, fairness, and conscience without regard to age, gender, citizenship, national origin, religion, race, socio-economic level, disability or sexual orientation.

13. Refrains from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.

14. Refrains from use of social media communication that is in conflict with professional standards of confidentiality, privacy, and respect. Use of social media respects the rights and welfare of all individuals and holds in high regard individual integrity in all cases.

15. Assists the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

16. Provides care for the client in a timely, compassionate and professional manner.

17. Communicates client care in a truthful, timely and accurate manner.

References


**Misconduct Policy**

Student misconduct, whether academic or disciplinary, is in direct conflict with the principles and philosophy of professional nursing. Student misconduct of any type will not be tolerated as it lowers the standards of nursing practice, and consequently jeopardizes the safe provision of client care, affecting the lives and well-being of the public.
**Academic Misconduct** is based on academic performance as measured by grades or through evaluation of clinical performance. See NHS Progression Policy.

**Disciplinary Misconduct** stems from the student’s failure to comply with Lewis-Clark State College and Division of Nursing & Health Sciences Codes of Conduct, Nursing Code of Conduct/ Social Networking Policy, or with any college or NHS clinical rules and regulations (syllabus or Student Handbook). Examples of misconduct include, but are not limited to, cheating, allowing access to information to support cheating, plagiarism, alcohol or substance use, or behavior not in alignment with the standards and ethics of the nursing profession.

Violations of the NHS Student Code of Conduct will be documented by the faculty member who has witnessed the offense; the documentation will be shared with the student. NHS students will sign the document, indicating the complaint has been shared with them. The complaint will be forwarded to the Division Chair. Further actions both for improvement and discipline will be determined by the Chair in conjunction with the course/ lead faculty. Violations of any NHS conduct policy will also be referred to the Vice President for Student Affairs and may result in course or program dismissal.

**Progression Policy**

*Progression* is the term used for advancing from one semester to the next while in an NHS. Many criteria must be met to progress, including:

- **Background Check/ Health requirements:** Upon admission and annually, NHS students must renew and meet department policies for health requirements, CPR, and background checks.
- **Grades:** NHS students must achieve minimum program grades in all required courses (general education, support, and program courses). NHS students must earn a “Pass” in Pass/Fail courses and the minimum required program or course grade in graded classes (73-75% for PN/BSN; 75% for RS).
- **NHS students earning a “Fail” grade or grade less than that required by the program or the specific course (noted in course syllabus), are dismissed from the program.**
- **NHS students who are at risk for or who have failed a course should initiate a meeting with their faculty advisor prior to the end of the semester in which the course was taken in order to discuss an academic plan. See Course Failure or Grade Less than “C” / Program/ Course Requirement section below.**
- **See the NHS Re-Entry policy.**
- **NHS students earning a failing grade in a course with the NU, PN, or RS prefix may retake the course one time only; after a second attempt, the student may not continue in the program and the Re-Entry process does not apply.**

**Special Notes:**
- NHS students who fail a clinical course in mid-semester will not be allowed to continue in the failed course. However, in special circumstances, the student may be allowed to complete NHS theory/ lab courses in which they are enrolled. Dismissal from the program will be in effect at the end of the semester in which the course failure occurred.
- NHS students must successfully complete all courses in a given semester before additional program courses may be taken (E.g., all J-1, P-1, or RS-1 courses must be successfully completed before second semesters classes may be taken).

**Course Failure or Grade Less than “C” / Program/ Course Requirement**

**Faculty Roles:**

**Course Faculty:**
- Make course grades available at midterm for student awareness of risk of failure in course
- Assists NHS students seeking help for remediation and plan for success
- At end of semester completes Course Status Form: Grade Less than “C” for NHS students failing to meet minimal course grade for passing. Forwards to: Chair, Admissions and Progression Committee; Student’s academic advisor

**Academic Advisor:**
- Advises student related to nursing/radiography major and course standing
- Meets with student to assess options:
  - Change of major
  - Re-entry to nursing

Completes needed paperwork and forwards to appropriate faculty depending on decisions (see Policies for Re-entry)

**Incomplete “I” Grade**

A grade of “incomplete (I)” is assigned in cases when substantial progress toward completion of coursework (including attendance requirements) has been accomplished at a satisfactory level, but, because of extenuating circumstances, is not completed by the end of the semester. If “I” timelines are not met, a ‘failing’ grade is earned and the student is **dismissed** from the program.

**Faculty Roles:**

**Course Faculty:**
- Notifies student of grade of “I”.
- Completes Course Status Form: Incomplete Grade (see Faculty website), including a written description of work to be finished along with relevant timelines.
- Distributes form as indicated, including a copy to the Student File and to Academic Advisor.
- Notifies student of all program decisions resulting from the academic plan.

**NHS Grading Scale**

*(Course Specific Policies Apply*)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS</th>
<th>PERCENTAGE BSN/PN</th>
<th>PERCENTAGE RS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>Minimum</td>
<td>Maximum</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
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<td>C+</td>
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<td>77</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-75*</td>
<td>75</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt;73</td>
<td>&lt;73-75*</td>
<td>&lt;75</td>
</tr>
</tbody>
</table>

**Re-Entry Policy**

**Policies**

**Re-entry within a stop-out period: Two (2) academic semesters or less**

NHS students who have been separated from an NHS program for two (2) academic semesters or less may apply for re-admission using the *Re-Entry Application*, if qualified. The student will re-enter the program at the level following the level that was last successfully completed.

NHS students who have successfully completed clinical courses are required to pass a Skills Test during the re-entry semester. **Two attempts are allowed for successful completion.** NHS students not passing the test in the Re-Entry semester cannot progress in the program.

**Re-entry after a stop-out period: More than two (2) academic semesters.**

NHS students who seek to return after more than two (2) academic semester absence will apply to restart the program. The student will complete the *regular program application* and compete with all other applicants in the admission cycle. NHS students are responsible to contact Financial Aid to understand loan implications.

**Immediate re-entry**

It is **not** recommended that NHS students re-enter the program immediately for any reason.

**General Information**

Re-entry is granted one-time only for a returning student and is not guaranteed. Re-entry is not granted in cases of Academic Suspension. If re-entry is denied, the NHS internal petition process may not be used to request further consideration.

Re-entry is generally **not** granted if any of the following conditions exist:

The student:

- Acquired **more than one** probationary status when in the program
- Earned less than a “C” grade in **more than one program course**
- Violated of the Student Code of Conduct (College or Division)

**Re-entry Decisions**
Decisions for re-entry of individual NHS students are based on:

1. Overall performance in program coursework
   a. Academic performance
   b. Scenario testing
   c. Clinical evaluations
2. Student’s record of accountability and initiative taken toward successful resolution of issues and problems encountered while in the NHS program
   a. Course Failure or Grade Less than “C” form
   b. Advising and faculty records
   c. Record of professional communications and conduct
3. The student’s insight in the issues that contributed to leaving the program in Narrative Plan of Action.
   a. Identifies problems that led to course failure
   b. Identified steps taken by the student for resolution of the problem.
4. Grade information from pre-program coursework
5. Available resources

**Required Coursework (all NHS students):**

1. Complete the **Course Request Form: Re-entry NHS students** with your academic advisor.
2. Include the **Course Request Form** with your re-entry application.
3. See the enclosed table for required coursework in each program and level. These requirements are upheld in all cases.
4. The NHS student is responsible to contact Financial Aid Offices for the impact on any assistance the student receives.

**NHS Students who are enrolled in any nursing course are permitted access to CRC Open Lab for practice of skills**

<table>
<thead>
<tr>
<th>BSN Nursing</th>
<th>Theory</th>
<th>Skills</th>
<th>Failed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning student in good standing</td>
<td>Evaluate</td>
<td>Skills Testing + CRC Open Lab practice</td>
<td>NA</td>
</tr>
<tr>
<td>J-1 semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failed any course in the J-1 semester</td>
<td>NU 325</td>
<td>NU 313 or Skills Testing + CRC Open Lab practice</td>
<td>Yes</td>
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<tr>
<td>J-2 semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failed any course in the J-2 semester</td>
<td>NU 341</td>
<td>NU 342 or Skills Testing + CRC Open Lab practice</td>
<td>Yes</td>
</tr>
<tr>
<td>S-1 semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failed any course in the S-1 semester</td>
<td>Evaluate</td>
<td>Skills Testing + CRC Open Lab practice</td>
<td>Yes</td>
</tr>
<tr>
<td>S-2 semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failed any course in the S-2 semester</td>
<td>NU 421</td>
<td>Skills Testing + CRC Open Lab practice</td>
<td>Yes</td>
</tr>
<tr>
<td>RN to BSN Nursing</td>
<td>Evaluate</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>Yes</td>
</tr>
<tr>
<td>Radiography</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**Re-Entry Requirements for Material to be Submitted:**

**NHS Students in Good Standing**

NHS students who separated from the program in *good standing* including NHS students who:

1. Left the program for personal reasons or emergency situations
2. Successfully completed all program courses for which they registered with passing grades.
3. Consistently demonstrated compliance with college and Division Code of Conduct and NHS Student Handbook policies.
4. Have no academic or behavior warning or probations on file

These NHS students submit the following:

1. Re-entry application (see procedure for all materials needed)
2. Letter explaining the request to return and written statement detailing an ability to successfully complete the program.

**At Risk NHS students**

NHS students who have separated from the program and who have academic or conduct problems include:

1. NHS students who have failed one or more nursing courses.
2. NHS students whose record includes warnings or probationary status from the college or NHS division.

These NHS students submit the following:

1. Re-entry application (see procedure for all materials needed)
2. Narrative Plan of Action
3. Course Request Form: Re-entry NHS students (available on nursing website)

**What is a Narrative Plan of Action?**

This written plan thoroughly addresses reasons for leaving program and plan for success. The NHS students should construct a short narration to explain the following:

- Statement of the problem/situation that interfered with successful program/course completion.
- Changes in circumstances that have occurred since exit from the program that correct the initial situation that prevented completion.
- Action steps that that you have taken and observed improvements in the situation so that
success in re-entry is more likely.

**What is Nursing Skills Testing in Workforce Training?**

In order to assure continued competence in foundational nursing skills, NHS students need to pass testing once enrolled in nursing courses in the following areas:

- Completed Basic Skills List with all skills checked off: required prior to testing
- Scenario testing
- Testing for individual skills

1. NHS students are allowed **two attempts** in order to pass the Nursing Skills Testing.
2. The nursing Clinical Resource Lab is available to NHS students in enrolled in program courses for practice of skills and skills check off prior to testing.
3. Workforce Training will send confirmation of successful testing to the Administrative Offices upon completion of testing.

Contact Workforce Training for registration and payment.

**Withdrawal from an NHS Program**

NHS students are encouraged to meet with their academic advisor prior to making a determination to withdraw, regardless of the reason. NHS students who elect to withdraw from an NHS program must do so in writing to the Division Chair and should include the reason for withdrawal, including date of withdrawal/terms of course withdrawals. Withdrawals (“W”) count as one attempt in the course for application eligibility or Re-Entry purposes.
Clinical Conduct/ Performance/ Expectations

- Clinical attendance is required. Three (3) clinical ‘tardies’ are equivalent to one (1) clinical absence.
- NHS students must fulfill the required number of course clinical hours to obtain a satisfactory grade of “P” [73% in all categories of the evaluation form for nursing] or 75% for radiography.
- The student is responsible for notifying the assigned clinical instructor and clinical agency prior to absence. Radiography students notify the Clinical Coordinator and the clinical agency (contact information in course syllabus).
- Absences may result in an incomplete or failure, or may be made up at the discretion of the faculty and the availability of clinical resources. If a radiography student fails to follow the attendance policy yet is allowed to remain in the program, the student will do so under probationary status.
- Excused Medical Absences: See Excused Medical Absence Policy & Agreement in Appendix.
- Some clinical agencies require drug testing prior to students performing clinical/preceptorship at their agencies. A positive drug screen can lead to academic dismissal from the NHS program.
- Nursing students are expected to be prepared for report promptly at the start of assigned shift.
- Radiography students may not go to clinical if:
  - Film badge was lost and/or damaged (also includes if the student is awaiting a replacement).

Clinical Practice: Unsafe Clinical Practice

Definition of Safe Practice
The student will demonstrate patterns of professional behaviors, which follow the legal and ethical codes of the profession; promote the actual or potential wellbeing of clients, health care workers, and self in the biological, psychological, sociological, and cultural realms; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the human rights of individuals.

Definition of Unsafe Clinical Practice
Unsafe clinical practice is any act, practice or omission during clinical practice that fails to conform to the accepted standards of the nursing or radiography profession, which may directly or indirectly cause physiological and/or emotional harm to others (See Performance Standards).

The following are examples, not a comprehensive list, of behaviors that may denote unsafe clinical practice:

- Administration of medications or contrast media without knowing indications for patient side effects or precautions.
• Administration of medications or contrast media, or performance of invasive procedures without notification of the clinical faculty prior to acting (direct supervision required for radiography students)
• Negligence in the care of a client which could reasonably cause injury or harm to a client or to co-workers (Negligence is defined as the failure to do something that a reasonable person of ordinary prudence who has been given a similar level of training would do in a certain situation or the doing of something that such a person would not do)
• Attempting activities without adequate orientation, theoretical or clinical preparation
• Attempting activities without appropriate assistance or supervision
• Use of patient care equipment without proper orientation
• Failure to report life threatening changes in a patient’s status
• Failure to maintain confidentiality in interactions or records
• Dishonesty
• Use of any substance that may impair clinical judgment or be harmful to self or others
• Failure to display stable mental, physical, or emotional behavior(s) which may affect self or other’s well being
• Outside employment which, in conjunction with clinical hours (immediately before or after clinical practica), exceeds standard shift length (radiography)
• Unethical behavior of a serious nature

A student whose behavior denotes unsafe or potentially harmful clinical practice will be removed from the clinical setting. In such cases, a final determination of “Unsafe Clinical Behavior” is made by course faculty in consultation with the lead faculty and program coordinator/director/leadership team. The student earns a grade of ‘F’ for the clinical course when actions are deemed “unsafe”, and is dismissed from the program. NHS and College Grade Appeal processes are available to the student who is assigned the grade of “F” as a result of “unsafe” practices.

Conference: Clinical Nursing

Pre- and post-clinical conference is a combination group discussion and planning session that allows the group to focus on the learning objectives for the clinical session. Time is allowed for NHS students to express their thoughts and feelings, analyze their learning experience, share new learning, review the plan of care for assigned clients and clarify relationships between theory and practice. Student concerns are addressed and nursing actions and learning experiences are identified.

- Attendance is required at all clinical conferences. Failure to attend is treated as a partial clinical absence.
- NHS students are expected to be on time for conferences; the ability to be on time is considered a part of time management skills for evaluation.
- NHS students must be prepared for discussion and regular participation in order to attain satisfactory performance grades for communication, analytical thinking, and teamwork in the clinical evaluation. NHS students who are not prepared for the pre-clinical conference will be asked to leave the clinical setting. This will be treated as a clinical absence.
Radiography
Post-clinical conferences will be scheduled intermittently. Conferences provide the NHS students an opportunity to present interesting cases from their current clinical site. NHS students may present perfect images, problematic images, or interesting pathology. This is also a time for NHS students to discuss events that were disturbing (e.g., behavior observed at the clinical site that student felt to be inappropriate, death of a patient, etc.). Concerns are addressed and learning experiences are identified. Attendance is required at all clinical conferences.

Dress Code
The dress code criteria are in place to ensure:

1. NHS students are easily identifiable to the patient and staff to assure patient safety through the consistency of the uniform and personal identification as a student.
2. NHS students present a positive personal and professional image to patients, visitors, physicians, staff and fellow NHS students.
3. NHS students present an image that promotes confidence and trust among others and represents pride in LCSC.
4. NHS students maintain standards of hygiene and universal safety precautions in the provision of patient care.

Consequences: NHS students arriving at the clinical agency improperly groomed or dressed or who violate any of the NHS guidelines will be instructed to leave the clinical setting. The absence will be counted as a clinical absence. Ongoing violations will be dealt with through the performance improvement process.

Dress Code Expectations/ Guidelines [See Appendix for General Appearance & Uniform Guidelines]:
- NHS students in Nursing and Health Sciences wear the approved student uniform (determined for each program) while in the clinical setting, including scenario testing, simulation, and lab courses if directed by course instructors. The uniform includes top, pants, warm-up jackets/lab coats, shoes/socks and personal medical equipment.
- The LCSC/NHS insignia is to be embroidered on all uniform tops and warm-up jackets.
- The student uniform may be worn to and from the clinical setting but is not to be worn in public on personal business (e.g. errands, shopping, visiting, classroom).
- NHS students are to wear LCSC picture nametag and “Student” identifying information at all times when in the clinical setting (includes in-services, conferences, etc.). Nametags must be visible at all times to patients and staff.
- NHS students must maintain personal appearances and hygiene that meet the guidelines stated in this handbook (jewelry, tattoos, hygiene, etc.).
- Inability to meet these policies needs to be reported to the clinical instructor immediately for problem solving
- Consistent disregard for these policies can result in dismissal from the program.
• Hospital specific dress code policies are also enforced when NHS students are assigned in each clinical agency.
• Warm-up jackets matching the uniform color or a white lab coat may be worn for warmth, but are to be removed during patient care for infection control reasons.
• Long uniform pants are required. Pants should skim the tops of the shoes and must not drag on the ground. Pants should fit at the waist so that the back and midriff remain covered when stretching, bending or leaning.
• White, gray, or uniform-colored short sleeved T-shirts may be worn under the uniform. T-shirt sleeves should be visible only at the neckline (not hang below the uniform sleeves or lower edge of the uniform). No decoration or printing should be visible.
• Shoes are to be reserved for clinical use only, maintaining a clean appearance. Shoes are to be white or black, close toed and fit to allow for rapid travel in emergencies. Athletic shoes may be worn but must have minimal and modest decoration/color.
• Socks or hose must be worn. They are to be white or flesh colored or match the uniform color with minimal decoration.
• Personal medical equipment for nursing students include stethoscope, bandage scissors, watch with a second hand, pen, hemostat, goggles and penlight.
• Personal medical equipment for radiography students includes right and left markers and radiation detection devices (film badges). These must be worn during all laboratory and clinical experiences.
• Professional-casual attire: Situations may arise in which NHS students are present in a clinical agency or setting on school-related visits in which a uniform is not required. NHS students in these cases are expected to dress in “professional casual attire:” slacks/chinos/skirts (no jeans/sweats), blouse or buttoned shirt/sweater (no T-shirts/sweats), casual socks/hose/shoes (no sneakers/Crocs/flip-flops).
• Uniforms need to be laundered after each clinical day. The appearance of the uniform is to be neat and unwrinkled without stains, tears, lint, or other imperfections.
• When visiting relatives or friends who are hospitalized, NHS students should wear street clothes and abide by established rules and regulations of the agencies. The student must make it clear that they are not present in the role of a student nurse, but are present only as a friend or relative of the patient. While assigned to the clinical setting, NHS students must obtain permission from the respective clinical instructor to visit friends or relatives.

