Department of Nursing

Student Handbook: RN to BSN Program
The purpose of this handbook is to acquaint students with curricular design, program objectives, expected student competencies, and program procedures. The handbook also is intended to provide students with information and resources that are helpful to their transition into and through the nursing program. The faculty believes students successfully attain educational goals through an understanding of their responsibility and adherence to established policies.

Procedures are subject to change as needed. Students, by serving on committees and working with the student organization, have input for change and modification of existing policies. This handbook is for information purposes only and is subject to change. Students will be informed in writing of any changes.

The Dixie State University Bachelor of Science in Nursing Program has been approved by the Utah State Board of Nursing. The Bachelor of Science in Nursing Program has been accredited by the Accreditation Commission for Education in Nursing (ACEN) since October of 2010.

ACEN
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www.acenursing.org
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MISSION, CORE-THEMES, & VALUES

(Approved by the Board of Trustees on November 6, 2015)

Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

Core Themes (L.E.O.)

**Learning**
Delivering excellent teaching, preparing knowledgeable and competent students

**Engagement**
Maintaining active involvement and positive collaboration with students, faculty, staff, and the community to foster economic and community development, facilitating educational, cultural recreational enrichment.

**Opportunity**
Valuing inclusion, access, diversity, equity, service and citizenship.

Values

**Student-centered success:** providing an affordable education with experiences that develop the academic, professional, and personal lives of all students

**Academic excellence:** stimulating learning and critical thinking through rigor, student empowerment, and practical application.

**Equity and Inclusion:** creating a community of diverse individuals, ideas, and beliefs; practicing open discourse and collaboration.

**Accountability:** working with honesty, transparency, and respect for others while holding ourselves accountable for our actions.

**Service leadership:** emphasizing civic, economic, and cultural engagement with the community.

**Creative and innovation:** problem solving in learning, teaching, fostering new ways of thinking, and researching.

**Local and global resources:** incorporating a variety of resources into the educational experience with a special emphasis on the unique local resources.
PROGRAM MISSION & PHILOSOPHY

**Mission:** The mission of the Dixie State University ADN & RN to BSN programs is the education of nurses at the associate and baccalaureate levels who are dedicated to excellence in health care.

Our **goals** are to:
1. Provide an innovative and collaborative learning environment.
2. Prepare generalist nurses who can practice in various health care settings.
3. Apply evidence-based practice in educational and clinical settings.
4. Enhance the quality of life of diverse individuals, families, groups, communities, and society.
5. Promote responsibility and commitment to lifelong learning.

**Philosophy:** As an integral part of Dixie State University, the nursing faculty collectively assumes responsibility for supporting and maintaining the mission and goals of the College. The ADN & RN to BSN programs contribute to the functioning of Dixie State University as a comprehensive state college and community college by offering nursing education at the Associate of Applied Science Degree and Baccalaureate Degree in nursing levels. Students in the ADN program are eligible to test for state licensure as registered nurses.

The nursing faculty has defined the following terms as part of their philosophical beliefs regarding nursing and nursing education.

**Clients** are recipients of nursing care and include individuals, families, groups, communities, and society.

**Health** is a subjective perception of what makes life meaningful and manageable and is a result of adaptation to life’s immediate experiences to maintain physical, psychological, social, spiritual, and cultural harmony.

**Environment** is every factor, internal and external, that provides the context for human life. People and their environments are inseparable. The combined influences of the external and internal environments determine state of health.

**Nursing** is the autonomous and collaborative care of clients using unique knowledge to promote health and adaptation to illness, wellness, disability, and dying. Nursing care is guided by morals, ethics, and advocacy.

**Healthcare** is a system for the delivery of resources to promote wellness as well as prevent and manage illness.

**Associate Degree Nurses (ADN)** practice in the roles of care provider, care manager, and member within the discipline of nursing. ADN graduates are registered nurses who provide direct care to clients with complex health needs; adjust care as client situations change; collect and analyze data from clients, families, and other health care resources; formulate appropriate nursing diagnoses; develop and revise plans of care based on client decisions; and collaborate and communicate with clients, families, and other health professionals. ADNs also are accountable for care of their clients, and of those whose care has been delegated to others, including licensed and unlicensed health care workers.
**Bachelor of Science Degree Nurses** (BSN) are professional nurses who have more extensive opportunities for practice than Associate Degree Nurses. The BSN practices in the role of provider, manager, and coordinator of care as well as functioning as a leader of care teams. RN to BSN graduates use research, information technology, ethical frameworks, political advocacy, and policy making in the provision of care with individuals, families, groups and communities across the lifespan and across the continuum of healthcare environments. The RN to BSN graduate is accountable for his or her own practice and care delegated to others. The BSN is generally a prerequisite for graduate nursing education.