Personal Hygiene
• NHS students will manifest personal and oral hygiene to eliminate odors throughout the clinical experience. NHS students assume responsibility for appropriate oral hygiene after eating.
• Hair, including facial hair, is to be kept neat, clean, and well groomed. Hair color is to be of a naturally occurring color—blue, green, bright red, pink or other colors are not appropriate for the clinical setting.
• Hair styling should not interfere with vision during patient care. Hair is to be above shoulder length or pulled back off the collar. Hair should be secured away from the face so that procedures and care can be completed without touching/brushing hair away from the face.
• Hair adornments should be modest in appearance and serve to hold hair in place and are not worn for decoration.
• Fingernails need to be clean, short, trimmed and worn without polish. Artificial nails are not acceptable for infection control reasons.
• Make-up is not to be worn in excess.
• Perfumes, after-shaves, and scented cosmetics are not permitted. These may be offensive to individuals who are ill and/or allergic.
• Uniforms, breath, hair are to be free from the odor of smoke.

Jewelry
• NHS students with pierced earlobes may wear small, studded earrings or unadorned gold or silver hoops that do not dangle below the lobe of the ear.
• Small studs less than 2 mm in size may be worn if there are multiple piercings of the ear.
• Small studs are to be used if a piercing is present in the nose. Eyebrow, tongue and other visible piercings may not be worn in the clinical setting.
• A single modest finger ring may be worn. Other jewelry is not appropriate. Neither LCSC nor the agency is responsible for jewelry and other valuables settings lost during the clinical experience.
• Necklaces and bracelets are not acceptable for safety reasons. A watch with a second hand is required for all NHS students.

Tattoos
• NHS students who have permanent skin coloring or tattoos shall have such tattoos or permanent skin colorings covered by their clinical uniform or lab coat in an appropriate manner. Permanent eyeliner, eyebrows or related aesthetic facial coloration is permissible.
• Any student with a tattoo must notify his clinical instructor prior to exposure to MRI. Clinical instructor will determine appropriateness and safety of student exposure. If the skin coloring or tattoo is ferromagnetic in nature (i.e.: attracted to a magnet) adverse effects may occur if the student approaches a magnetic resonance imaging (MRI) unit while observing the performance of an MRI examination. Possible adverse effects include the following burning sensations, transient skin irritation, cutaneous swelling, and other unpleasant sensations or occurrences.

Miscellaneous
• No tobacco use is allowed during the clinical experience, including “chewing tobacco.” Breaks for smoking are not permitted during clinical days. Use of nicotine patches by chronic smokers is an individual responsibility.
• Cell phone use for personal reasons in not permitted during the clinical experience. Faculty may use cell phones so that NHS students may contact them (using phones located at the nurses’ station) for clinical procedures. The permission to use this method of contact is coordinated with each clinical agency.
• Chewing gum is not permitted in the clinical setting. Mints and cough drops may be used by the discretion of the clinical instructor for breath freshening or cough prevention when not providing direct care.
• Situations not addressed here will be covered individually based on the criteria stated above.

**Error/Incident**

- Any student who makes an error or is involved in an incident in the clinical setting must notify the clinical instructor immediately.
- The student will complete the NHS incident report form (Page 65) and the any clinical agency incident forms within 24 hours.
- The clinical agency incident form is given to the charge nurse, clinical supervisor, or radiography manager/director.
- The completed LCSC/ NHS form goes to the clinical instructor who will forward it to the Program Coordinator/Director/Leadership Team and. A copy is placed in the student’s file.

**Performance Standards**

The student must be capable of meeting the performance standards of the NHS programs. Reasonable accommodation can be made for some disabilities. However, NHS students are expected to perform in a reasonably independent manner.

<table>
<thead>
<tr>
<th>Category Description and Standard</th>
<th>Examples</th>
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</thead>
</table>
| **Critical thinking** ability sufficient to exercise sound clinical judgment **Reasoning** skills sufficient to perform deductive/inductive thinking for healthcare decision-making | • Identify cause/effect relationships and make appropriate judgments in clinical situations  
• Develop health care plans  
• Calculate medications |
| **Communication** abilities sufficient for effective interaction in verbal and written form | • Able to obtain information, explain treatment procedures, initiate health teaching, describe patient situations, perceive nonverbal communications |
| **Gross and fine motor** function sufficient to provide safe and effective care | **Gross Motor:**  
• Gross motor skills sufficient to provide the full range of safe and effective patient care activities {move within confined spaces, reach above shoulders (IV poles), reach below waist (plug into electrical wall outlets)}  
**Fine Motor:**  
• Fine motor skills sufficient to perform manual psychomotor skills {pick up small objects with hands, pinch/pick or otherwise work with fingers (e.g., manipulate a syringe), sustain repetitive movements (CPR)}  
**Physical Strength:**  
• Physical stamina sufficient to perform client care activities for entire length of work shift (push, pull, support and lift 25 pounds of weight (position, ambulate, and transfer clients; defend self |
against combative client, use upper body strength to perform CPR)

<table>
<thead>
<tr>
<th>Auditory</th>
<th>ability sufficient to monitor and assess needs of clients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Able to hear monitor alarm and emergency signals, able to listen to breath sounds and to hear normal speaking level sounds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual</th>
<th>ability sufficient for observation and assessment necessary for care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Able to observe patients, and visualize physical alterations and abnormalities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tactile</th>
<th>ability sufficient for physical assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Able to perform palpation of a pulse, perceive temperature and functions of a physical exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mental</th>
<th>Alertness sufficient to interact appropriately with the environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Able to stay attentive and respond appropriately, wakeful, not fatigued</td>
</tr>
</tbody>
</table>

**Interpersonal:**

- Interpersonal abilities sufficient to interact with individuals, families, and groups, respecting social, cultural, and spiritual diversity
- Negotiate interpersonal conflict
- Establish rapport with clients and with co-workers
- Able to adapt to ever-changing environments: displaying flexibility, learning to function in the case of uncertainty that is inherent in clinical situations involving patients/clients.
- Able to listen objectively to patient concerns, able to complete communications without outbursts, tears, fears or other encumbrances to patient interactions. Personal judgments and persuasions are not promoted. Communication is based on professional values and ethics.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>that befits a student healthcare provider and enables proper conduct when representing LCSC at clinical sites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• No vulgar/inappropriate language or actions</td>
</tr>
<tr>
<td></td>
<td>• Communication which is controlled, focused and respects the serious nature of the healthcare environment</td>
</tr>
<tr>
<td></td>
<td>• Respectful interactions with staff, clients, and peers (polite, calm, listening, accepting of feedback)</td>
</tr>
<tr>
<td></td>
<td>• Ability to attend clinical physically and psychologically rested and ready to perform in the student role.</td>
</tr>
</tbody>
</table>

**Special Requirements**

- **Nursing:** All students who are to perform invasive, first time, or any procedure specified by the faculty must be observed by faculty unless prior arrangements are made by the faculty.
- **Radiography direct supervision:** All students who are to perform invasive procedures, C-arm procedures in the OR or the Pain Clinic, or any procedure specified by a patient requisition for which the student has not yet earned a competency must be directly observed by a registered technologist.
- Prescription drug use or medical conditions that could alter judgment or clinical performance must be reported to the clinical instructor prior to caring for any patient. The instructor will assess the student’s ability to participate in patient care and will direct the student accordingly. If a safe assignment for the student cannot be found, the student will be asked to leave the agency. This will count as a clinical absence. The policy on clinical attendance will apply.
- Pregnancy: NHS students who are pregnant or may become pregnant should be aware that certain clinical situations may not be appropriate for them. It is the student’s responsibility to speak with their physician about limitations, obtain written documentation of the limitation, and to notify the instructor. The instructor will assess the student’s ability to participate in patient care and will direct the student accordingly (Radiography students: see Pregnancy Policy under Radiation Safety in Appendix C).
- Illness/Injury/Surgery: Student who become ill during enrollment in an NHS program, are injured, or have surgery should be aware that certain clinical situations may not be appropriate for them. It is the student’s responsibility to speak with their physician about limitations, obtain written documentation of the limitation, and to notify the instructor. The instructor will assess the student’s ability to participate in patient care and will direct the student accordingly.
- If a student has left a workplace under disagreeable conditions, and if that site is a potential clinical site for the student, the student should notify the instructor of this circumstance. This avoids a potentially difficult situation for both the student and clinical site personnel.

**Health Care Requirements of NHS Students**

**Immunization, CPR and Background Check Requirements**

All LCSC nursing and radiographic science students are required to provide official documentation of immunization requirements and Healthcare Provider CPR certification in preparation for admission to the program. These requirements must be met and maintained at all times throughout enrollment in the program. Immunization and CPR updates and documentation of such are the responsibility of the student to maintain. Records must be uploaded to the required tracking system (annual fees apply) as advised by the Division. Failure to complete the process and receive confirmation of satisfactory completion will result in inability to attend clinical practica. Your records may be released to clinical agencies for audit and/or clinical placement issues. See the Appendix for special situations.

In addition to uploading immunization and CPR documentation, NHS students document this data on the LCSC/NHS Student Clinical Passport form that is kept by the student and accompanies them to all clinical rotations for review as necessary by authorized agency personnel. Current immunization and CPR requirements as well as the Student Clinical Passport form are accessed on the NHS website at the following link: [http://www.lcsc.edu/nursing/student-resources/](http://www.lcsc.edu/nursing/student-resources/)
Declination of Immunizations

If the student chooses NOT to be immunized, s/he must sign the Declination Form for each declined immunization (see Appendix). The Clinical Coordinator will review the Declination(s). If there is an outbreak of an applicable communicable disease (those for which NHS or the agency requires immunization) in a clinical facility, for his or her protection, and the protection of clients in the community, the student will be removed from clinical for the duration of the outbreak. By signing the declination form, the student acknowledges that in some cases due to removal from the clinical setting to avoid exposure, s/he may not be able to complete course or clinical requirements, including the required number of clinical hours. This may affect the student’s ability to progress in the program. The student accepts full responsibility for this declination and the consequences thereof.

Specific healthcare institutions may require vaccination without exception (i.e., no declination).

Liability Insurance

All NHS students automatically pay for liability insurance through student course fees. No student is permitted in clinical setting without appropriate liability coverage.

Student Background Check

The NHS requires an annual Background Check (BGC) on all NHS students throughout their enrollment in an NHS program. Failure to comply with BGC timelines will result in program dismissal. All NHS students must have a clear record on the BGC before being fully admitted to or progressing in an NHS program. The student is responsible for costs associated with the annual background check. Agencies may have additional, specific requirements. NHS cannot guarantee clinical placement or the ability to complete clinical hours if the student does not meet the agency requirements. Results of your background check may be released to clinical agencies for audit or clinical placement purposes. Background check requirements detailed in Other Policies section of the NHS Student Handbook.

Illness/ Health/ Safety of Student

Communicable Diseases

If a student has a potentially communicable disease (e.g., hepatitis A, mumps, giardia, shigella, salmonella, or similar), he/she must notify clinical instructor immediately and action will be determined in consultation with the Student Health Services and/or the Public Health Department.

Chronic or Unstable medical /emotional illness

All NHS students who attend clinical practicum experiences must be of stable physical and emotional health to provide patient care, which upholds acceptable standards of safety and professionalism.

- It is the responsibility of the student to disclose to the Program Coordinator/ Director/ Leadership Team any new or chronic personal medical or emotional condition that could
potentially jeopardize the maintenance of a safe environment and safe care for the patient or student. See Performance Standards posted to the NHS website.

- The Program Coordinator/Director/Leadership Team, in conjunction with the student and academic advisor, will determine a course of action which may include:
  - Notification of faculty and clinical staff who need to know about the situation for patient and student safety.
  - Removal of the student from the clinical setting until the problem is resolved. Clinical attendance policies apply if NHS students are unable to attend clinical.
  - Require a Primary Caregiver’s release to document the student’s safety to return to the clinical setting.
  - Referral to the college Disability Services, as appropriate, for additional resources and assistance.
  - Clinical agency policies apply and may exceed those of the nursing/radiography program.

- Examples include (but are not limited to) brittle diabetes in which the student could suffer hypoglycemia, frequent panic attacks, minor surgeries which could influence movement and pain, seizure disorders, unstable asthma, chest pains, back injuries/disabilities.

**Excused Medical Absence**

- To earn a passing grade in a clinical course, all required clinical hours must be completed. Due to the nature of the clinical experiences, it is very difficult to “make up” missed time. Absences anticipated to extend longer than 2 clinical days place the student in jeopardy of failing a clinical course.

- When extenuating circumstances present and the student has arranged in advance, faculty will make every effort to provide opportunities for the student to acquire hours needed to fulfill course requirements. It remains the student’s responsibility to meet the terminal objectives of the course. If an equivalent and timely make-up experience cannot be provided, the student may receive a grade of “Incomplete” for the clinical course. The student may not progress in the program until the “I” is satisfactorily resolved. Clinical make-up experiences are not available during official college breaks (Fall, Winter, Spring, and Summer breaks) or holidays.

**Medications: Personal Prescriptions**

All NHS students are responsible to know the effects and side effects of their personal medications. Any influence from these medications that could potentially jeopardize the provision of safe patient care or safety to the student needs to be reported to the clinical course faculty.

- Clinical faculty reserve the right to remove any student in these circumstances from the clinical setting. Clinical attendance policies apply if NHS students are unable to attend clinical due to their prescription regime.
- A Primary Caregiver’s release may be required to assure the student’s safety in some situations.
Nursing & Health Sciences has a responsibility to maintain the standards of the program when planning alternate experiences for the student. Therefore, the following will be considered when absences are accrued:

1. Academic and clinical proficiency of the student
2. Type of experience that will be missed (observation vs. practice)
3. Equivalency/appropriateness of make-up experience
4. Availability of clinical space or appropriately qualified faculty to support the make-up experience
5. Ability of the faculty of record to adequately observe and evaluate the student during the “make up” hours.

See the Appendix for an agreement that must be signed by the student, instructor, Lead course faculty, and/or Program Director/Coordinator when requesting excused medical absences. Signing the statement indicates this plan was chosen freely by the student.

Following an excused clinical absence, the student must provide a statement from a physician prior to returning to clinical and/or beginning an alternate experience.

**Prevention of Transmission of Communicable Disease: Standard/Universal Precautions**

**Definition of Potentially Dangerous Fluids:**

Avoiding occupational blood and other body fluid exposure is the primary way to prevent transmission of hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV) in health care settings. However, hepatitis B immunization and post-exposure management are integral components of a complete program to prevent infection following blood borne pathogen exposure and are important elements of workplace safety.

An exposure that might place health-care personnel (HCP) at risk for HBV, HCV or HIV infection is defined as a percutaneous injury (e.g. needle stick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g. exposed skin that is chapped, abraded or afflicted with dermatitis) with blood, tissue or other body fluids that are potentially infectious.

In addition to blood and body fluids containing visible blood, the following fluids also are considered potentially infectious: cerebrospinal fluid, synovial fluid, peritoneal fluid, pericardial fluid and amniotic fluid.

**Clinical Exposure Policy**

**Policy**

NHS students who experience an exposure to bodily fluids (needle stick, splash, spills) or who are exposed to other medical hazards while in the clinical setting must report the incident to the 1) clinical agency and 2) clinical faculty/ NHS program Director/Coordinator. *Any costs incurred because of a clinical exposure are the responsibility of the student.*
NOTE: NHS students are required to follow all LCSC and clinical agency policies for Isolation Procedures and universal safety precautions. The Exposure Policy should be followed for treatment and reporting even if proper precautions were not followed.

Procedures:

Exposures:

Definition: Exposure to substances that are harmful or may be harmful to humans. This includes:

- Blood or bodily fluids received to mucus membranes or open skin through splash, needle puncture, or spillage.
- Chemical agents received to skin, ingested or inhaled.
- Radioactive agents through improper protective or monitoring protocols.
- Viral agents that are highly contagious or harmful to pregnant individuals.
- Other unusual incidents or exposures out of the ordinary.

See area below for initial treatment of specific injuries.

1. Notify clinical instructor (NHS students in an observation experience or preceptorship, notify the agency RN you are assigned to. That nurse will assist you to contact the LCSC clinical faculty).
2. Complete Incident Reports.
   a. Agency Incident Report – ask agency staff for assistance
   b. LCSC Incident Report – see appendix for a copy. Copies distributed by clinical faculty

Initial Treatment Protocols:

Clean Needle Stick
Definition: Needle or instrument injury penetrating the skin. Implement has not been used on a patient or other student; has been used only in preparation for injection or procedure.

1. Clean area, washing with soap and water.
2. Bandage as needed.
3. No prophylactic medications are needed.
4. No laboratory testing is necessary for HIV, hepatitis, etc.