*Nursing education* is a lifelong process which includes reflection, intellectual challenge, and practice. It encompasses the development of knowledge, skills, and personal and professional values. Nursing education facilitates the learning process through the assimilation of knowledge and the acquisition of eight competencies which include critical thinking, technical skills, therapeutic communication, leadership/management, time management/organization, professional behavior, caring, and the nursing process. A supportive environment for nursing education is one of caring in which all persons are respected, trusted, and nurtured. Through education, the faculty endeavors to develop and enhance learners' individual growth, professional practice and social responsibility, and leadership in increasingly complex health care environments. Education is the progressive discovery of knowledge and possibility. Our aim is for students to recognize what they do and do not know, and how to acquire what they need to know.

*Teaching/learning* is a collaborative process in which the nursing instructor, informed by the curriculum, evidence-based nursing practice, and teaching and learning theories facilitates the nursing student preparedness to meet the goals and outcomes of the nursing program and the NLCEX® exam.
STUDENT LEARNING OUTCOMES

THE RN TO BSN GRADUATE WILL:

1. Apply leadership concepts, skills, and decision making in order to provide oversight and accountability for the delivery of safe, quality care in a variety of healthcare settings.
2. Integrate reliable evidence from multiple perspectives to inform practice and make reasonable clinical judgments.
3. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice in a variety of healthcare settings.
4. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments including local, state, national, and global healthcare trends.
5. Communicate, collaborate, and negotiate as a member and leader within interdisciplinary healthcare teams to improve patient health outcomes.
6. Manage the direct and indirect care of individuals, families, groups, communities, and populations to promote, maintain, and restore health.
7. Integrate professional standards of moral, ethical, and legal conduct into the care of persons, families, groups, communities, and populations.

NURSING PROGRAM OUTCOMES

Nursing program outcomes are benchmarks that assist nursing faculty in determining if the RN to BSN program has been effective in achieving identified competencies consistent with the Dixie State University mission, nursing program mission/philosophy, and professional standards of baccalaureate level nursing. Nursing program outcomes include measures of graduation rates, program satisfaction, and job placement. The following table indicates the specific program outcomes for the RN to BSN program.

<table>
<thead>
<tr>
<th>Graduation Rates</th>
<th>70% of full-time students will complete the program within 150% of program length (5 semesters) and 70% of part-time students will complete the program within 5 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Satisfaction</td>
<td>85% of employers agree RN to BSNs meet or exceed expectations</td>
</tr>
<tr>
<td></td>
<td>85% of employers agree overall satisfaction with education graduates received</td>
</tr>
<tr>
<td></td>
<td>85% of graduates agree overall satisfaction with education received</td>
</tr>
<tr>
<td>Job Placement</td>
<td>85% of graduates are employed as an RN or are enrolled in a graduate nursing education program</td>
</tr>
</tbody>
</table>
# PROGRAM COMPETENCIES

## ASSOCIATE DEGREE NURSING

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CRITICAL THINKING</td>
<td><strong>Critical thinking</strong> is the ability to think in a systematic and logical manner when posed with a thinking challenge. Critical thinking in nursing is used for clinical judgment and decision-making that ensures safe nursing practice and quality care. Critical thinking requires an attitude of inquiry, openness to questioning, and reflection on the reasoning process.</td>
</tr>
</tbody>
</table>

a. Assumes responsibility for own learning.

b. Demonstrates independent and creative application of classroom concepts in the clinical setting and is able to consider alternatives.

c. Uses creative/critical thinking in solving clinical problems and making clinical decisions.

d. Utilizes knowledge gained from reading basic research reports, journals, internet research, and nursing workshops.

e. Shows initiative by reading and seeking learning opportunities (other than what is required) to expand knowledge.

f. Understands how every client has unique needs and actively/creatively adapts and modifies patient care standards to meet individual needs.