Contaminated or “Dirty” Needle Stick
Definition: Needle or instrument injury penetrating the skin, regardless of depth. Implement has been used on a patient.

1. Remove the instrument or needle; do not discard.
2. Wash the area immediately with soap and water. Encourage bleeding from the site with use of gentle pressure.
3. Apply betadine or antibiotic ointment to the site.
4. Apply pressure to control any bleeding before bandaging.

**Chemical Agents**
Definitions: Exposure to hazardous chemicals used in the hospital setting through splash, spillage, accidental ingestion, or inhalation.

1. Immediately wash or flush the agent from the skin/mucus membrane. Use MSDS Information sheets available on each unit. Chemical exposures require specialized treatment.
2. Follow information provided on the MSDS sheet.
3. Visit the agency Emergency Department for emergency treatments needed (flushing of eyes, reversal medications, etc.).

**Radioactive Exposure (See Addendum C)**
Definition: Exposure to radioactive particles through testing and patient care settings.

1. Follow MSDS sheets for skin or body contact with agents.
2. Other exposures will require follow up with a personal physician for treatment.

**Viral Exposures**
Definition: Exposure to viral agents known to be potentially harmful to humans or fetus.

1. Exposure is typically reported to the student or nursing program once a patient is found to have the virus.
2. Treatment is directed by the hospital or healthcare agency.
3. NHS students who discover contact has occurred or who have questions should talk immediately with the clinical faculty.

**Faculty Responsibilities:**

1. Refer student to the Emergency Department if true emergency treatment is needed.
2. If emergency care is not needed, contact the agency’s nursing supervisor, or Safety/Infection Control Officer.
3. Follow the agency’s policies for immediate exposure and assist student to complete the needed action.
4. All contaminated needle sticks or exposures to blood or bodily fluid must be treated as if there is potential risk of pathogen exposure.
5. Assist student to complete incident forms:
   a. Agency’s Incident Report form
   b. NHS Incident Report Form.
6. NHS students with SHIP need to contact Student Health Services (SHS) within 72 hours in order for Student Health Insurance coverage to apply for the costs of treatment. (see Student Health Insurance pamphlet)
   a. When the evaluation of the exposure is done within the agency where the exposure occurs, the faculty/student should first call SHS to receive a waiver for charges that are covered by Student Health insurance.
b. If SHS is not open, the student may choose to receive care within the agency and report the incident within 12 hours. Charges for care may not be covered by student insurance without prior approval in non-emergent cases.

c. NHS students may also report to SHS for evaluation and possible referral for follow up evaluation.

7. NHS students with their own health insurance are responsible to follow the requirements of their individual insurance plans.

8. NHS students may also seek care by their personal care provider. Notification of SHS is the responsibility of the student. Costs of care are not necessarily covered by student insurance.

9. Report Incident and actions to NHS Chair and appropriate Program Director/Coordinator through e-mail. Assure that the student provides the Incident Report to the appropriate personnel.

**Special Notes for Faculty:**

_Viral Exposures:_
- If student exposure to a viral agent is reported to the clinical faculty by the agency, report this to the NHS Chair immediately.
- Report the actions being taken to protect the student(s).
- Complete an LCSC Incident Report for the NHS students involved in the exposure.
- Examples are Neisseria meningitis, avian flu, H1N1, etc.

**Clinical Injury Policy**

**Policy**

NHS students who experience a physical injury while in the clinical setting must report the incident to the 1) clinical agency and 2) clinical faculty/ NHS program Director/ Coordinator. *Any costs incurred because of a clinical exposure are the responsibility of the student.*

**Procedures:**

1. Notify the agency RN/CI you are assigned to and your LCSC faculty
2. Complete Incident Reports.
   a. Agency Incident Report – ask agency staff for assistance
   b. LCSC Incident Report – see appendix for a copy. Copies distributed by clinical faculty

**Initial Treatment Protocols:**

1. Refer student to the Emergency Department if true emergency treatment is needed.
2. If emergency care is not needed, contact the agency’s department supervisor, or Safety/Infection Control Officer.
3. Follow the agency’s policies for accidental injury and assist student to complete the needed action.
Faculty Responsibilities:

1. Assist student to complete incident forms:
   a. Agency’s Incident Report form
   b. NHS Incident Report Form.
2. NHS students with SHIP need to contact Student Health Services (SHS) within 72 hours in order for Student Health Insurance coverage to apply for the costs of treatment. (see Student Health Insurance pamphlet)
   a. When the evaluation of the exposure is done within the agency where the exposure occurs, the faculty/student should first call SHS to receive a waiver for charges that are covered by Student Health insurance.
   b. If SHS is not open, the student may choose to receive care within the agency and report the incident within 12 hours. Charges for care may not be covered by student insurance without prior approval in non-emergent cases.
   c. NHS students may also report to SHS for evaluation and possible referral for follow up evaluation.
3. NHS students with their own health insurance are responsible to follow the requirements of their individual insurance plans.
4. NHS students may also seek care by their personal care provider. Notification of SHS is the responsibility of the student. Costs of care are not necessarily covered by student insurance.
5. Report Incident and actions to NHS Chair and appropriate Program Director/Coordinator through e-mail. Assure that the student provides the Incident Report to the appropriate personnel.

Protection Orders (Order of Protection/ Restraining Order)
Any student who has obtained a protection order against another individual must notify and provide a copy of the document to LCSC Campus Security. Campus Security will notify the Division Chair, all involved professors, and the appropriate campus offices.

The clinical instructor will assist the student to notify the clinical site supervisor and document the action and date in the student’s NHS file.

Practice Labs

Clinical Resource Center Student Use Policy

1. NHS students who have a latex allergy must immediately notify their clinical instructor and Clinical Resource Center instructor/personnel. Latex-free gloves are available for use in the Clinical Resource Center.

2. NHS students are not to take ANY equipment or supplies from the Clinical Resource Center except when approved by faculty.
3. Use of the Clinical Resource Center is restricted to posted supervised hours only. All NHS students must sign in and out on the form designated for this purpose.

4. Children are not allowed in the Clinical Resource Center.

5. If unsure how to operate equipment, ask for assistance from Clinical Resource Center personnel. Damage resulting from improper use or abuse of equipment will be the financial responsibility of the user.

6. When in the Clinical Resource Center, each student is responsible for maintaining lab equipment/supplies. This includes:
   a. Repackaging supplies in useable manner
   b. Refolding linen appropriately
   c. Notifying staff of need for additional/alternative supplies
   d. Replacing chairs to classroom format when done
   e. Recharge equipment when appropriate
   f. Obtaining clarification for proper use of equipment

7. Respect a quiet environment when fellow NHS students are practicing/testing etc. Any student causing a disturbance will be asked to leave the Clinical Resource Center by the Coordinator or other authorized personnel. Repeat offenders will be subject to disciplinary action.

8. Recognize the role of Clinical Resource Center staff as one of resource and access, not one of housekeeping.

9. NHS students may make individual appointments with a faculty member or the Clinical Resource Center coordinator.

10. If any injury or incident occurs in the Clinical Resource Center, notify the Clinical Resource Center staff immediately. An incident report must be completed.

11. No liquids or foods are allowed in the Clinical Resource Center, but are allowed in the designated report rooms.

12. Supplies and/or equipment inadvertently or intentionally taken from the CRC/SIM Lab setting must be immediately returned upon discovery. Pilfering or misuse of Lab supplies and/or equipment is unacceptable and may be grounds for dismissal from the program and/or College-level sanctions.

13. Students may not take sharps/IV supplies out of the lab.

**Clinical Resource Center Lab Definitions**

*Structured /Guided lab:* Lab occurs as part of a course. Course instructors are present, skills of specific content are taught, followed by student practice. Skills check off may occur.
**Independent Lab:** Lab is a required component of a course. NHS students of that course bring skills bags and independently practice previously learned course specific skills. Course faculty is present to answer questions and conduct skills check off.

**Open Lab:** This lab is open to all NHS students for independent practice on skills. The lab session is not formal and NHS students are encouraged to work with one another to refine skills and ask critical thinking questions. Faculty, the CRC Coordinator or senior level NHS students are available to assist with general questions and clarifications. Reference texts will be used to answer skill specific questions and other nursing questions. Skills check off may be available by prior arrangement and sign-up.

**Skills Check Off Process**
- NHS students will use the Skills List provided in course syllabus for skills check off.
- Faculty will use the Fundamental Skills text and procedure check-off lists used in the clinical course as the reference for the steps to be taken in the skills check off.
- Individual NHS students will demonstrate their skill independently to an individual faculty assigned to the Independent Lab session.
- NHS students may complete Skills Check Off during a clinical practicum if the clinical faculty member has time that can be devoted to watching the student.

**Peer Skills Check Off**
- Certain skills have been designated by faculty members as ones that can be validated through a peer check system.
- The Peer Skills Check Off requires diligent observation by a partnered student.
- The “Peer” is responsible to assess the skill, dexterity, and confidence of their partner during the demonstration of individual skills. The partner initials their approval of the peer demonstration.
- If a student has a performance improvement plan for a skill that has been checked by a peer, the peer may be given a performance improvement plan also. This determination is made by the clinical faculty.

**Supply Bags**
- NHS students use supplies contained in their skills bag for all lab practice.
- If a bag is forgotten, share supplies with a friend, returning the favor to your friend on another day.
- Faculty are not able to provide supplies from the storage area to NHS students who have forgotten their personal supplies.
- Selected supplies will be kept at each patient’s bedside. These are to be reused during practice sessions. Supplies should be re-packaged at the end of use in preparation for the next student.

**Simulation Lab**
Objectives:

1. To incorporate additional creative learning activities into basic nursing education
2. To provide NHS students exposure to situations encountered infrequently during traditional clinical rotations
3. To allow nursing students to practice skills without risk of harm to actual persons
4. To foster critical thinking/clinical judgment
5. To foster effective group communication and interdisciplinary collaboration related to patient care
6. To provide NHS students access to a range of simulated nursing experiences that will complement their clinical education ensuring standards of quality and safety

Rules:

1. The simulation lab is a safe learning environment. The simulation lab is to be treated like a REAL clinical environment and is part of your clinical experience. NHS students participating in simulations shall have the respect and attention of all others in the room. Situations in the lab are to be used as a learning tool and will not be discussed outside of the simulation lab.
2. Professional behavior is expected at all times
3. All simulations are for learning purposes only. Information about simulation scenarios will not be shared with other NHS students outside of your clinical simulation group.
4. NHS students must wash hands before manikin contact and should wear gloves during patient care. Products in the lab may contain latex; please notify the lab staff and your clinical instructor if you have a latex allergy.
5. No food or drink in the simulation lab
6. No Betadine, ink pens or markers near simulation manikins.
7. As a healthcare professional, you are to treat the simulator like your patient:
   a. You are expected to introduce yourself to your patient and provide your credentials
   b. You are to inform your patient of their plan of care, lab results, procedures, and medications as applicable.
   c. You are to use professional communication to manage the simulation; including using SBAR to give and receive report and update other members of the healthcare team.
   d. When performing procedures you are to perform them as taught during skills instruction. You may not “pretend” to wash hands, use an alcohol swab etc.

Site/Agency Policies

- NHS students are expected to perform in accordance with basic rules of safety while in each clinical setting.
- NHS students are required to follow the policies and procedures of the clinical agency in which they are functioning for patient care. These policies are located at the agency for student reference.
Clinical agencies may impose additional requirements on NHS students beyond those identified by LCSC for clinical practica. Examples include drug testing and fingerprinting. NHS students are expected to submit to all requirements at their expense.

Confidentiality is to be maintained at all times in accordance with LCSC and clinical agency policies and HIPAA.

The student is responsible to know these guidelines and review them as needed prior to each clinical experience.

Supplies and/or equipment inadvertently taken from the clinical setting must be immediately returned upon discovery. Pilfering or misuse of hospital supplies and/or equipment is unacceptable and may be grounds for dismissal from the program and/or College-level sanctions.

NHS students must remain in compliance with all CPR, health / immunizations, and background check policies in order to attend clinical practica. NHS students who fail in this will earn an “absence” for all missed days. Clinical attendance policies apply.

Parking at Clinical Facilities: Clinical facilities request that NHS students avoid parking in areas designated for patients and visitors. NHS students participating in clinical courses at St. Joseph Regional Medical Center should, whenever possible, park at LCSC and walk to clinical.

Student Breakage/Waste Charges: Equipment belonging to a clinical facility that is broken during the course of clinical practice should be removed from the patient care area and properly tagged according to clinical agency policy. It is the student’s responsibility to report the breakage to the clinical instructor.

**Courtesy Rules: Tips for Clinical Success**

**Nursing**

Many of these items are common courtesy so you likely already know to do them. These small things make a difference to a busy nurse or nursing unit. Follow these rules respectfully.

- Arrive 10 minutes early to clinical; this gives you time to put away your backpack, use the restroom, etc. so that you can be on time for report.
- Listen to information on all patients so that you know DNR status, diagnosis, and major problems for all the patients on the unit. Do not talk during nursing report.
- Answer call lights for all patients when you are not busy; report the call request to the assigned nurse.
- Report to your instructor or assigned nurse any time you will be away from the unit or unavailable to answer your patients’ call lights. Report the current status of the patient and any significant issues you are monitoring.
- Do not leave the unit if there is care that your patient will need. Organize your time and tasks so that you can go to lunch or attend a clinical conference without asking the nurse to complete a task that is your responsibility.
- Assure that the patient’s room and all work areas are clean and clutter free. Empty waste cans when needed, clean bedside tables, clear medication areas, etc.
- Assist the nursing assistants when you have time available
- Use the nursing station only when you have patient care duties there.
- Be aware of others’ need to use the PYXIS and computer work stations
- When not busy with your assigned patients, ask the instructor or assigned nurse for other patient care tasks you can do or volunteer to help your student colleagues complete their care.
- Do not use hospital resources for your schoolwork. Avoid use of computers/printers for schoolwork.
- Use of hospital supplies for anything other than patient care is considered pilfering.
- Treat others as you would want to be treated.

**Radiography**

Many of these items are common courtesy so you likely already know to do them. These are small things make a difference to a busy radiography department. Follow these rules respectfully.
- Arrive 10 minutes early to clinical; this gives you time to put away your backpack, use the restroom, etc. so that you can begin your shift on time.
- Report to your assigned technologist any time you will be away from the dept.
- Do not leave the dept. if there is care that your patient will need. Organize your time and tasks so that you can go to lunch or attend a clinical conference without asking a staff technologist to complete a task that is your responsibility.
- Assure that the radiographic room and all work areas are clean and clutter free. Change linens, return positioning aids to storage locations, etc.
- Volunteer to help your student colleagues complete their radiographic studies.
- Do not use hospital resources for your schoolwork. Avoid use of computers/printers for schoolwork.
- Use of hospital supplies for anything other than patient care is considered pilfering.
- Treat others as you would want to be treated.
Assessment/ Program Evaluation Process

1. All LCSC students have the opportunity to evaluate faculty and each course using the college Student Course Evaluation (SCE) form; NHS has added extra questions to more fully understand the NHS students’ perspective of clinical, simulation and other experiences. NHS students also have the chance to provide informal feedback to faculty throughout the semester via class discussion or informal feedback forms. Participation in the evaluation process is strongly encouraged. It is recommended the student provide his/her comment(s) in an objective, professional, and ethical manner.

2. End of Program Evaluations: All NHS students are required to participate in college and program outcomes assessments, including an exit interview and general education examination.

Drug Testing

Students must consent to disclosure of drug screening results to all clinical agencies to which the student is assigned or to which the student is requesting placement for a clinical experience. Any positive drug screen test can lead to academic dismissal from the program.

If the student is unable to complete the required clinical experience due to a positive drug screen test the student may be dismissed from the program.

Background Check Policy

The NHS requires an annual Background Check (BGC) on all NHS students throughout their enrollment in an NHS program. Failure to comply with BGC timelines will result in program dismissal. All NHS students must have a clear record on the BGC before being fully admitted to or progressing in an NHS program. The student is responsible for costs associated with the annual background check. Agencies may have additional, specific requirements. NHS cannot guarantee clinical placement or the ability to complete clinical hours if the student does not meet the agency requirements. Results of your background check may be released to authorized agencies or clinical/field experience/internship sites.

1. The background check will be obtained from a company identified by the NHS and will include the following:
   a. Social security number and identity verification
   b. Criminal search (7 years) national and county
   c. Violent Sexual Offender and Predator Registry Search
   d. Office of Inspector General (OIG) List of Excluded Individuals/Entities
   e. General Services Administration (GSA) List of Parties Excluded from Federal
   f. Programs
g. US Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN)

h. Additional requirements may be added at any time

2. Derogatory information of the following nature, discovered during the background investigation, is the basis for eliminating a candidate from consideration for NHS program admission or for program dismissal, as clinical placement will not be possible and the student would be unable to complete clinical requirements. Timeframe is for the last seven (7) years unless otherwise noted:
   a. Felony convictions
   b. Withheld judgments for felonies
   c. Other plea agreements to felony convictions
   d. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving non-consensual sexual conduct committed at any time
   e. Child abuse, sexual exploitation of children, child abduction, child neglect,
   f. Contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants committed at any time
   g. Homicide committed at any time.
   h. Any charge related to illegal drugs such as (but not limited to) possession of drugs or paraphernalia, or trafficking.
   i. Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly) committed at any time.
   j. Assault or Battery.
   k. Misdemeanor theft committed during the last 5 years or grand theft committed during the previous seven years.
   l. Offenses involving substantial misrepresentation of any material fact to the public or an employer including embezzlement, bribery, fraud, racketeering or allowing an establishment to be used for illegal purposes.
   m. DUI within the last 3 years or more than one DUI in the past five years.
   n. Withheld judgement for DUI within the last 3 years or more than one withheld judgement for DUI in the past five years.
   o. First or second-degree arson.
   q. Mayhem, as defined by Section 18-5001, Idaho Code.
   r. Poisoning.
   s. Forgery or fraudulent use of a financial transaction card.
   t. Forgery and counterfeiting.
   u. Insurance fraud.
   v. Pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty and/or NHS students at risk.

3. NHS students will be admitted to the program provisionally, pending the submission of a clean background check. All provisionally admitted NHS students will be given instructions on obtaining a background check.
4. The initial and annual check will be reviewed by the Division Chair (or designee) to determine if the background check is clean.
   a. If the check is clean, the student will be eligible for full admission to/continuation in the program.
   b. If the background check contains crimes listed above, the student will be notified in writing that their provisional admission to the program has been withdrawn, or if an admitted student, that they are dismissed.
   c. Background check findings may not be appealed.

5. Student applying to any NHS program or students in any NHS program who experience pending charge(s) mentioned above must disclose the pending charge(s)/arrests/convictions to the Division chair within 72 hours of the incident.

6. Background checks are maintained online in the Certified Background Check (CBC) database. Those background checks that lead to program dismissal will be maintained in a locked file cabinet in the NHS.

7. Results of a background check performed at another facility for employment reasons may not be used in lieu of the division-approved BGC due to variances in quality and scope of background checks. The NHS has contracted with one company and all NHS students need to complete the same BGC. By having all NHS students complete the same BGC the NHS can assure its clinical agencies that the specific requirements of a BGC have been done uniformly and within a reasonable timeframe.

8. NHS students who leave the program, regardless of reason, must repeat the BGC before being considered for readmission.

9. All NHS students will repeat a complete BGC annually in accordance with the above guidelines. Failure to comply with BGC timelines will result in program dismissal.

10. NHS will not address questions about individual background checks results. NHS strictly adheres to the above policy.

**Pregnancy and Breastfeeding Statement**

Lewis-Clark State College Division of Nursing and Health Sciences supports the achievement of the school/life balance of its students, and values the diversity of its student population. Reasonable attempts to provide accommodations will be made for pregnancy and breastfeeding on a case-by-case basis. Please notify faculty as early as possible of need for pregnancy leave and intentions to breastfeed to ensure adequate opportunity for planning.

**Children in the Classroom**

According to LCSC policy, “Disruption of the classroom is prohibited. NHS students have the obligation to respect the education rights of others as they seek to maximize their learning” (LCSC College Catalog: 2007-2009, p. 106). To comply with college policy and minimize
distraction, enhance learning, and ensure safety, children are not permitted in the classroom, clinical, or learning laboratory settings for any reason.

Confidentiality Statement

The College and Division abide by the Healthcare Insurance Portability and Accountability Act (HIPAA), specifically the areas of the law related to privacy and confidentiality of patient and student healthcare information. As part of this law, the College and the student agree to not use or disclose protected health information other than as permitted or required by this Agreement or as required by law. The College and the student agree to use appropriate safeguards to prevent use or disclosure of the protected health information other than as provided by this Agreement.

All information related to health-care clients in any agency setting is strictly confidential. Any notes used during clinical must be destroyed prior to leaving the agency. Any student who knowingly or unknowingly reveals information related to a health-care client in other than appropriately designated settings will be referred to the Division Chairperson. Such behavior could result in dismissal from the program. NHS students who need to access patient records at clinical agencies must submit the appropriate request form (see Appendix).

Confidentiality is defined as action taken by the student or healthcare provider to preserve the anonymity of the client. Information used for class presentations or post conferences will contain no identifying information. When copying any client records from any setting, all copies need to have pertinent identifying data removed. Confidentiality also includes the security of any electronic data, e.g., hospital computers, telephone, e-mail, fax, and cell phone conversations. Preparation forms, care plans, and any other databases must have no identifying patient data.

Consensual Relationships

The educational mission of the College and the Division of Nursing & Health Sciences is promoted by professionalism in student/faculty and student/clinical preceptor/facilitator relationships. Policies on student/faculty relationships are addressed in the LCSC Faculty-Staff Handbook and the Student Handbook.

Professionalism is fostered by an atmosphere of mutual trust and respect. Actions on the part of an NHS student or NHS clinical preceptor/facilitator, which potentially endanger this atmosphere of mutual trust and respect, must be avoided during the period in which the student and preceptor are participating in an NHS course or clinical requirement. Student and preceptors/facilitators should be aware of the possibility that an apparent consensual relationship with a student may be interpreted (either now or at a later date) as non-consensual and, therefore, sexual harassment. The power differential inherent in student/preceptor relationships may compromise the student's ability to decide and thus call into question the bona fide consensual nature of the relationship.

The potential exists for the student to perceive a coercive element in suggestions regarding activities outside those appropriate to professional relationships. Moreover, preceptors and facilitators, particularly in relationships with NHS students under their supervision, need to be aware of potential conflicts of interest and the possible compromise of their evaluative capacity.
They also need to be aware that a relationship may give rise to a perception on the part of others that the evaluative capacity of the preceptor/facilitator has been compromised.

- It is a violation of this policy for a student to undertake an amorous relationship or permit one to develop with a preceptor/facilitator or clinical agency staff member when under that person’s supervision or evaluation, even when both parties appear to have consented to the relationship.
- The NHS does recognize that consensual amorous relationships may exist prior to the time a student is assigned to a preceptor/facilitator or is placed in a situation where the preceptor/facilitator must supervise or evaluate the student. Should this occur, it is the student’s responsibility to notify his/her clinical coordinator or lead faculty for reassignment.
- A student should not be assigned to a preceptor or facilitator with whom that student has or has had a recent consensual amorous relationship.
- A student who fails to follow this policy will be subject to the NHS Performance Improvement Plan policy, with probation or program dismissal as a possible outcome.
- A preceptor/facilitator who fails to follow this policy shall be removed from his/her clinical preceptor/facilitator status with NHS and Lewis-Clark State College.
- Persons who are married, or were married, are included within the definition of those persons having, or who have had, a consensual amorous relationship.
- A complaint alleging violations of the policy regarding consensual relationships may be filed by any person.

**Papers/Written Assignments**

1. The original copy of student papers may be kept on file in the Division of Nursing & Health Sciences. NHS students are expected to keep a duplicate copy of all papers submitted.
2. The current edition of the APA style guide is to be used in writing and formatting formal papers.
3. The student is responsible to reference the most recent APA style guide in formatting papers. In disputes about APA grading criteria, the current APA style guide will be used. Faculty preferences for formatting that do not adhere to the APA style guide need to be explicitly stated in the syllabus to be used for grading.

**Recording**

Please request permission from individual faculty members if you wish to record a lecture. Video and audio recordings of faculty lectures will only be permitted if permission is granted. Any recordings made are to be used for personal use only. No posting of recordings shall be made to any social media site or to be shared among fellow students. Please notify faculty if you plan to record a lecture.

**References for NHS Students**

A student may need a professional reference for a job, a scholarship, etc. Please use the Reference Request form available on the Registrar’s website or in the NHS Handbook Appendix. If the student plans to use a faculty member for a reference, please ask the faculty member for permission to use.
his/her name. Provide the faculty member with a current resume, which includes student name and address, career objective, education, certification or licensure, work experiences, professional activities, special skills, projects or course, honors, publications, contributions to the community and references. Provide faculty with at least two weeks advance notice when requesting a reference.

**School Pin**

An official school pins has been designed for each program. NHS students will be given the opportunity to purchase a pin at the end of the program. Purchase of a pin is not mandatory. Order information will be provided. The cost of the pin is not included in program or course fees.

**Student Representation at NHS Meetings**

NHS students are given the opportunity to select representatives to participate in selected NHS meetings. It is each representative's responsibility to obtain input from peers prior to these scheduled meetings and determine his/her classmates' requests and concerns and report any decision back to the group. Student representatives are expected to be professional in their conduct. If confidential/personal student material is being discussed during the faculty meeting, the student(s) may be excused.

**Transportation/ Expenses for Clinical**

NHS students are required to provide their own transportation and bear the expenses for all travel and most housing related to clinical experiences. LCSC is not responsible for any personal injuries or damages incurred during travel.
APPENDIX – All NHS Programs
Course Challenge Procedure

Policy
1. NHS students with substantial educational, work-related or life experience may be awarded full credit for one or more required NHS program courses through the course challenge process. There are no partial course challenges permitted. Specific guidelines for the BSN Program are found in the Appendix A. For RS, RI, and PN course-specific guidelines, meet with the Program Coordinator or Director.
2. Both theory and clinical courses may be challenged.
3. The challenge process must be completed by “the Last Day to Withdraw” in the semester prior to the semester in which the course is to be taken. The “Last Day to Withdraw” is noted in the Academic Calendar (www.lcsc.edu/registrar/).
4. Only NHS students admitted to an NHS program may request an NHS course challenge.
5. NHS students initiate the course challenge process through discussion with their academic advisor.
6. Course lead faculty will determine the method by which the student validates his/her experience/knowledge. A written paper, testing, or laboratory demonstration are examples of methods that may be used in the challenge process to validate knowledge or skill.
7. Course challenges within the NHS are processed in accordance with the LCSC Course Challenge policy. For BSN courses, see additional guidelines in the Appendix. Current registration and fee requirements are found at www.lcsc.edu/registrar.
8. The student will be notified of the challenge outcome prior to the end of the semester in which the challenge was completed. NHS students who are unsuccessful in the course challenge will be required to take the course in order to receive credit. A course may be challenged only one time.
9. In rare instances, NHS students may meet a portion of the course competencies through previous study or extensive work experience. NHS students in these cases must register for the course then meet with the course Lead Faculty who will validate the competencies that have been met. NHS students must then successfully complete the remaining course requirements.

Process

Student Role: (semester prior to the course being offered)
1. Meet with academic advisor to discuss the feasibility of a course challenge.
2. Meet with Lead Faculty for the course to be challenged. Obtain a copy of the course objectives and describe the reasons for requesting eligibility to challenge the course.
3. Based on the discussion, submit to the Lead Faculty a Letter of Intent for the course challenge process. Include in this letter:
   - Student name, student identification number, and LCMail address
   - Date of letter
   - Course number and title being challenged
   - Brief explanation of experience or training that the student identifies as meeting course objectives. Address specific rationales for eligibility to challenge the course
   - The Letter of Intent is filed in the NHS student files.
4. Meet with course faculty to determine the methods to be used for validation of the prior learning (test, paper, etc.).
5. Complete the Course Challenge Form from the Registrar’s website. http://www.lcsc.edu/registrar
6. Submit the completed Course Challenge Form to the NHS Division Chair for approval.
7. If approval is denied, register for the course to be taken in the upcoming semester.
8. Pay associated fees at the Cashier’s window. Return the approved form and acknowledgement of payment to the faculty assigned to facilitate the challenge.
9. Complete the course challenge requirements and submit them to the Lead Faculty prior to the “Last Day to Withdraw” for the semester (dates in Academic Calendar on Registrar’s web page). The Lead Faculty member determines when all requirements for the course challenge have been met; the earned grade is noted on the Course Challenge Form and the student is notified.
10. NHS students unsuccessful in the course challenge must enroll in the course for credit.

The Lead Faculty Role:
1. Meet with student to review the course objectives and briefly discuss student’s intent to challenge the course; review the eligibility based on the program’s Course Criteria for challenges (if applicable, noted below).
2. Review student Letter of Intent; meet with student to determine the method by which the student validates their experience in the challenged course content areas. A written paper, testing, or skills demonstration are examples of methods faculty may use in the challenge process. This becomes the Course Challenge plan.
3. If the plan is acceptable to both faculty and student, file the Letter of Intent in the NHS student file and have the student complete the college Course Challenge Form (Registrar’s Web Page). Once completed, the student submits form to the Division Chair for final approval to begin the challenge. Once approved by Chair, the Lead faculty notifies student; the student pays the associated fees and submits the form to the Registrar’s office.
4. Evaluate the course challenge material based on the Course Challenge plan as submitted by the student. If all requirements for the course challenge have been met prior to the end of the semester, notify the student of the outcome of the challenge process. NHS students who are unsuccessful in the course challenge will be required to take the course in order to receive credit. A student cannot challenge a course a second time.
5. At the successful completion of the challenge, the Lead Faculty submits the earned grade on the Course Challenge Form.
6. Course challenge material is submitted to the Program Director/Coordinator for review and final filing in the student file.
7. Distribute copies of the Course Challenge Form including a copy to course Lead Faculty and student.
8. NHS students unsuccessful in the course challenge must enroll in the course for credit.
PROCEDURE FOR CHALLENGING NHS COURSES

The semester prior to the course, meet with advisor and lead faculty to discuss feasibility

Submit Letter of Intent to Lead Faculty
(Inform Program Director/Coordinator)

APPROVED

NOT APPROVED

TAKE COURSE

Complete Challenge a Course Form
Submit to Division Chair for final approval
Pay challenge fee to Controller.
(Use only when entire course is to be challenged.)

Agree on Course Challenge plan
or challenge exam test date

Complete Challenge

PASS
Course Challenge form signed & Grade Posted

FAIL
Enroll in Course

For clinical course challenge, prepare the material to validate how course objectives have been met.
**Disciplinary Process**

**Division of Nursing & Health Sciences**

**Purpose:** Applied when a student violates the LCSC Student Code of Conduct, including prohibitions against Academic Dishonesty (see Student Code of Conduct in LCSC Catalog), or violates any more stringent standard of conduct set out in this Nursing & Health Sciences Student Handbook.

Complaint of Violation made to the VP of Student Affairs or his/her designee

Complaint is investigated by VP of Student Affairs or his designee, and if possible interviews the student

VP or designee makes an initial determination of whether a violation occurred and, if so, recommends sanction or academic remedy and provides a copy of his or her report to student

If student disagrees with report and recommendation, student may make written request to Office of Student Affairs for a hearing before Student Hearing Board within 7 days after the date upon which the student is served with a copy of the investigator’s report.

See “Student Hearing Board” section of College Catalog for detailed information regarding complaints, investigations, and proceedings before the Student Hearing Board.
**Performance Improvement**

**Division of Nursing & Health Sciences**

**Purpose:** Applied to remediate deficiencies when a student fails to perform within professional, program, and course guidelines/standards/policies.

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**Unsatisfactory Clinical Performance**

Determine level of performance improvement needed and initiate Performance Improvement Plan (PIP) when appropriate

- Minor issues/problems: CET/student file
- Written Warning: PIP
  - Based on conduct or repeated minor issues/problems
- Probation: PIP
  - Based on conduct or repeated Written Warnings

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**Course Failure**

- During probationary period, if the student remains below 73% for nursing or 75% for radiography in any component of the evaluation form or fails to meet the objectives outlined in the PIP, the student will fail the clinical course.
- Probation initiated near the end of the clinical experience when time for performance improvement is limited may result in a clinical course failure.
- Probationary initiated only two (2) times during the program. A 3rd time results in course failure.
- Course failure results in dismissal from program.
- Student may access Grade Appeal policy.
Student Performance Improvement Plan Form

Student Name: ____________________________ Program/ Year: _____/____ Course: __________

The purpose of this form is to notify you that your performance is not at the expected level for your level in the program. To continue toward successful completion of the course, the steps outlined here must be achieved. Failure to do so may result in course failure. Refer to the current year NHS Student Handbook.

Performance Improvement Level: ☐ Written Warning ☐ Probation

Description of event/Date of event/Signature (add additional pages if necessary):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Learning Objective (add additional pages if necessary): Date of next review: __________

Student may provide response in written form to faculty member initiating document. Your signature indicates you have read this document.

Student Signature: ____________________________ Date: ________________

Faculty Signature: ____________________________ Date: ________________

******************************************************************************

Student has attained expected level of performance following remediation Date: ____________ Initials: _____

Recommendations:

<table>
<thead>
<tr>
<th>Date</th>
<th>Skills Remediated</th>
<th>Faculty Signature</th>
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</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

Student Signature: ____________________________ Date: ________________

Faculty Signature: ____________________________ Date: ________________

*Form initiated* by course faculty with copies to: Academic Advisor, Program Coordinator/ Director or AA&P Chair, CRC Coordinator (if necessary), and student. **Final Copies:** Original completed, signed and placed in NHS student file with a second copy to Assessment Director.
Course Request Form: Re-entry Student

Today’s Date: _____________________ Request re-entry for: Fall SP SU Year ______ (circle one)

Student Name ___________________________ Student ID ___________________________

Contact Information: Phone: ______________________ Lemail: __________________________

Course Failed: (student failing >1 course do not qualify for re-entry)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Semester/Yr</th>
<th>Grade</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Academic Plan for returning semester (see policy for requirements):

- Basic Skills Refresher (Workforce Training) -or-
- Clinical Course: List ____________________________

- Failed course (Skills Refresher or Clinical not required if retaking clinical due to failure): List:

- Clinical theory course: List: ____________________________

Advisor Information:

- Financial Aid review of resources Signature (FinAid) ____________________________ Date ______

Advisor Comments: ___________________________________________________________________

- Narration from student attached
- Re-entry application attached
- Fee paid
- Certified profile attached.
- Basic Skills registration attached
- Immunization, CPR, background check are in compliance

Student signature ____________________________ Date ______

Advisor Signature ____________________________ Printed Name __________________________

Program Chair Signature ____________________________ Date ______
**Course Status Form: Course Grade Less than “C”/Course Requirement**

This is to be completed by course lead faculty when course failure is known.

<table>
<thead>
<tr>
<th>Student Name.ID#</th>
<th>Sem/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Contact Information during semester break</strong></td>
<td></td>
</tr>
<tr>
<td>Course # Name</td>
<td>Grade:</td>
</tr>
<tr>
<td>Course faculty</td>
<td>Advisor</td>
</tr>
</tbody>
</table>

**Course Faculty Comments** (used during re-entry process): Please identify your assessment of the student’s issues that lead to course failure and any help or actions taken during the semester to avoid course failure:

| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |

**First failure of this course**  **Second failure of this course**

Signature of lead faculty: __________________________ Date: __________

**Advisor Comments** (used during re-entry process): Please comment on your meeting with the student and recommendations that will assist the admissions committee in decisions about re-entry.

| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |

**Recommend re-entry**  **Recommend with reservation**  **Cannot support re-entry**  **No plan to re-enter**

Signature of advisor: __________________________ Date: __________

**LCSC: Nursing and Health Sciences**
**Course Status Form: Incomplete Course Status**

Completed prior to end of semester in which failing grade will be received. Forward to Program Coordinator/ Director/ Leadership Team prior to the end of the semester in which the failing grade is received.