## BACCALAUREATE DEGREE NURSING

(NOTE: assumes responsibility for practices of all of the competencies of the associate degree nurse but expands and grows in depth and complexity in the following manner.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CRITICAL THINKING</td>
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</tr>
</tbody>
</table>

a. Assumes responsibility for own learning.

b. Evaluates evidence appropriately.

c. Brings multiple perspectives into interpretation of situations and problems encountered.

d. Clearly and accurately analyzes situations encountered.

e. Shows initiative by reading and seeking learning opportunities (other than what is required) to expand knowledge.

f. Shows openness to considering opinions which may differ from own point of view.

## 2. TECHNICAL SKILLS | Technical skills require technical competence. Such competence is demonstrated by the ability to use equipment and supplies with confidence and skill, thus meeting client needs. It also includes the ability to adapt procedures and equipment to meet client needs in diverse situations and care settings. |

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses complex equipment and procedures to provide care for acutely ill patients.</td>
<td>a. Uses advanced skills while maintaining an ethic of caring.</td>
</tr>
<tr>
<td>b. Identifies and follows established standards when performing more complex, advanced procedures. Is able to modify standards when necessary to meet specific client needs.</td>
<td>b. Demonstrates competence in the use of health care technology and informatics in the provision of nursing care.</td>
</tr>
<tr>
<td>c. Observes all OSHA standards, rules and regulations.</td>
<td>c. Observes all OSHA standards, rules and regulations.</td>
</tr>
<tr>
<td>d. Able to perform all critical elements of assigned skills with accuracy.</td>
<td>d. Able to perform all critical elements of assigned skills with accuracy.</td>
</tr>
<tr>
<td>e. Demonstrates an understanding of the computer and use of its components</td>
<td>e. Applies the use of computers in planning, documenting and evaluating care of clients.</td>
</tr>
<tr>
<td>ASSOCIATE DEGREE NURSING</td>
<td>BACCALAUREATE DEGREE NURSING</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>f. Demonstrates proficiency in word processing.</td>
<td>f. Demonstrates proficiency in word processing.</td>
</tr>
<tr>
<td>g. Prepares formal papers in APA format.</td>
<td>g. Prepares formal papers in APA format.</td>
</tr>
<tr>
<td>h. Demonstrates use of computer presentation software.</td>
<td>h. Adapts and evaluates the use of technology to attain optimal quality healthcare client outcomes.</td>
</tr>
<tr>
<td>i. Demonstrates use of computer in online learning management system.</td>
<td>i. Demonstrates use of computer in the use and manipulation of spreadsheets; online learning management system.</td>
</tr>
</tbody>
</table>

### 3. THERAPEUTIC COMMUNICATION

*Therapeutic communication* is the ability to apply concepts of communication and therapeutic interaction in building and maintaining relationships with clients, families, groups, communities and other members of the health care team. Communication promotes the value of each individual, group, or community including their strengths, abilities, and challenges to achieve established goals. It is dependent upon caring.

<table>
<thead>
<tr>
<th>ASSOCIATE DEGREE NURSING</th>
<th>BACCALAUREATE DEGREE NURSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Records/documents client information, care, and evaluation of care in a clear, concise manner, both verbally and in writing.</td>
<td>a. Applies elements of professional communication to foster nurse-client and nurse-health team relationships.</td>
</tr>
<tr>
<td>b. Develops and implements teaching plans to facilitate clients/family assumption of own self-care and wellness promotion.</td>
<td>b. Self-examines communication skills.</td>
</tr>
<tr>
<td>e. Uses appropriate basic communication skills and therapeutic communication techniques.</td>
<td>e. Uses appropriate advanced communication skills and therapeutic communication techniques.</td>
</tr>
<tr>
<td>f. Manages team conflict in assertive and responsible ways.</td>
<td>f. Independently manages team conflict in assertive and responsible ways.</td>
</tr>
<tr>
<td>g. Communicates assertively and responsibly with distressed, aggressive, or unpopular clients/colleagues.</td>
<td>g. Communicates assertively and responsibly with distressed, aggressive, or unpopular clients/colleagues.</td>
</tr>
<tr>
<td>h. Receives feedback/criticism from evaluations in an assertive, positive manner.</td>
<td>h. Gives and receives feedback/criticism from evaluations in an assertive, positive manner.</td>
</tr>
<tr>
<td>i. Independently and assertively reports breech of nursing care standards using the appropriate chain of command.</td>
<td>i. Independently and assertively manages and reports breech of nursing care standards using the appropriate chain of command.</td>
</tr>
</tbody>
</table>
### ASSOCIATE DEGREE NURSING

#### 4. LEADERSHIP/MANAGEMENT -- Leadership/Management

Leadership requires personal traits necessary to establish vision and goals for a group and the ability to execute them. Management requires personal traits necessary to plan, organize, motivate, and manage a group of people and their resources. Leadership and management include delegation, evaluation, conflict resolution, and collaboration with other members of the health care team.