<table>
<thead>
<tr>
<th>Student Name/ID#</th>
<th>Semester And Year</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

Student contact information during break

<table>
<thead>
<tr>
<th>Course # Name</th>
<th>Grade: Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Faculty</th>
<th>Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**To Course Faculty:** The grade of “I” indicates that work is satisfactory but, because of extenuating circumstances during the semester, has not been completed by the end of the term. The grade is given at the discretion of the instructor when the student has made substantial progress toward completion of coursework. (LCSC College Catalogue, 2009 – 2011, pg. 84). An incomplete grade is meant to apply to written work, which needs to be completed; it does not include attendance in the classroom or clinical setting after the end of semester in which the course was taken.

**Course Faculty with student:** List outstanding coursework and due dates (if attachment, add signature)

<table>
<thead>
<tr>
<th>Student’s initials</th>
<th>Faculty Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>........................</td>
<td>........................</td>
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</tbody>
</table>

Student is to meet with course faculty and the Program Coordinator/Director/Leadership Team prior to the end of the semester in which an Incomplete grade is assigned in an NHS course. A plan will be developed to address progression issues. Normal progression to the next semester in NHS program is jeopardized when successful course completion has not occurred.

**Program Coordinator/Director/Leadership Team Plan:**

Classes to register for: .................................................................

Petitions needed: .................................................................

Faculty contacts needed/reason .................................................................

Student Signature: ................................. Date: .................................

Coordinator Signature: ................................. Date: .................................

Date “I” Resolved: ................................. Initials: ................................. Change of Grade Form submitted to registrar: .................................

**Program Coordinator/Director/Leadership Team sends copies to:**

- Assessment Director
- Advisor
- Adm Asst for NHS students (Lew or Cd’A)
- Coordinator/Director
- Course Faculty
- Student
Program Re-Entry Application

_____ Basic Track                _____ LPN to BSN Track                _____ RN to BSN Track
_____ Practical Nursing           _____ Radiography

Applying for: (See current program application on the NHS web site for Application Window dates.)

- Fall Semester Admission _______ (Year)
- Spring Semester Admission _______ (Year)

Personal Information

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>Maiden Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Permanent Address (Street, Apt #)

<table>
<thead>
<tr>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Local Address (if different from above)

<table>
<thead>
<tr>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Primary Phone | Secondary Phone | LCSC Student I.D. Number | Social Security Number

<table>
<thead>
<tr>
<th>State of Legal Residence</th>
<th>Current Certificate or License (circle all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CNA          LPN          EMT          Paramedic</td>
</tr>
<tr>
<td></td>
<td>RN</td>
</tr>
</tbody>
</table>

Person to contact in case of emergency | Telephone | Relationship

Submit application with other materials as a packet; requirements detailed in the NHS Student Handbook.

Application Fee ($35)
Pay at the Cashier’s Office
Account 11-01-187602-41003
Receipt # _______________
Date _______ Cashier’s Initials _______
# NHS: General Appearance Guidelines

<table>
<thead>
<tr>
<th>Uniforms</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing is clean and in good repair</td>
<td>Holes, tears, rips, frays</td>
<td></td>
</tr>
<tr>
<td>Clothing is generally wrinkle-free</td>
<td>Unfinished or raveled hems</td>
<td></td>
</tr>
<tr>
<td>Shoes are clean and kept in good repair</td>
<td>Stained, dirty, or excessively wrinkled garments</td>
<td></td>
</tr>
<tr>
<td>White or black shoes that are safe for fast walking, running: low height, secured to foot</td>
<td>Shirts with slogans, graphics or logos</td>
<td></td>
</tr>
<tr>
<td>Socks that cover ankles or hose worn with shoes</td>
<td>Undergarments obtrusively visible through outerwear</td>
<td></td>
</tr>
<tr>
<td>White, gray, or black short-sleeve shirts visible only at neckline</td>
<td>Open toed shoes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shoes worn for everyday use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sweatshirts, hoodies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grooming</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neat and clean hair in a natural color</td>
<td>Body odor, offensive breath, unkempt personal appearance</td>
<td></td>
</tr>
<tr>
<td>Hair secured with modest clips, pins, combs so as not to come into contact with patient</td>
<td>Long, loose hair</td>
<td></td>
</tr>
<tr>
<td>Clean, neatly trimmed or manicured nails</td>
<td>Extremes in hair dyeing, bleaching or coloring</td>
<td></td>
</tr>
<tr>
<td>Conventional makeup</td>
<td>Long or artificial fingernails, gels, inlays, extenders and wraps</td>
<td></td>
</tr>
<tr>
<td>Neatly groomed facial hair</td>
<td>Nail polish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heavy makeup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perfumes, after-shaves, and scented cosmetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uniform smelling of tobacco</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chewing gum</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jewelry/Tattoos</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small stud allowed in ear and/or nose</td>
<td>Mouth and eyebrow jewelry</td>
<td></td>
</tr>
<tr>
<td>Single modest ring</td>
<td>Necklaces and bracelets</td>
<td></td>
</tr>
<tr>
<td>Reasonable efforts to cover tattoos</td>
<td>Decorative rings or adornments</td>
<td></td>
</tr>
<tr>
<td>Watch that is easily removed for hand washing; pendant watch; stethoscope watch</td>
<td>Hoop earrings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nametags</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worn in upright and clearly visible position such as at chest height or attached to breakaway lanyard</td>
<td>Defaced by pins or stickers</td>
<td></td>
</tr>
<tr>
<td>Must be able to see student’s name and photograph on badge</td>
<td>Old, dirty, discolored</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ID picture that no longer looks like student</td>
<td></td>
</tr>
</tbody>
</table>
## NHS Uniform Requirement Summary: All Programs

NHS students enrolled in a Nursing & Health Sciences Program must comply with the following requirements:

<table>
<thead>
<tr>
<th></th>
<th>Basic BSN/LPN to BSN Tracks</th>
<th>Practical Nursing</th>
<th>Radiography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manufacturer</strong></td>
<td>Cherokee</td>
<td>Cherokee</td>
<td>Cherokee</td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td>Black</td>
<td>Ceil blue</td>
<td>Wine (radio) top; Wine or black pants</td>
</tr>
<tr>
<td><strong>Top styles</strong></td>
<td>4700; 4801; 4746; 4876; or 4780</td>
<td>Women: 4700</td>
<td>Women: 4700</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Men: 4777</td>
<td>Men: 4777</td>
</tr>
<tr>
<td><strong>Pants styles</strong></td>
<td>Matching black; Any Cherokee style, sits at the waist; covers back and midriff when bending &amp; stretching</td>
<td>Matching Ceil blue Any Cherokee style, sits at the waist; covers back and midriff when bending &amp; stretching</td>
<td>Matching Wine or black; Any Cherokee style, sits at the waist; covers back and midriff when bending &amp; stretching</td>
</tr>
<tr>
<td><strong>NHS Logo</strong></td>
<td>Left upper sleeve</td>
<td>Left upper sleeve</td>
<td>Left upper sleeve</td>
</tr>
<tr>
<td><strong>Warm-up jacket</strong></td>
<td>Optional: black</td>
<td>Optional: Ceil blue Women: 4350 or 4301; Men: 4450</td>
<td>Optional: wine Women: 4350 or 4301; Men: 4450</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>White or black; worn only for clinical</td>
<td>White; worn only for clinical</td>
<td>White or black; worn only for clinical</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>To match shoe color</td>
<td>White</td>
<td>To match shoe color</td>
</tr>
<tr>
<td><strong>T-shirt (worn under uniform top)</strong></td>
<td>Short sleeved, no printing; gray, white, or black</td>
<td>Short sleeved, no printing; gray or white</td>
<td>Short sleeved, no printing; gray or white</td>
</tr>
</tbody>
</table>

### Deadlines & Additional Information
- LCSC Nursing & Health Sciences faculty determines the uniform color and styles as well as the logo and its placement. See the Nursing & Health Sciences Handbook or your orientation materials for style choices. Only approved styles are allowed.
- The Owl Uniforms orders the uniforms and takes them to ArtBeat for placement of the logo (this takes at least 3-4 weeks).
- Uniforms are ‘made to order’. To ensure that your uniform is ready on time, you must order and pay for your uniform according to the following timelines. Late orders will incur a late-order fee of $10:
  - BSN Basic/ LPN to BSN *August* start: July 1 (logo only: July 1)
  - BSN Basic/ LPN to BSN *January* start: November 15 (logo only: Dec 1)
  - Practical Nursing (PN) *January* start: November 15 (logo only: Dec 1)
  - Radiographic Sciences *August* start: July 1 (logo only: July 1)
- NHS students who purchase uniforms independently must take them to the Owl for placement of the logo. There is a $5.00 service charge per item plus the cost of the logo (approximately $6). Costs are subject to change. **Uniforms purchased from a vendor other than The Owl Uniforms must be received by The Owl for logo placement according to the schedule above.**
Incident Report

Note: An agency incident report must also be completed.

NAME OF STUDENT: ___________________________ DATE: ______________

COURSE: ___________________________

LOCATION OF INCIDENT: ___________________________

To be completed by student:

1. Describe in detail what occurred. Give specific times wherever possible.

2. What action was taken by you or others after this event occurred and who was notified. Give specific times wherever possible.

3. What negative effect (if any) did this occurrence have on the patient? What assessment findings validate your conclusion?

4. What suggestions do you have to either prevent this from occurring again or for alternative ways to handle a similar situation?
To be completed by instructor and/or chairperson:

5. What needs to be done to correct this error?

6. Remedial action carried through. Cite dates when Performance Improvement Plan will be complete and any further action taken.

__________________________________________
Instructor

__________________________________________
Date

__________________________________________
Nursing & Health Sciences Chair

cc: Program Director/ Coordinator/ Leadership Team
   Assistant to the Chair
   Student file

Revised 7/12
Immunizations: Special Procedures PPD (TB Skin Test) Positive

All NHS students with a positive PPD test must provide documentation of initial chest x-ray results and medical consultation. The following procedures are required. Please read carefully.

IF THE STUDENT HAS OR WILL BE TAKING INH THERAPY:

1. Provide documentation of initial prophylaxis (INH medication) and medical consultation for TB evaluation.

2. If exposure was recent (within 3 months); chest x-ray results are required again at 3 months along with documented follow-up medical consultation

3. Obtain medical records release form from LCSC Student Health Services.

4. Student must obtain a yearly history and physical in which:
   a. signs and symptoms of TB infection are reviewed.
   b. review of steps to take if symptoms occur or if a respiratory infection lingers.

   Documentation of this yearly check-up will be on file at Student Health Services at Lewis-Clark State College.

IF STUDENT HAS NOT OR WILL NOT BE TAKING INH THERAPY:

1. If exposure was recent (within 3 months), chest x-ray results are required again after 3 months along with follow-up medical consultation.

2. Student must obtain a yearly history and physical in which:
   a. signs and symptoms of TB infection are reviewed.
   b. review of steps to take if TB symptoms occur or if a respiratory infection lingers.

   Documentation of this yearly check-up will be provided to Student Health Services.

IF A CHEST X-RAY IS POSITIVE OR STUDENT EXHIBITS SIGNS/ SYMPTOMS OF ACTIVE TB**:

Sputum specimens for AFB and appropriate medical follow-up must be obtained per CDC protocol

**Student will not be allowed in clinical pending an evaluation of first AFB result (approximately 24 hours). Clinical faculty will consult with Student Health Services in conjunction with the Public Health Department to determine whether the student can return to clinical.
Immunization Declination Form Example

(Name) VACCINE DECLINATION FORM

The Division of Nursing & Health Sciences at Lewis-Clark State College requires that all nursing and radiography NHS students show proof of immunity to (Name condition). Proof includes documentation of titers (blood test to detect positive antibody).

NHS students not immune to this illness may not be admitted to clinical sites during outbreaks of the illness to protect patients from student exposure.

I understand specific healthcare institutions may require vaccination without exception (i.e. no declinations).

I choose not to take the (Name) Vaccine. I understand that the immunization is a preventative measure in case I might become exposed to the (Name) virus during my clinical experiences at Lewis-Clark State College. I accept the responsibility for choosing not to be immunized.

I understand that due to my potential occupational exposure to the (Name) virus I may be at risk of acquiring the disease. I have been given the opportunity to be vaccinated with (Name) Vaccine. However, I decline (Name) vaccination at this time.

I understand that by declining this vaccine, I continue to be at risk of acquiring (Name condition). If in the future I continue to have occupational exposure to the (Name) virus and I want to be vaccinated with (Name) Vaccine, I can receive the vaccination.

I understand that I may not be admitted to clinical sites during outbreaks of the illness and that in some cases, I may not be able to complete clinical requirements.

I have read and understand the preceding Declination to be Immunized statement in the NHS Student Handbook.

Signature: ______________________________ Date: ____________________________

Witness: ________________________________ Date: ____________________________
LCSC: Nursing & Health Sciences

**Excused Medical Absence Agreement**

I, ________________________________________________________, (Student Name) am asking for a medical release from clinical, ______________________ (Course Name and Number), for _____ (up to 4) clinical days. If granted this request, I will make up all hours and experiences associated with these clinical absences. My proposed plan is attached on a separate page.

I understand I must provide a medical release from my physician prior to returning to my regular clinical setting and schedule.

If I choose to work clinical hours in excess of a typical clinical day (8 – 8 ½ hours) to make up missed time, my physician must state in writing that I am physically healthy and able to perform my duties as a student nurse in the selected care setting for up to 12 continuous hours. I am aware that I must always meet Nursing & Health Sciences Performance Standards.

__________________________________________________________________________  ____________
Student Signature                      Date

__________________________________________________________________________  ____________
Clinical Instructor Approval             Date

__________________________________________________________________________  ____________
Course Lead Faculty Approval             Date

__________________________________________________________________________  ____________
Program Director/Coordinator/Leadership Team Approval  Date

CC  Clinical Instructor
    Academic Advisor
    Student’s file
Reference Request
Permission to Release Non-Directory
Education Record Information

Date:

This is my formal request that ________________________________

provide a personal/professional reference for me.

I authorize the person named above to disclose any and all information related to my class performance, general academic performance, or class/lab attendance in both written and oral form to:

______________________________________________________

for the purpose of:

______________________________________________________

I waive my right to review a copy of a written recommendation now and in the future.

Student Name: ________________________________

Student Signature: ________________________________

Faculty/Staff member: Be aware that once you write a letter of recommendation that document is considered an official part of the educational record. Therefore, you should retain a copy of the recommendation provided to the student.
Accreditation

The BSN Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE is officially recognized by the U. S. Secretary of Education as a national accreditation agency; it is an autonomous accrediting agency that contributes to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practice.

As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs (http://www.aacn.nche.edu/ccne-accreditation). For accreditation questions or concerns please contact CCNE, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202)-887-6791.

The Program is also approved by the Idaho Board of Nursing, PO Box 83720, 280 N. 8th Street, Suite 210, Boise, ID 83720-0061, 208-334-3110.

BSN Program Mission Statement

To strengthen the health and wellbeing of the people of our communities by preparing students as professional nurses who engage in critical reasoning and creative thinking to design, provide, and coordinate exceptional nursing care in a dynamic healthcare environment.

BSN Program Philosophy

The faculty of the Baccalaureate of Science in Nursing (BSN) program, in support of the mission of Lewis-Clark State College, the Division of Nursing and Health Sciences and the BSN Program, is committed to providing an outstanding undergraduate education for the preparation of professional nurses. The philosophy of the BSN program reflects the beliefs of the faculty and is based on the synergy of three concepts:

- The Science of Nursing
- The Art of Nursing
- The Teaching/Learning Environment

Synergy is the working together of two or more parts when the result is greater than the sum of their individual effects or capabilities.

We believe the Art of Nursing and the Science of Nursing are synergistic and within the teaching learning environment provide the philosophical basis for the BSN program.
We believe the BSN prepared professional nurse graduate is prepared to meet the challenges of an ever-changing healthcare environment, assuming leadership roles in the profession, advocating on behalf of clients and participating in the political processes impacting healthcare and the profession of nursing.

**Science of Nursing**

We believe that the **nursing process** is the scientific methodology whereby nurses plan interventions. It is the critical process of the science of nursing, a deliberate problem-solving approach to meeting people’s health care and nursing needs.

We believe that **critical thinking and evidenced based practice and research** are the foundations from which clinical reasoning and clinical judgment arise.

We believe that understanding the complexity of human needs requires extensive knowledge and integration of the **life and social sciences**.

**Art of Nursing**

We believe that **Caring Practices along with the American Nurses Association Code of Ethics** creates a compassionate, supportive, and therapeutic environment for patients, family members, communities and colleagues with the aim of promoting comfort and healing and preventing unnecessary suffering.

We believe the **7 C’s of Caring** define understanding of the caring concept for the nurse and the client.

- **Commitment** – Commitment to relationship is essential to caring. Nursing is a mutual interactive process producing an experience where both the client and nurse benefit.

- **Compassion** – Compassion means having an understanding of and being sensitive to situations and needs, understanding an experience from another’s perspective.

- **Confidence** – Encourages trust, truth, and respect without fear or conditions.

- **Competence** – Combining judgment and skills with knowledge and experience to best serve the client.

- **Conscience** – A process of valuing self and others. Conscience encompasses the principles of humanistic nursing care and the American Nurses Association Code of Ethics.