<table>
<thead>
<tr>
<th>ASSOCIATE DEGREE NURSING</th>
<th>BACCALAUREATE DEGREE NURSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Independently promotes goals of workplace as to costs, safety and quality client care.</td>
<td>a. Actively engages in leadership and management skills using collaboration, advocacy, empowerment, interpersonal communication, and teaching in all professional nursing activities.</td>
</tr>
<tr>
<td>b. Works as an effective member of the health care team.</td>
<td>b. Works as an effective leader of health care teams.</td>
</tr>
<tr>
<td>c. Delegates care appropriately to other health care workers commensurate with their educational preparation/ability.</td>
<td>c. Delegates care appropriately to other health care workers commensurate with their educational preparation/ability.</td>
</tr>
<tr>
<td>d. Demonstrates accountability for nursing care delegated to other health care workers.</td>
<td>d. Demonstrates accountability for nursing care delegated to other health care workers.</td>
</tr>
<tr>
<td>e. Ensures/promotes continuity of care for each client within the employing institution.</td>
<td>e. Ensures/promotes continuity of care for each client within the employing institution.</td>
</tr>
<tr>
<td>f. Evaluates other health care workers in their professional actions, abilities, and limitations.</td>
<td>f. Evaluates other health care workers in their professional actions, abilities, and limitations.</td>
</tr>
<tr>
<td>g. Mentors others, assisting them to increase their knowledge and skills.</td>
<td>g. Mentors others, assisting them to increase their knowledge and skills.</td>
</tr>
<tr>
<td>h. Encourages/promotes excellence in co-workers.</td>
<td>h. Encourages/promotes excellence in co-workers.</td>
</tr>
</tbody>
</table>

#### 5. TIME MANAGEMENT/ORGANIZATION -- Time Management/Organization

is the responsibility and accountability to client, peer, and employer environments through a sound work ethic. It is demonstrated through attendance, work within designated standards, performance of assigned responsibilities, prioritization of care, and effective use of time.

<table>
<thead>
<tr>
<th>ASSOCIATE DEGREE NURSING</th>
<th>BACCALAUREATE DEGREE NURSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Able to manage personal time/actions to work effectively in the care setting.</td>
<td>a. Manages time/actions within the professional nursing care situation.</td>
</tr>
<tr>
<td>b. Plans, prioritizes and implements nursing care for a group of clients with complex needs.</td>
<td>b. Plans, prioritizes and implements nursing care for a group of clients with complex needs.</td>
</tr>
<tr>
<td>c. Demonstrates competence by meeting clinical schedules without being late or absent.</td>
<td>c. Assumes responsibility for scheduling clinical experiences.</td>
</tr>
<tr>
<td>d. Is prepared with assignments as outlined.</td>
<td>d. Assume personal responsibility and accountability for one’s actions in meeting course requirements and professional expectations.</td>
</tr>
<tr>
<td><strong>ASSOCIATE DEGREE NURSING</strong></td>
<td><strong>BACCALAUREATE DEGREE NURSING</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>(NOTE: assumes responsibility for practices of all of the competencies of the associate degree nurse but expands and grows in depth and complexity in the following manner.)</td>
<td></td>
</tr>
<tr>
<td>e. Constructively uses criticism and suggestions for improving nursing practice.</td>
<td>e. Constructively uses criticism and suggestions for improving nursing practice.</td>
</tr>
<tr>
<td><strong>6. PROFESSIONAL BEHAVIOR</strong>-- <strong>Professional behavior</strong> is characterized by a commitment to the profession of nursing. Professional behavior involves adherence to standards of nursing practice; accountability for actions and behaviors; and nursing practice within legal, ethical, and regulatory frameworks.</td>
<td></td>
</tr>
<tr>
<td>a. Follows ANA code of ethical behavior while setting aside own ethical values/standards to support the client in their choices and values, when the nurse’s ethical values/standards are in conflict with those of the patient.</td>
<td>a. Demonstrates knowledge, attitudes, values, and behaviors of professional nursing.</td>
</tr>
<tr>
<td>b. Understands the RN’s full scope of legal responsibility and accountability and uses legal safeguards in clinical practice.</td>
<td>b. Understands the RN’s full scope of legal responsibility and accountability and uses legal safeguards in clinical practice.</td>
</tr>
<tr>
<td>c. Independently identifies potential liabilities in individual practice and develops prevention strategies.</td>
<td>c. Critically analyzes and utilizes research findings in nursing practice.</td>
</tr>
<tr>
<td>d. Functions within scope of practice of the licensed registered nurse in various health care settings.</td>
<td>d. Critically evaluates and analyzes evidence for evidence based practice in all settings.</td>
</tr>
<tr>
<td>e. Maintains client confidentiality.</td>
<td>e. Integrates ethical principles in nursing care of individuals, families, groups and communities including but not limited to maintenance of client confidentiality.</td>
</tr>
<tr>
<td>f. Identifies individual strengths and weaknesses and seeks improvement as appropriate.</td>
<td>f. Identifies individual strengths and weaknesses and seeks improvement as appropriate.</td>
</tr>
<tr>
<td>g. Displays initiative in participating in educational opportunities and participates in research programs when possible.</td>
<td>g. Displays initiative in participating in educational opportunities and participates in research programs when possible.</td>
</tr>
<tr>
<td>h. Demonstrates support of professional activities.</td>
<td>h. Actively participates in/or has a leadership role in professional organization(s).</td>
</tr>
<tr>
<td>i. Promotes the use of evidence-based practice and research in nursing care.</td>
<td>i. Promotes the use of evidence-based practice and research in nursing care and is a knowledgeable research consumer.</td>
</tr>
<tr>
<td>j. Participates effectively in formal group discussions such as post-conferences.</td>
<td>j. Participates effectively in formal group discussions such as online synchronous and asynchronous discussion assignments.</td>
</tr>
<tr>
<td>k. Serves as a role model regarding health to clients/colleagues.</td>
<td>k. Serves as a role model regarding health to clients/colleagues.</td>
</tr>
</tbody>
</table>
## ASSOCIATE DEGREE NURSING

**BACCALAUREATE DEGREE NURSING**

(NOTE: assumes responsibility for practices of all of the competencies of the associate degree nurse but expands and grows in depth and complexity in the following manner.)

### 7. CARING-- Caring

Caring is the recognition and acknowledgment of the value of individuals, families, groups, communities, and other members of the health care team. Caring is an altruistic philosophy of moral and ethical commitment toward the protection, promotion and preservation of human dignity and diversity. Caring is the essence of nursing.

- a. Establishes and maintains relationships of trust with clients and colleagues.
- b. Uses “caring behaviors” to convey respect and acceptance and to promote health, self-care, and affirm individual worth.
- c. Promotes values and choices of the client.
- d. Advocates for the client.
- e. Respects human dignity and cultural diversity.
- f. Demonstrates interest in clients and client care by giving individualized, quality, nursing care to complex, difficult patients, and in resolving difficult problems/situations.

### 8. UTILIZES NURSING PROCESS-- The Nursing process

The nursing process involves the methodology of decision-making that provides direction and order to holistic nursing care across the health continuum. The components of the nursing process include assessment, diagnosis, planning, implementation, and evaluation. Implicit in the nursing process is the professional and therapeutic relationship of the nurse with client and family.

- a. Performs ongoing complete physical, emotional, spiritual and socio-cultural assessment of all clients across the lifespan. Is able to recognize potential problems.
- b. Establishes and analyzes a data base by the assessment process.
- c. Independently selects actual and potential nursing diagnoses.
- d. Solicits client input, determines appropriate client outcomes.
- e. With the client, develops a comprehensive plan of nursing care to meet client outcomes.

- a. Establishes and maintains relationships of trust with clients and colleagues.
- b. Incorporates human caring into all aspects of professional nursing practice.
- c. Promotes values and choices of the client.
- d. Advocates for the client.
- e. Respects human dignity and cultural diversity.
- f. Demonstrates interest in clients and client care by giving individualized, quality, nursing care to complex, difficult patients, and in resolving difficult problems/situations.