- **Collaboration** – working with others in a way that promotes/encourages each person’s contributions toward achieving optimal/realistic patient/family goals. Involves inter-disciplinary work with colleagues and community.
• **Cultural Sensitivity** - to recognize, appreciate and incorporate differences into the provision of care. Differences may include, but are not limited to, cultural differences, spiritual beliefs, gender, race, ethnicity, lifestyle, socioeconomic status, age, and values.

**Teaching/Learning Environment**

We believe in providing an environment that requires the student to be actively involved and to take responsibility for their learning.

We believe in and strive to create an interactive teaching-learning environment, which embraces various teaching methods and modalities, and accounts for student learning preferences.

We believe the faculty develops curriculum that facilitates learning that is responsive to the changing health care environment.

We believe that paramount to the curriculum are the AACN Professional Roles of Provider of Care, Designer/Manager/Coordinator of Care and Member of the Profession.

We believe in providing a safe environment that facilitates open communication where experiential learning is encouraged.

We believe that adult learning principles guide the curriculum. NHS students are encouraged to extend and refine previous knowledge and experiences to examine the complex meaning of nursing phenomena.

We believe that professional collegial relationships between faculty and NHS students are essential.

We believe in fostering NHS students’ intellectual curiosity and a commitment to lifelong learning.

We believe that the faculty’s teaching expertise, personal scholarship, professionalism and clinical excellence provides NHS students with the tools to develop an expert level of practice as professional nurses.

**AACN Roles for the Baccalaureate Generalist Nurse**


*Baccalaureate Generalist nurses are providers of direct and indirect care.* In this role, nurses are patient advocates and educators. Historically, the nursing role has emphasized partnerships with patients – whether individuals, families, groups, communities, or populations – in order to foster and support the patient’s active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.
Changing demographics and ongoing advances in science and technology are a reality of healthcare practice. The generalist nurse provides evidence-based care to patients within this changing environment. This clinician uses research findings and other evidence in designing and implementing care that is multidimensional, high quality, and cost effective. The generalist nurse also is prepared for the ethical dilemmas that arise in practice and will be able to make and assist others in making decisions within a professional ethical framework. Understanding advances in science and technology and the influence these advances have on health care and individual wellbeing is essential. Understanding patients and the values they bring to the healthcare relationship is equally important.

The generalist nurse practices from a holistic, caring framework. Holistic nursing care is comprehensive and focuses on the mind, body, and spirit, as well as emotions. The generalist nurse recognizes the important distinction between disease and the individual’s illness experience. Assisting patients to understand this distinction is an important aspect of nursing. In addition, nurses recognize that determining the health status of the patient within the context of the patient’s values is essential in providing a framework for planning, implementing, and evaluating outcomes of care.

The generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care, as they monitor and manage aspects of the environment to foster health.

**Baccalaureate generalist nurses are designers, coordinators, and managers of care.** The generalist nurse, prepared at the baccalaureate degree level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel. As healthcare providers who function autonomously and interdependently within the healthcare team, nurses are accountable for their professional practice and image, as well as for outcomes of their own and delegated nursing care. Nurses are members of healthcare teams, composed of professionals and other personnel that deliver treatment and services in complex, evolving healthcare systems. Nurses bring a unique blend of knowledge, judgment, skills, and caring to the healthcare team.

**Baccalaureate generalist nurses are members of the profession and in this role are advocates for the patient and the profession.** The use of the term “professional” implies the formation of a professional identity and accountability for one’s professional image. As professionals, nurses are knowledge workers who use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. The professional nurse also requires the development and demonstration of an appropriate set of values and ethical framework for practice. As advocates for high quality care for all patients, nurses are knowledgeable and active in the policy processes defining healthcare delivery and systems of care. The generalist nurse also is committed to lifelong learning, including career planning, which increasingly will include graduate level study.

**AACN Professional Values (2008)**

Professional values and their associated behaviors are foundational to the practice of nursing. The following professional values epitomize the caring, professional nurse. Nurses, guided by these values, demonstrate ethical behavior in patient care.

**Altruism** is a concern for the welfare and well-being of others. In professional practice, altruism is reflected by the nurse’s concern and advocacy for the welfare of patients, other nurses, and other healthcare providers.

**Autonomy** is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients’ rights to make decisions about their health care.

**Human Dignity** is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues.

**Integrity** is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.

**Social Justice** is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation.

**American Nurses Association (ANA) Code of Ethics for Nurses**

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.


BSN Student Outcomes

The BSN Faculty has set the following Student Outcomes. Additional detail is available in the Program’s Systematic Plan for Evaluation.

<table>
<thead>
<tr>
<th>Expected Student Outcomes</th>
<th>Tools/Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Upon graduation, NHS students are well prepared to function as a Baccalaureate nurse in various healthcare settings.</strong></td>
<td>• HESI® &amp; other Outcomes Testing</td>
</tr>
<tr>
<td><em>Definition:</em> Graduates will be able to provide compassionate care informed by a scientific base of knowledge in a complex and evolving healthcare environment as a generalist nurse. Provides care for patients across the lifespan, to diverse individuals, in a variety of practice settings; demonstrates knowledge related to genetics, health, wellness, illness and disease management; and demonstrates psychomotor skills critical to practice. Understands the responsibilities inherent in being a member of the nursing profession, demonstrates the ability to self-evaluate/assess and reflects on practice, and appreciates the life-long learning involved in the healthcare setting. Components include:</td>
<td></td>
</tr>
<tr>
<td>• Consistent delivery of safe, competent, &amp; ethical nursing care</td>
<td>• NCLEX-RN® Pass Rates</td>
</tr>
<tr>
<td>• Application of psychomotor skills and appropriate technology in patient care</td>
<td>• Exit Survey</td>
</tr>
<tr>
<td>• Exercises critical thinking and sound clinical judgment based on the professional standards of practice</td>
<td>• Alumni Survey</td>
</tr>
<tr>
<td>• Creating a compassionate &amp; therapeutic environment</td>
<td>• Employer Survey</td>
</tr>
<tr>
<td>• Deliver patient &amp; family centered care based on current evidence</td>
<td></td>
</tr>
<tr>
<td>• Appreciation of and respect for human diversity across the lifespan</td>
<td></td>
</tr>
</tbody>
</table>
The BSN Faculty has set the following Student Outcomes. Additional detail is available in the Program’s Systematic Plan for Evaluation.

<table>
<thead>
<tr>
<th>Expected Student Outcomes</th>
<th>Tools/Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competent in managing resources and patient information</td>
<td></td>
</tr>
<tr>
<td>• Engages in lifelong learning &amp; continued professional growth</td>
<td></td>
</tr>
</tbody>
</table>

### II. Graduates well-prepared to participate as a member of interdisciplinary healthcare teams.

*Definition:* Graduates that interact effectively with patients, family, and colleagues. Professionals that foster mutual respect and shared decision making within the healthcare environment. Understands and applies active listening, effective verbal and nonverbal communication, and conflict resolution. Understands the principals of teaching & learning and utilizes therapeutic techniques. Develop themselves through engagement in professional activities and professional roles.

Components include:

• Functions effectively as a member of an interprofessional team in a variety of healthcare settings.
• Has the capacities to use language skills (critical writing, critical listening, speaking, critical reading, non-verbal communication, information processing, and group processing skills) and information technology to promote mutual understanding of ideas, feelings, and actions.
• Advocates for increased quality and safe patient care as a member of the interdisciplinary team.
• Teamwork
• Collaboration

### III. Graduates well prepared to understand and assume leadership roles in the healthcare system.

*Definition:* Leadership in the health care system is demonstrated by ethical and critical decision-making skills, effective work relationships, open communication, conflict resolution skills, and an understanding of the complex health care system.

Components of Leadership in the Health Care System include:

• Quality improvement
• Evidence-based practice
• Information management
• Role of the nurse as member of the profession/political activism
• Prevention & population focused care

### Tools/Indicators

• Exit Survey
• Alumni Survey
• Employer Survey
• Professional Service Survey

### Other Outcomes

• HESI® & other Outcomes Testing
• Exit Survey
• Alumni Survey
• Employer Survey
The BSN Faculty has set the following Student Outcomes. Additional detail is available in the Program’s Systematic Plan for Evaluation.

<table>
<thead>
<tr>
<th>Expected Student Outcomes</th>
<th>Tools/Indicators</th>
</tr>
</thead>
</table>
| IV. Stakeholders who are satisfied with the BSN curriculum and educational experience. | • Exit Survey  
• Alumni Survey  
• Employer Survey  
• Course Feedback forms  
• Employment rates |
| V. NHS students who successfully complete and graduate from the program. | 1. Graduate rates |

**BSN Student Transfer Policy**

NHS students are accepted for transfer into the BSN program after evaluation on a case-by-case basis. NHS students requesting transfer to the LCSC BSN program must have successfully completed at least one semester/quarter of a nationally accredited nursing program. NHS students, who have not completed at least one semester/quarter successfully, should apply as a new applicant during an open application period.

*NOTE: Graduates from the LCSC BSN Program must meet all lower and upper division core requirements, complete 32 residency credits, 36 upper division credits, and a total of 128 credits.*

**Transfer Request Process**

NHS students requesting transfer to LCSC BSN program should make an appointment with the Chair of the BSN Admissions & Progression Subcommittee. The student will provide the following at the meeting:

- Copies of unofficial transcripts from all colleges attended (pre-nursing and nursing coursework included).
- Copies of syllabi from all nursing courses taken at the previous school.
- Clinical evaluations from all clinical courses in the previous school.
- Portfolio of samples of written work completed by the student in the previous program.
- A written statement from the student explaining the reason for transfer and plans for success in the LCSC nursing program.
- A letter from the previous program’s nursing administrator highlighting the student’s academic successes.
- A letter from the instructor of any failed courses outlining the documented problems resulting in course failure.
Transfer Credits

- NHS students requesting transfer to the LCSC BSN program must have completed the final semester at the transfer school within two academic semesters of the application date at LCSC.

- NHS students must have earned a minimum grade of “C” in all BSN coursework in order to have the course be considered for transfer.

- NHS students will successfully complete pre-nursing coursework required by the LCSC BSN program prior to application to the BSN program as a transfer student.

- BSN coursework will be evaluated by course faculty on a case-by-case basis for equivalency. Non-equivalent courses may count toward total college credits for graduation, but not towards the LCSC BSN program courses.

- NHS students will complete a basic skills competency test prior to placement in clinical courses (available through Workforce Training).

Application

The student will complete an application for the BSN program and submit this during a usual open application period. The student application should include the Transfer Student Intake Form.

Decisions for Admission

Decisions for admission are based upon:

1. Student’s record of overall academic ability
2. Student record of overall clinical ability
3. Overall performance in past coursework
4. The student’s insight into the issues that contributed to leaving the program
5. Actions taken by the student for resolution of the problem.
6. Student’s record of professional and communications and behaviors
7. Grade information from pre-program coursework.

Decisions for placement are based on:

6. Evidence of clinical safety and competence as a BSN student (Skills Testing results)
7. Alignment of course content between transferring programs
8. Grade information from pre-program coursework
9. Available resources
What is Nursing Skills Testing in Workforce Training?

In order to assure continued competence in foundational nursing skills, NHS students need to pass testing once enrolled in nursing courses in the following areas:

- Completed Basic Skills List with all skills checked off: required prior to testing
- Scenario testing
- Testing for individual skills

4. NHS students are allowed two attempts in order to pass the Nursing Skills Testing.
5. The nursing Clinical Resource Lab is available to NHS students in enrolled in program courses for practice of skills and skills check off prior to testing.
6. Workforce Training will send confirmation of successful testing to the Administrative Offices upon completion of testing.

Contact Workforce Training for registration and payment.
BSN Standard Paper Rubric for Major Papers

BSN papers are to be professional in nature reflecting concise and cogent expression of ideas in a consistent format. It is recommended that 90% of the total points be assigned to content & quality of the paper; 10% of the total points be assigned to APA formatting, grammar, spelling, and syntax.

The following is an example of the wording that may be used for Content, Quality, Synthesis

<table>
<thead>
<tr>
<th>Allotted Points</th>
<th>90% of the total points assigned to the paper</th>
<th>Content</th>
<th>Quality</th>
<th>Synthesis (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ points</td>
<td>Original thought with citations that augment key ideas; presents new ideas</td>
<td>Original thought and restatement of ideas Meets expectation of assignment</td>
<td>Some original thought with supporting citations</td>
<td>Little original thought Content does not address all elements of the assignment</td>
</tr>
<tr>
<td>_____ points</td>
<td>Writing demonstrates professional thinking and insight into multiple elements of the assignment. Use of additional resources</td>
<td>Writing demonstrates professional thinking and statements/examples pertaining to assignment</td>
<td>Writing demonstrates understanding of the assignment, few examples</td>
<td>Paper does not fully address assignment or is not professional</td>
</tr>
<tr>
<td>_____ points</td>
<td>Contains 2-3 points demonstrating specific descriptions of the circumstances in synthesis</td>
<td>Contains 1 point describing specific synthesis of the information</td>
<td>Contains discussion of synthesis which is very generally described</td>
<td>Brief statement of synthesis</td>
</tr>
<tr>
<td>_____ points</td>
<td>Writing is consistently organized</td>
<td>Writing is organized; at times lacks transition or flow of ideas</td>
<td>Reading of paper is difficult due to lack of professional writing; casual or colloquial writing style</td>
<td>Paper lacks organization or is missing sections; use of 1st person writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earned Points</th>
<th>_____ points</th>
</tr>
</thead>
<tbody>
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<td>_____ points</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Allotted Points</th>
<th>10% of the total points assigned to the paper</th>
<th>APA formatting</th>
<th>Professional Writing: spelling, syntax, grammar, structure of paper</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ points</td>
<td>Rare APA errors</td>
<td>Several (1-2) different errors in paper</td>
<td>Errors on many pages</td>
<td>Failure to use APA formatting</td>
</tr>
<tr>
<td>_____ points</td>
<td>Writing is consistently organized</td>
<td>Writing is organized; at times lacks transition or flow of ideas</td>
<td>Reading of paper is difficult due to lack of professional writing; casual or colloquial writing style</td>
<td>Paper lacks organization or is missing sections; use of 1st person writing</td>
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<td>0 points</td>
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</tbody>
</table>

Comments:

TOTAL POINTS:_________
## Course Challenge Guidelines*

<table>
<thead>
<tr>
<th>Course</th>
<th>Criteria</th>
<th>Minimum length of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Assessment NU 306 (Basic student)</td>
<td>• Must take course</td>
<td></td>
</tr>
<tr>
<td>Pharmacology NU 312 (Basic student)</td>
<td>• Must take course</td>
<td></td>
</tr>
<tr>
<td>Clinical or clinical nursing theory NU 325/332</td>
<td>• Clinical experience in the same area of clinical practicum (LPN NHS students)</td>
<td>Current experience; excellent performance evaluations; and full time experience of 4 or more years. Lapse of time since last course or work experience = 2 years or less.</td>
</tr>
<tr>
<td></td>
<td>• Prior education in accredited nursing program at or beyond course being challenged (clinical or course theory)</td>
<td></td>
</tr>
<tr>
<td>Transcultural Nursing NU 360 (Basic and RN student)</td>
<td>• Must take course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Residing in another culture does not meet course requirements</td>
<td></td>
</tr>
<tr>
<td>Professional Dev III NU 413 (Basic and RN student)</td>
<td>• Nursing management experience @ department head level or higher</td>
<td>2 years of full time work</td>
</tr>
<tr>
<td></td>
<td>• Departmental management experience in position other than nursing</td>
<td></td>
</tr>
<tr>
<td>Professional Dev IV NU 414 (Basic and RN student)</td>
<td>Must take course</td>
<td></td>
</tr>
<tr>
<td>Community Health NU 440 (Basic and RN)</td>
<td>Must take course</td>
<td></td>
</tr>
<tr>
<td>PR: Community Health NU 442</td>
<td>Broad public health nursing experience</td>
<td>Minimum 2 years of full time work</td>
</tr>
<tr>
<td>Healthcare Policy and Econ NU 469 (Basic and RN student)</td>
<td>• Nursing management experience @ administrative level</td>
<td>2 years of (FT) experience</td>
</tr>
<tr>
<td></td>
<td>• Healthcare financial experience</td>
<td>1 year FT experience</td>
</tr>
<tr>
<td>PR: Leadership for RN NU 478</td>
<td>Nursing management experience @ department head level or higher</td>
<td>2 years of full time work</td>
</tr>
<tr>
<td>Nursing Research I and II NU 445 and 446</td>
<td>Must take course</td>
<td></td>
</tr>
</tbody>
</table>

*These guidelines are intended to delineate the expectation that substantial experience is needed in order to qualify for course challenges. The criteria listed here is to be used when evaluating experience as a replacement for coursework. The course substitution process is used for alternate course work that may count as a substitution for the nursing course.
Credits for Diploma RN Student

Procedure:

1. Diploma RN presents transcript to BSN faculty advisor for evaluation.

2. Advisor meets with the student to evaluate background in Anatomy and Physiology, Microbiology and Chemistry based on curriculum of:
   a. diploma program
   b. ongoing continuing education
   c. ongoing nursing practice

3. Based on the advisor's assessment, a recommendation (see Appendix) for the number of basic science credits to be awarded and/or needed course work is made. Copies of this recommendation are given to the student, placed in the student's nursing file and forwarded to the Registrar's office for official recording. See the Idaho State Nursing Articulation Plan as well.

4. In the event the student disagrees with the advisor's recommendation, the student should refer to the Division of Nursing & Health Sciences’ Petition Policy (located in this handbook).