- a. Evaluates current and changing health care needs influencing persons, families, groups, and communities based on cultural and ethnic diversity.
- b. Implements the nursing process though nurse-person partnerships to promote, maintain and restore health.
- c. Collaborates/coordinates care with clients, families, groups, communities and health care professionals.
- d. Utilizes outcome measures to evaluate effectiveness of care provided to persons, families, groups, and communities.
- e. With the client, family, group, and community, develops a comprehensive plan of nursing care to meet desired outcomes.
<table>
<thead>
<tr>
<th>ASSOCIATE DEGREE NURSING</th>
<th>BACCALAUREATE DEGREE NURSING</th>
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</thead>
<tbody>
<tr>
<td>f. Adjusts plan of care to meet the client’s changing holistic needs.</td>
<td>f. Adjusts plan of care to meet the changing holistic needs of the client, family, group, and community.</td>
</tr>
<tr>
<td>g. Identifies and facilitates interdisciplinary interventions to achieve outcomes.</td>
<td>g. Independently identifies and facilitates interdisciplinary interventions to achieve outcomes.</td>
</tr>
<tr>
<td>h. Establishes priorities for comprehensive nursing care and intervenes appropriately and independently.</td>
<td>h. Establishes priorities for comprehensive nursing care and intervenes appropriately and independently.</td>
</tr>
<tr>
<td>i. Provides care in areas of health promotion, illness prevention, and rehabilitation as appropriate for clients across the lifespan.</td>
<td>i. Independently and consistently provides care in areas of health promotion, illness prevention, and rehabilitation as is appropriate for clients across the lifespan as well as families, groups, and communities.</td>
</tr>
<tr>
<td>k. Uses critical thinking to revise outcomes as appropriate.</td>
<td>k. Uses critical thinking to revise outcomes as appropriate.</td>
</tr>
<tr>
<td>l. Utilizes all steps of the nursing process in the safe administration of medications within scope of practice</td>
<td>l. Utilizes all steps of the nursing process in the safe administration of medications within scope of practice.</td>
</tr>
</tbody>
</table>
In 1956, Benjamin Bloom developed a classification of levels of intellectual behavior important in learning. During the 1990s a new group of cognitive psychologists updated the taxonomy to reflect relevance to 21st century work.

Bloom’s taxonomy originally was created to aid instructors in classifying educational goals and objectives as well in writing differing levels of questions for text and exams. Bloom's taxonomy also can be used by students as a guide to what they need to know in a simple to complex format. Research indicates that students remember more if they have learned at the higher levels. Bloom’s taxonomy is helpful in guiding textbook reading and facilitating critical thinking as students’ progress from remembering, understanding and applying to analyzing, evaluating and creating.
FACULTY AND STUDENT EXPECTATIONS

FACULTY RESPONSIBILITIES TO STUDENTS

The faculty recognizes their responsibility as facilitators of learning and will abide by policy 632 as stated in the Dixie State University Policies and Procedures Manual available at https://files.dixie.edu/sites/hr/pl/SitePages/500.aspx

STUDENT RESPONSIBILITIES

Students will be expected to abide by the Dixie State University's Students Rights and Responsibilities Code Policy 552 as found in the Policies and Procedures available at https://files.dixie.edu/sites/hr/pl/SitePages/500.aspx

STUDY EXPECTATIONS

Nursing faculty has set a minimum study expectation of two (2) hours of study per week for each credit hour enrolled. This means for a four (4) credit class, it is expected that students will spend a minimum of eight (8) hours outside the classroom per week.

Dixie State University Online Policy

DSU policy requires that a minimum of 2 proctored assignments/tests be given to online students to provide identity verification. Proctored assignments/tests means that the student must be visually seen by the proctor with a picture ID to ensure that the person doing the assignment or test is indeed the person enrolled in the class. Failure to complete the proctored assignments or submitting work that is not compatible with coursework submitted throughout the semester will result in receiving an F in the course.

GRADE EXPECTATIONS

Grading performance constitutes a complex and difficult process. Assigning grades is perhaps one of an instructor’s most difficult tasks. Grades reflect achievement, so please understand an instructor grades a student’s achievement on various assignments, not the student personally. The descriptions below attempt to explain why different students obtain different results.

Few of us operate on the level of excellent or exceptional all the time. Often we really are just good or very good. Good is not bad! A “B” or even a “C” grade is not a cause for shame; it does not indicate failure or disaster, and is not a reason for self-doubt, worry, anxiety or distress. If you do not achieve the grade you desire, find out how your performance can be improved. Meet with your instructor, find out the reasons for the evaluation and focus on attaining a better understanding of the issues and exactly where there are problems. Meet with an open mind and an open heart. Your instructor wants you to succeed as much as you want to succeed. Be open to suggestions.