   *In selected cases, the same procedure is to be used for social science credit in psychology and sociology if credit was not awarded in the diploma program.*
Recommendation for Natural/Social Science Credits for Diploma RN Student

Student Name: ___________________________ Date of Graduation: ___________________________

Name of Diploma Program: _______________________________________________________________

(1) Approximate amount of concentration (estimated in-college credits) in each of the following areas in student's diploma program:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
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<tr>
<td>English</td>
<td></td>
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<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>Sociology/Psychology</td>
<td></td>
</tr>
</tbody>
</table>

(2) Continuing Education in:

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
<th>Credit/CEUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anat. &amp; Phys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
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<tr>
<td>English</td>
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<tr>
<td>Humanities</td>
<td></td>
<td></td>
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<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
<td></td>
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<tr>
<td>Sociology/Psychology</td>
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</tbody>
</table>

(3) Nursing experience:

<table>
<thead>
<tr>
<th>Areas worked in</th>
<th>Length of time</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Advisor's recommendation:

Recommend awarding credit as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
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<td>Humanities</td>
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<td>Math</td>
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<tr>
<td>Microbiology</td>
<td></td>
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<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
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</tbody>
</table>

Recommend the following courses and credits be taken by the student:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
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<td>Communication</td>
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<tr>
<td>Microbiology</td>
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<tr>
<td>Psychology</td>
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</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________

________________________________________________________________________

Advisor Signature: ___________________________ Date: ___________________________

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Licensure Requirement: RN to BSN and LPN to BSN

All RN to BSN and LPN to BSN students must have an active, unencumbered U.S. Registered Nurse (RN) or Practical Nurse (LPN) license in the state where they will complete their practicum coursework. To participate in broader clinical experiences, nurses living in border states are encouraged to retain an active license in both states.

Proof of current licensure (e.g., License Number) must be provided upon application and must be updated as the license is renewed. If the license is revoked or disciplined, the student must immediately notify his/her advisor and the Division Chairperson, and must withdraw from all clinical courses.

Nursing Code of Ethics and Social Networking Policy

NHS students in nursing programs are accountable to uphold the standards that apply specifically to the practice of nursing. Those standards are reflected in the ANA Code of Ethics for Professional Practice, ANA Social Networking Policy, and AACN Professional Values statements.

| Failure to uphold these standards will result in disciplinary action which may include dismissal from the nursing program. |

ANA Code of Ethics

“Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. The Code of Ethics for nurses, found in the BSN Appendix, serves the following purposes:

- It is the profession’s nonnegotiable ethical standard
- It is an expression of nursing’s own understanding of its commitment to society
- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession” (Nursingworld Code of Ethics, 2010)

ANA Social Networking Policy

“Social networks are defined as “web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their lists of connections and those made by others within the system” (Boyd and Ellison, 2007). These online networks offer opportunities for rapid knowledge exchange and dissemination among many people, although this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to either enhance or undermine not only the individual nurse’s career, but also the nursing profession.
ANA’s Principles for Social Networking
(ANA Fact Sheet, Navigating the World of Social Media, 2011)

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

ANA Code of Ethics for Nurses, Provision 1.5

The relationships with peers, colleagues and others are of particular importance for the Student Code for nursing students. “The principle of respect for others extends to all individuals with whom the nurse interacts. The nurse maintains compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to fair integrity-preserving compromise, and to resolving conflicts.” (NursingWorld, ANA Code of Ethics, 2001)

References


Program Progression & Online Coursework

This table delineates which BSN courses (NU prefix) pre-RN to BSN students can take prior to program admission. It also indicates which courses are available for online enrollment of basic NHS students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-requisite for this course</th>
<th>Co-requisite for this course</th>
<th>Program admission required</th>
<th>Online sections RN only</th>
<th>Open to Non-degree seeking licensed RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 360 Transcultural Health Care</td>
<td>None</td>
<td>None</td>
<td>Course is approved for NHS students enrolled as LCSC pre-RN to BSN and pre-LPN to BSN</td>
<td>Yes + pre-RN to BSN and pre-LPN to BSN</td>
<td>With written permission of the course faculty</td>
</tr>
<tr>
<td>NU 370 Transitions to Baccalaureate Nursing</td>
<td>None</td>
<td>None</td>
<td>Course is approved for NHS students enrolled as LCSC pre-RN to BSN and pre-LPN</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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RN to BSN Progression

To ensure progression through the program, NHS students must complete all nursing coursework (NU prefix) within four (4) years of taking the first NU course. Those who do not must submit an Internal NHS petition requesting an exception. NHS students who do not enroll in BSN coursework for two consecutive semesters (summer semester does not apply) will be dismissed from the BSN program and must reapply and follow the current curriculum.

Student Membership in Professional Organizations
(Idaho Student Nurse Association and National Student Nurse Association)

NHS students enrolled in the BSN Program (RN, LPN and basic students) at Lewis-Clark State College are encouraged to become members of the LCSC Chapter of the Student Nurse Association (SNA). A Registered Nurse student who is completing the BSN degree is eligible to join his or her local state Student Nurse Association.

Professionalism for the bachelor’s prepared nurse embraces not only the work done as part of employment but extends to include advancement of the goals of nursing, education, involvement in the support of local communities, and fellowship with other nurses. Membership in the LCSC Student Nurse Association promotes the development of these values held by the nursing profession. Active involvement in ISNA shows a commitment by NHS students to learn these values.

When you join the LCSC Student Nurses' Association, you also become a member of the Idaho (ISNA) and the National Student Nurses' Association (NSNA), the only national organization for nursing students and the largest independent student organization in the United States.
Membership benefits include:
1. Scholarships: NSNA Foundation scholarships are available.
2. IMPRINT: A year's subscription to Imprint, the only magazine published by nursing students for nursing students. NHS students joining prior to December receive the Career Planning Guide Free.
3. NSNA Convention is held annually in the spring semester and the NSNA mid-year conference annually in the fall semester. ISNA members are eligible to attend (at their own expense)

SNA meetings are held at the college and scheduled so that there is no class conflict for attendance at the meetings. Attendance and participation is encouraged for all NHS students. Elections for SNA offices are held on an annual basis at the end of spring semester. A faculty advisor(s) assists the student organization.

**BSN Student Transfer Policy**

NHS students are accepted for transfer into the BSN program after evaluation on a case-by-case basis. NHS students requesting transfer to the LCSC BSN program must have successfully completed at least one semester/quarter of a nationally accredited nursing program. NHS students, who have not completed at least one semester/quarter successfully, should apply as a new applicant during an open application period.

**NOTE:** Graduates from the LCSC BSN Program must meet all lower and upper division core requirements, complete 32 residency credits, 36 upper division credits, and a total of 128 credits.

**Transfer Request Process**

NHS students requesting transfer to LCSC BSN program should make an appointment with the Chair of the BSN Admissions & Progression Subcommittee. The student will provide the following at the meeting:

- Copies of unofficial transcripts from all colleges attended (pre-nursing and nursing coursework included).
- Copies of syllabi from all nursing courses taken at the previous school.
- Clinical evaluations from all clinical courses in the previous school.
- Portfolio of samples of written work completed by the student in the previous program.
- A written statement from the student explaining the reason for transfer and plans for success in the LCSC nursing program.
- A letter from the previous program’s nursing administrator highlighting the student’s academic successes.
- A letter from the instructor of any failed courses outlining the documented problems resulting in course failure.

**Transfer Credits**
• NHS students requesting transfer to the LCSC BSN program must have completed the final semester at the transfer school within two academic semesters of the application date at LCSC.

• NHS students must have earned a minimum grade of “C” in all BSN coursework in order to have the course be considered for transfer.

• NHS students will successfully complete pre-nursing coursework required by the LCSC BSN program prior to application to the BSN program as a transfer student.

• BSN coursework will be evaluated by course faculty on a case-by-case basis for equivalency. Non-equivalent courses may count toward total college credits for graduation, but not towards the LCSC BSN program courses.

• NHS students will complete a basic skills competency test prior to placement in clinical courses (available through Workforce Training).

**Application**

The student will complete an application for the BSN program and submit this during a usual open application period. The student application should include the Transfer Student Intake Form.

**Decisions for Admission**

Decisions for admission are based upon:

1. Student’s record of overall academic ability.
2. Student record of overall clinical ability.
3. Overall performance in past coursework.
4. The student’s insight into the issues that contributed to leaving the program.
5. Actions taken by the student for resolution of the problem.
6. Student’s record of professional and communications and behaviors.
7. Grade information from pre-program coursework.

Decisions for placement are based on:

8. Evidence of clinical safety and competence as a BSN student (Skills Testing results)
9. Alignment of course content between transferring programs
10. Grade information from pre-program coursework
11. Available resources
APPENDIX B – PN Program
Practical Nursing Program Approval

The Lewis-Clark State College Practical Nursing Program is also approved by the Idaho Board of Nursing, PO Box 83720, 280 N. 8th Street, Suite 210, Boise, ID 83720-0061, 208-334-3110.

Practical Nursing Program Mission Statement

The Practical Nursing program challenges students to achieve academic excellence as members of a collaborative healthcare team, providing evidence based care rooted in professional standards.

Practical Nursing Program Philosophy

The philosophy of the Practical Nursing Program, in support of the mission of Lewis-Clark State College and the Division of Nursing and Health Science, is based on the synthesis of three concepts: the Art of Nursing Education, the Art of Nursing, and the Science of Nursing.

The Art of Nursing Education

The Practical Nursing faculty believes that nursing education must be value focused, improve the learner’s knowledge, and promote life-long learning. The complexity of today’s health care system requires particular emphasis on development of critical thinking and clinical reasoning skills.

The Practical Nursing faculty believes that evidence based learning is key to building a foundation of knowledge and skills. The evidence based foundation provides the Practical Nurse with competent skills to care for individuals in a complex health care system.

The Practical Nursing faculty believes that the curriculum must enhance the learning and capabilities of the practical nurse by applying today’s technology to the provision of care in a variety of clinical sites. The foundation will improve the abilities of the Practical Nurse to recognize the need to initiate changes in approaches to promote health and prevent adverse events.

The Art of Nursing

The Practical Nursing faculty believes that the art of nursing must be holistic in focus encompassing therapeutic communication, cultural competency, and compassion across the care continuum.

The Practical Nursing faculty believes students must understand as stated by Virginia A. Henderson, that nursing is “of the head and of the hands and of the heart.”
The Practical Nursing faculty believes the Practical Nurse, being a dependent role in Idaho, must focus on promoting a caring environment, healing, health and wellness to patients and family while collaborating with registered nurses, physicians or dentists.

The Practical Nursing faculty believes students must understand the value of therapeutic communication in promoting the well-being of the individual and family. Therapeutic communication helps patients find meaning in the health and illness experience ensuring the Practical Nurse practice supports patient centered care for individuals whose values may differ from their own.

The Practical Nursing faculty believes student must understand cultural competency requires life-long learning in a variety of health care settings. The Practical Nursing student understands the need for compassionate care in promoting the well-being of the individual and family. The Practical Nursing student values shared decision making which empowers patient’s participation in the care received. The faculty believes that open communication and collaboration with team members contributes to positive patient outcomes in diverse settings.

*The Science of Nursing*

The Practical Nursing faculty believes that the science of nursing integrates college level math and science education, nursing theory, critical thinking skills, and evidence based practice rooted in a strong foundation of academic excellence. The faculty believes that continued research and study is an essential part of providing cost effective quality care. The science of nursing foundation will generate knowledge that can translate through student’s nursing care and practice providing opportunities for personalized care. The Practical Nursing students will apply research methods and processes to individualize and improve patient care.

*Practical Nursing Program Expected Outcomes*

The PN Faculty has set the following Program Outcomes. Additional detail is available in the Program’s Systematic Plan for Evaluation.

<table>
<thead>
<tr>
<th>Expected Student Outcomes</th>
<th>Tools/Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Upon graduation NHS students are well prepared to function in the practical nurse role in various healthcare settings based on practical nursing values and standards.</td>
<td>• HESI &amp; other Outcomes Testing</td>
</tr>
<tr>
<td><em>Definition:</em> Graduates will contribute to the well-being of various populations through provision of competent patient care, patient education, and collaboration with other healthcare professionals. Under the supervision of a Registered Nurse, the Practical nurse provides care for patients</td>
<td>• NCLEX-PN® Pass Rates</td>
</tr>
<tr>
<td></td>
<td>• Exit Survey</td>
</tr>
<tr>
<td></td>
<td>• Alumni Survey</td>
</tr>
<tr>
<td></td>
<td>• Employer Survey</td>
</tr>
<tr>
<td></td>
<td>• 6. PN Professional Service Survey (PSS)</td>
</tr>
<tr>
<td></td>
<td><strong>While in the program NHS students’ progress is measured using:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Clinical Evaluation Tool</td>
</tr>
<tr>
<td></td>
<td>2. Course Grades</td>
</tr>
</tbody>
</table>
across the lifespan, to diverse individuals, in a variety of practice settings; demonstrates knowledge related to health, wellness, illness and disease management; and demonstrates psychomotor skills critical to practice. Appreciates the lifelong learning required involved in today’s healthcare setting.

**Components include:**
- Consistent delivery of safe, competent, & ethical nursing care
- Application of psychomotor skills and appropriate technology in patient care
- Engages in lifelong learning & continued professional growth

<table>
<thead>
<tr>
<th>Expected Student Outcomes</th>
<th>Tools/Indicators</th>
</tr>
</thead>
</table>
| II. Apply critical judgment skills to synthesize knowledge from nursing and basic biological sciences in the delivery of care to a diverse patient population.  
*Definition:* Critical judgment skills are demonstrated by utilization of the nursing process. Knowledge, ethics, and understanding of the health care system are necessary in order to practice critical judgment skills. |  
- Exit Survey  
- Alumni Survey  
- Employer Survey |

While in the program NHS students’ progress is measured using:  
1. Clinical Evaluation Tool  
2. Critical Thinking Exercises  
3. Simulation Exercises

<table>
<thead>
<tr>
<th>Expected Student Outcomes</th>
<th>Tools/Indicators</th>
</tr>
</thead>
</table>
| III. Use communication abilities to promote the well-being of individuals and families.  
*Definition:* Graduates that interact respectfully and effectively with patients, family, and colleagues. Understands and |  
- Exit Survey  
- Employer Survey  
- Alumni Survey |

While in the program NHS students’ progress is measured using:
applies active listening, effective verbal and nonverbal communication. Understands the principals of teaching & learning and utilizes therapeutic techniques.

**Components include:**
- Creating a compassionate & therapeutic environment
- Has the capacities to use language skills (writing, listening, speaking, reading, non-verbal communication, and information processing) to promote understanding of ideas, feelings, and actions
- Teamwork

<table>
<thead>
<tr>
<th>Expected Student Outcomes</th>
<th>Tools Indicators</th>
</tr>
</thead>
</table>
| **IV. Stakeholders who are satisfied with the PN curriculum and educational experience.** | • Exit Survey  
• Employer Survey  
• Alumni Survey  
• Course Feedback forms  
• Employment rates |

<table>
<thead>
<tr>
<th>Expected Student Outcomes</th>
<th>Tools Indicators</th>
</tr>
</thead>
</table>
| **V. NHS students who successfully complete and graduate from the PN program and obtain employment as a Practical Nurse.** | • Graduation rates  
• NCLEX-PN® Pass Rates  
• Employment rates |
Radiographic Science Mission

To produce competent practitioners in the field of diagnostic imaging who demonstrate professionalism and a commitment to high quality patient care.

Radiographic Science Program Expected Outcomes

Program Effectiveness Measures of the LCSC Radiographic Science Program include:

1. Graduates will pass the national registry on the 1st attempt
2. Graduates will achieve ARRT scaled scores that are competitive nationally
3. Graduates will be gainfully employed within 6 months of graduation
4. NHS students will complete the program
5. Graduates will be satisfied with their education
6. Employers will be satisfied with the performance of newly hired technologists

Radiographic Science Program Philosophy

The philosophy of the Division of Nursing and Health Sciences and the Radiographic Science Program at LCSC is based on the synthesis of two concepts: The provision of appropriate care and the enhancement of professional education in the academic and clinical arenas, respectively.

Appropriate Care: Program Outcomes

The radiographic program faculty believe that the provision of appropriate care as ordered by a licensed medical professional is the underlying foundation that will lead to disease treatment and enhanced patient care. From this perspective, the program outcomes of diagnostic imaging competence, critical thinking abilities, professional radiography role development, communication abilities, and the application of knowledge of human diversity are derived and realized by each program graduate.

Professional Radiographic Science Education

Radiology is “the branch of medicine concerned with radioactive substances, including x-rays, radioactive tracers and ionizing and non-ionizing radiation, and the application of this information prevention, diagnosis, and treatment of disease” (Tabers, 14th ed., p. 1215, 1983). Radiology is an evolving discipline of art and science that anticipates and is responsive to changes in health care delivery, economics, politics, and technology.

Radiography can be defined as” …the making of x-ray pictures” (Tabers, 14th ed., p. 1215, 1983). A radiographer is “an individuals who maintains and uses equipment to produce images of the human body on x-ray film, computed images or digital images for diagnostic purposes. This individual may also supervise or teach others” (Tabers, 14th ed., p. 1215, 1983). A vital role of radiographic science is to enhance the well-being of individuals via the appropriate performance of diagnostic and/or therapeutic imaging procedures.
**Associate of Science Radiography Education**

The radiographic science program faculty view education as a dynamic process of teaching and learning. Learning is a continuous, life-long process of formal and informal, planned and unplanned, structured and intuitive experiences through which knowledge, skills, and values are compared and modified. The ASRT/ARRT Code of Ethics and Professional Conduct provide a framework that explains how the student, through multiple learning experiences, transitions into the role of professional radiographer. The interaction of teaching and learning shape the student’s future development and efforts in learning throughout life. An associate degree in radiography education provides the foundation for life-long personal and professional growth in the imaging sciences. A broad base of education comprised of courses in the arts, sciences, and humanities, and radiographic science enables NHS students to think critically, empathize with patients, advocate for maximum patient benefit, and appreciate diversity of values, beliefs, abilities and experience among persons. (Adopted from the LCSC BSN Program Philosophy, 2004-2005).

**Radiographic Science Expected Student/Graduate Outcomes**

Upon completion of the program, NHS students/ Graduates will:

1. demonstrate clinical competency
2. demonstrate strong communication skills
3. demonstrate critical thinking skills
4. demonstrate professionalism & ethical judgment skills

**ARRT/ASRT® Code of Ethics for Radiographers**

The Code of Ethics forms the first part of the Standard of Ethics. The Code of Ethics shall serve as a guide by which registered technologists and applicants may evaluate their professional conduct as it relates to patients, health care consumers, employers, colleagues, and other members of the health care team. The Code of Ethics is intended to assist the registered radiographer and applicants in maintaining a high level of ethical conduct and in providing for the protection, safety, and comfort of patients. The Code of Ethics is aspirational.

1. The radiologic technologist conducts herself or himself in a professional manner, responds to patient needs, and supports colleagues and associates in providing quality care.
2. The radiologic technologist acts to advance the principle objective of the profession to provide services to humanity with full respect for the dignity of mankind.
3. The radiologic technologist delivers patient care and services unrestricted by concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion or socioeconomic status.
4. The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purposes for which they were designed, and employs procedures and techniques appropriately.

5. The radiologic technologist assesses situations; exercises care, discretion and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.

6. The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.

7. The radiologic technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with accepted standards of practice, and demonstrates expertise in minimizing radiation exposure to the patient, self and other members of the health care team.

8. The radiologic technologist practices ethical conduct appropriate to the profession and protects the patient’s right to quality radiologic technology care.

9. The radiologic technologist respects confidence entrusted in the course of professional practice, respects the patient’s right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or community.

10. The radiologic technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues and investigating new aspects of professional practice.


Radiation Exposure/ Safety Policy

Proper radiation safety protocols are followed by LCSC Radiographic Science students & faculty in both the laboratory and clinical environments. All faculty, staff and NHS students adhere to As Low as Reasonably Achievable (A.L.A.R.A.) and the cardinal radiation protection rules of Time, Distance and Shielding. To be treated as an unusual occurrence, a monthly exposure reading must exceed 150mRem or an annual dose reading must exceed 1800mRem. In such cases, an NHS Incident/Unusual Occurrence Report shall be completed by the individual receiving the high reading.

A copy of the Incident/Unusual Occurrence Report will be placed in the student’s NHS file.

It is important to note that once an accidental radiation exposure has occurred nothing can or needs to be done from a medical perspective; the doses are low and there will be no radiation related health effect that is discernible with current medical technology.

All documentation related to an incident of this nature shall go to the NHS Division Chair and to the Idaho Department of Health and Welfare Laboratory Division.

NHS students learn about proper radiation safety and operation of equipment in RS 240 Quality Assurance/Technical Imaging, RS 330 Radiobiology, as well as throughout laboratory practice
for RS 221 & 222 Radiographic Methods I & II. Training may be conducted (by the LCSC Radiation Safety Office), as needed, for all faculty and staff using x-ray equipment in the LCSC Radiographic Science suite to reduce the likelihood of such occurrences.

**Procedure for Acquisition and Replacement of Damaged/Lost Radiation Monitoring Devices**

1. NHS students purchase a personal radiation monitoring device in the first semester of the ASRS Program. The device is used through the duration of the program.
2. When a device is damaged or lost, NHS students must notify the Clinical Coordinator within 24 hours and are responsible to purchase a replacement device for approximately $30. Payment is made at the Cashiers Window.
3. NHS students cannot participate in any clinical hours without a radiation badge device.

**Declaration of Pregnancy Policy: Radiation Protection**

*Policy*: To assure compliance with the revised Nuclear Regulatory Commission (NRC) regulations pertaining to declared pregnant radiation workers, the following has been adopted by the Radiographic Science program:

All NHS students in the Radiographic Science (RS) program will be informed of the recommendations of the NRC relative to radiation exposure limits established for the “declared” pregnant woman. The NRC defines the “declared” pregnant woman as:

A woman who is an occupational radiation worker and has voluntarily informed her employer, in writing, of her pregnancy and the estimated date of conception (see 10 CFR 20.1003 and 20.1208).

In the event that a student declares pregnancy (in writing to any of the following: her program advisor, the Clinical Coordinator, or the Program Director, collectively referred to as faculty) specific training will be provided. Details can be found in the NRC Regulatory Guide 8.13. A copy of this document will be provided to, and reviewed with, the student.

**Program Responsibilities**:

1. Provide training on “declared” pregnant category including the NRC’s prenatal radiation exposure limits, and the specific steps that must be taken by the Program once a student declares her pregnancy. The following information shall be emphasized:

   a. According to the NRC, if the student voluntarily declares her pregnancy, she grants consent to the program to limit her dose as measured on her radiation monitoring device to 0.5rem (5 millisievert) to the embryo/fetus throughout the entire pregnancy. If no declaration is made to the program, the occupational dose limits to the student remain unchanged.
b. The National Council on Radiation Protection and Measurements (NCRP) recommends the monthly reading not exceed 0.05 rem (0.5 mSv) / month to the embryo/fetus for each month after the pregnancy has been declared in writing. A monthly dose greater than 0.1 rem (1 mSv) should be recognized as a substantial variation above a uniform monthly dose rate.

c. If the dose equivalent to the fetus/embryo is found to have exceeded 0.5 rem (5 mSv), or is within 0.05 rem (0.5 mSv) of this dose, by the time the student declares pregnancy to the Program faculty, the program shall be deemed to be in compliance with NRC regulations if the total additional dose equivalent to the embryo/fetus does not exceed 0.05 rem (0.5 mSv) during the remainder of the pregnancy.

2. Provide a copy of the Declaration of Pregnancy form for the student to sign. The original will be stored permanently in the student’s program file.

3. Instruct the student in correct use of the additional radiation monitoring device for fetal exposure monitoring.

4. Collect monthly reports to be stored in student’s program file.

Responsibilities of “Declared” Pregnant Student:

1. Complete and sign the Declaration of Pregnancy form and give it to the advisor, Clinical Coordinator, or Program Director (faculty).

2. Receive additional, focused instruction for a declared pregnant student from faculty.

3. Purchase an additional radiation monitoring device for fetal monitoring.

4. Review precautions to be followed to limit radiation exposure to the embryo/fetus:

   a. to below 0.5 rem (5 mSv) for the entire pregnancy
   b. to under 0.05 rem (0.5 mSv) / month for each month following declaration of the pregnancy
   c. using protective devices (such as a lead apron) and following standard ALARA (As Low As Reasonably Achievable) principles.

5. Decide whether or not to continue in the Radiographic Science program – including clinical experience courses – without modification of any activities. Alternatively, the student may choose another option, such as:
   a. Continue in the Program, but with the following modification:
      i. Excused from fluoroscopic procedures in the Imaging Dept.
ii. Excused from surgical procedures
iii. Excused from pain clinic
iv. Other ______________________________________________________
v. For the following duration:
   1. Remainder of first trimester / Modifications to end on (date):
      _______
   2. Duration of pregnancy

b. Step out of the clinical experience entirely
   i. Until end of first trimester / date: _______________
   ii. Remainder of the pregnancy

6. The “declared” pregnant student may revoke her declaration (in writing) at any time for any reason.
Declaration of Pregnancy Form

Student Name: __________________________ ID # __________ Date of conception (Mo/Yr): ___/___

I am submitting this Declaration of Pregnancy to inform the Radiographic Science faculty that I am pregnant. Under the provisions of 10 CFR Parts 20.1003 & 20.1208, I understand:

- I will be required to purchase an additional radiation monitoring device for fetal exposure monitoring, and to turn in monthly reports to the Clinical Coordinator;
- my exposure will not be allowed to exceed 0.5 rem (5 millisievert) to the embryo/fetus during my entire pregnancy from occupational exposure to radiation;
- this limit includes exposure I have already received since conception;
- if my estimated exposure has already exceeded 0.5 rem (5 mSv), I will be limited to no more than 0.05 rem (0.5 mSv) for the remainder of my pregnancy, spread evenly over the remaining pregnancy; and
- I may revoke this declaration at any time, for any reason, by signing the Revocation of Declaration of Pregnancy at the bottom of this form.

I have received a copy of NRC Regulatory Guide 8.13, and instruction from faculty. I understand that I may continue my clinical experience without modification, and may revoke this declaration at any time for any reason (using the bottom portion of this form).

Student Signature: __________________________ Date: ______________

Faculty Signature/Title: __________________________ Date: ______________

Acknowledgement of Declaration of Pregnancy

Name & Title of Faculty: __________________________ / __________________________

I acknowledge that the above individual has submitted to me a Declaration of Pregnancy statement. I understand that it is my responsibility to ensure that this individual is properly trained with regard to radiation protection, proper fetal exposure monitoring, and potential exposure risks to her unborn child.

Faculty Signature: __________________________ Date: ______________
Revocation of Declaration of Pregnancy

I formally wish to notify faculty of the Radiographic Science program that, as of this date, I am revoking the Declaration of Pregnancy (top of this form). I have read and understand the written materials regarding the potential health effects from exposure to ionizing radiation (NRC Regulatory Guide 8.13). The decision to revoke my previous declaration of pregnancy is a personal choice, which I have made freely.

I understand that by making this declaration, the fetal dose limits specified above will no longer be applicable for the remainder of this pregnancy.

Student Signature: _____________________________ Date: ______________

Final Copies: Original should be completed, signed and placed in student file with signed Policy attached.
**Equitable Learning Opportunities Provided for All NHS Students**

**Policy:** To assure compliance with JRCERT Standard 1.2, no student will be afforded a unique learning opportunity that is not provided to all NHS students in the program. Clinical Rotations will be assigned to provide equitable experiences, and daily clinical schedules and/or rotations will reflect the intent of this standard as well.

**Explanation from JRCERT Standards:**

The provision of equitable learning activities promotes a fair and impartial education and reduces institutional and/or program liability. The program must provide equitable learning opportunities for all NHS students regarding learning activities and clinical assignments. For example, if an opportunity exists for NHS students to observe or perform breast imaging, then all NHS students must be provided the same opportunity. If evening and/or weekend rotations are utilized, this opportunity must be equitably provided for all NHS students.

**Program Responsibilities:**

- Inform all NHS students in the Radiographic Science (RS) program of the JRCERT Standard with clearly defined examples of activities covered here.

- Remind NHS students that they can only observe examinations that they have not been taught to perform in Radiographic Methods classes.

- Observation of special procedures not addressed in Radiographic Methods is allowed, but **only if that observation is offered to all NHS students.** Specifically, observation of exams that are generally considered to be gender-specific, such as mammography or hysterosalpingography **cannot** be offered to the female NHS students only.

- Inform Clinical Instructors of the JRCERT Standard 1.2
  - Discuss examples of how this standard is applied in clinical courses.
  - Expand education to new Clinical Instructors to include specific examples of this standard.

**Student Responsibilities:**

- Sign the Student Handbook signature page, including the Equitable Learning Opportunities page.
If/when offered an opportunity to observe an exam of a traditionally gender-specific nature, the student must question the CI to determine whether or not all classmates are offered the same opportunity.
  o This serves as a reminder to the CI
  o Student accepts responsibility to uphold JRCERT Standard 1.2
  o Student failing to uphold Standard 1.2 is subject to dismissal from the program

Direct vs. Indirect Supervision in Clinical Experience Courses

Policy: All NHS students will abide by the definitions of Direct & Indirect Supervision as put forth by the JRCERT:

Standard 4.4: Assures that medical imaging procedures are performed under the direct supervision of a qualified radiographer until a student achieves competency.

Explanation:
Direct supervision assures patient safety and proper educational practices. The JRCERT defines direct supervision as student supervision by a qualified radiographer who:
  • reviews the procedure in relation to the student’s achievement,
  • evaluates the condition of the patient in relation to the student’s knowledge,
  • is physically present during the conduct of the procedure, and
  • reviews and approves the procedure and/or image.

NHS students must be directly supervised until competency is achieved.

Standard 4.5: Assures that medical imaging procedures are performed under the indirect supervision of a qualified radiographer after a student achieves competency.

Explanation:
Indirect supervision promotes patient safety and proper educational practices. The JRCERT defines indirect supervision as:

that supervision provided by a qualified radiographer immediately available to assist NHS students regardless of the level of student achievement.

“Immediately available” is interpreted as the physical presence of a qualified radiographer adjacent to the room or location where a radiographic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use on patients.

Any student found to be working unsupervised at any location in the clinical site is subject to immediate dismissal from the program.
APPENDIX D - Clinical Resource Center/Simulation
RULES FIRST

1. Food and Drink allowed in REPORT ROOMS Only
   Please No food or Drinks in the LAB Areas
   Use a sturdy lid on Cups and glasses
   Clean up spills & trash, use recycle bins for plastic products.
   Remember: This privilege is subject to change as the Report rooms serve as a student study area.
   The report rooms are used as conference rooms during SIM training and will not be available to lab students during that time

2. Children are not allowed in Lab areas at any time

3. BRING YOUR SKILLS BAG TO EVERY LAB THROUGHOUT YOUR STUDENT CAREER.

4. Sign-into labs on the Odyssey software system located at the nurses stations in labs 152 & 158.
   Be sure to sign-out when leaving the lab

   *Please Note: Incomplete sign-outs may not be accepted by instructors.

   **Sign-in logs are the only other record showing attendance if syllabus sign-off sheets are lost**

LAB LINGO

1. Independent lab is for skills sign-off and is specific to NU 313 students only
   NHS students should come prepared as if to teach the skill to the instructor.
   Instructors will advise further practice if NHS students are not prepared in a skill

2. Open lab is for skills practice
   • ALL BSN, PN AND RADIOLOGY STUDENTS MAY ATTEND
   • Faculty and senior student workers will be available to assist with skills practice
   • NURSING STUDENTS
   • Open lab is not open for skills sign-off. On occasion open lab will have sign-off times and those will be announced previous to the lab
   **Health Assessment practice does not qualify toward NU 313 skill hours**

ADDITIONAL LAB LINGO

1. Performance Improvement Lab must be scheduled at least one day in advance
   Make appointments with CRC Coordinator by email or in person in their office
   CRC Coordinator will give you an appointment confirmation slip when the appointment is officially scheduled. This is your proof of a scheduled appointment and completion of appointments in the lab. Performance Improvement hours DO NOT count toward open lab and independent lab hours
2. Scheduled lab may be scheduled above & beyond independent and open lab
   Make appointments with CRC Coordinator by email or in person in their office. CRC
   Coordinator will give you an appointment confirmation slip when the appointment is
   officially scheduled. This is your proof of a scheduled appointment and completion of
   appointments in the lab
   Special lab hours may or may not count toward open lab and independent hours
   depending on practice content

   **WHERE TO FIND IT**

   **HOW TO USE IT**

1. Open lab hours are subject to change
   - The schedule will be posted on Blackboard for NU 313 students and is posted on the
     doors in lab 152 and 158
   - Labs may be cancelled due to unforeseen circumstances
   - Every attempt will be made to keep all scheduled labs

2. Scholarship and job listings are posted on the bulletin board in lab 152 & 158 across from the
   book bag bins

   **BOOK BAG BINS**

1. Book bags, coats and personal items may be kept in the book bag bins. These are located at
   the back of the labs by the corridor between labs. Please keep labs free of book bags and
   personal items. "Lost & Found" is a bin in the book bag bins area of lab 158

   **SKILLS BOXES**

1. Skills boxes will be available at the bedside on the first day of learning a new skill. After the
   first day boxes will be kept in the book bag bins of lab 152
   - You may use these boxes for practice
   - Please return items to the correct boxes before returning them to the bins
     - (A list of items for each box is taped inside the box lid)
   - Please notify faculty if replacement items are needed in a box

2. Medication, glucometer, syringe/needle and reusable manikin sharps skill boxes are kept in
   the medication room in lab 152

   **SHARPS CONTAINERS**

1. Sharps items only: Only needle or sharp items such as glass, needles on syringes, scalpels
   vacutainer tubes, syringes with blood, etc.
   - Please do not put paper, cotton balls, syringes or other non-sharp items in the sharp
     containers
   - The following items with blood on them may be placed in regular trash, i.e.:
     - Items with small amounts of blood such as glucose test strips, cotton balls, paper
       towels, sanitary wipes.
If in doubt please check with instructors or lab personnel before placing items in sharps containers

2. Sharps Containers/Gloves/Hand Sanitizers/Sinks
   • Please let faculty know if refills are needed or if sinks are not working properly
   • Use and care for these items as you would in the clinical setting

LAB EQUIPMENT

1. MANIKINS
   • No Pens, pencils or printed materials on the manikins. These items will permanently tattoo the manikin’s skin
   • Please remove all adhesives from manikins when finished with a skill
   • Manikin and bed areas are to be clean, neat & tidy after each use

   **Please treat the lab areas as you would a patient’s room while in clinical or in nursing practice**

   • Vital Sim manikin power packs and controllers may be signed out for use during lab hours
     Request sign out from faculty

2. BEDS/EQUIPMENT
   • Please let faculty know if beds and equipment are not working properly
   • Use and care for these items as you would in the clinical setting

3. MEDICATION CARTS
   • Become familiar with the carts during open labs
   • It’s important to know where to find items in the med carts for easy use during scenario testing
   • Please DO NOT use items from the cart for lab practice.
   • Ask lab personnel if you need additional supplies
   • All med carts in all the labs are set up similarly

CRASH CARTS
   • These will be used your senior year
   • You may review the drawers of the crash carts at your leisure.
   • Please RETURN items used after lab practice.
Disclaimer/Waiver:

Simulation scenarios are videotaped strictly for educational purposes (i.e. group learning, performance evaluation). Such videotaped sessions will not be accessed by unauthorized persons and will not be posted to the Internet. They will be destroyed as a group within each level upon completion of the Nursing program and/or graduation.

I have read the above and agree to the content herein.

__________________________________________  _________________________
(name)                                      (date)

__________________________________________
(print name)

Latex Allergy?(please circle)  YES   NO