Remember that grades are based on results, not on effort. If you have spent hours working on an assignment and then received a grade that is less than you think you deserve, find out what is missing from the requirements of the assignment. Take advantage of Dixie State University services and your instructors’ expertise to learn how to work more effectively to produce better results.
## STUDENT AND FACULTY EXPECTATIONS

<table>
<thead>
<tr>
<th>As a student I will...</th>
<th>As a faculty I will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on time to class and return promptly following my breaks.</td>
<td>Be on time to class and return promptly following any breaks.</td>
</tr>
<tr>
<td>Come to class prepared: This means bringing writing materials, my syllabus, and text/readings. I will review the class objectives, the readings, and any other required materials/activities prior to class and be prepared to discuss, question and apply them during class.</td>
<td>Come to class prepared, use a variety of teaching strategies, and invite questions and discussions.</td>
</tr>
<tr>
<td>Be an active participant in all classroom activities: questions, group discussion and projects, simulations, and games.</td>
<td>Recognize active participation in classroom activities, questions, group discussion and projects, simulations, and games.</td>
</tr>
<tr>
<td>Identify my own learning needs, communicate these appropriately, initiate clarification, and be self-motivated and directed.</td>
<td>Welcome identification of individual student learning needs and their appropriate communication and clarification.</td>
</tr>
<tr>
<td>Take tests and turn in assignments on the assigned dates.</td>
<td>Communicate expected times and/or dates that tests and assignments will be returned.</td>
</tr>
<tr>
<td>Conduct myself in accordance with the College Code of Conduct and the Department of Nursing Code of Conduct and Integrity Pledge while in this class and refrain from any non-respectful or disruptive behaviors.</td>
<td>Conduct myself in accordance with the College Code of Conduct and the Department of Nursing Code of Conduct and Integrity Pledge and address any non-respectful or disruptive behaviors that may occur in class.</td>
</tr>
<tr>
<td>Turn off/mute cell phones/pagers/etc. during class and will respond/initiate their use only in emergent situations.</td>
<td>Turn off/mute cell phones/pagers/etc. during class and will respond/initiate their use only in emergent situations.</td>
</tr>
<tr>
<td>Recognize that lectures, lecture notes, handouts, gaming materials, and any other verbal or written materials made available for this class are copyrighted, and they may not be recorded, copied, marketed, or sold without consent of the professor.</td>
<td>Recognize that students’ work is their own and will not be recorded, copied, marketed, or sold without their consent.</td>
</tr>
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</table>
PROGRAM CURRICULUM

BACHELOR OF SCIENCE IN NURSING (RN to BSN)
120 credits

Prerequisites
- Completion of an AAS, AS, or equivalent degree in Nursing
- Current Registered Nurse license or recent AD graduate may take first semester classes but must pass NCLEX before continuing with the program

DSU GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

All DSU General Education and Institutional requirements must be fulfilled. A previously earned degree may fulfill those requirements, but courses must be equivalent to DSU’s minimum General Education standards in American Institutions, English, and Mathematics.

Institutional Requirement in Computer Literacy

| Computer Literacy Course(s) | 0-6 |

General Education Core Requirements

| English GE Courses | 6 |
| Information Literacy GE Course | 0-1 |
| Mathematics GE course | 3-5 |
| American Institutions GE course(s) | 3-6 |
| Life Sciences GE course(s) | 3-10 |
| Physical Sciences GE course(s) | 3-5 |
| Laboratory Science GE course | 0-1 |
| Fine Arts GE course | 3 |
| Literature/Humanities GE course | 3 |
| Social & Behavioral Sciences GE course | 3 |
| Exploration GE course | 3-5 |
| Two (2) Global & Cultural Perspectives Courses | 0-6 |

*NOTE: Students who have completed BIOL 2320, BIOL 2325, BIOL 2420, and BIOL 2425 can fulfill GE Life Science and GE Laboratory Science by taking BIOL 1300 Evolution & Ecology (1 hour)

Discipline Core Requirements

| BIOL 4400 | Pathophysiology | 3 |

Complete one of the following:

| MATH 1040 | Introduction to Statistics | 3 |
or MATH 1040A  Honors Intro to Statistics
or STAT 2040  Business Statistics

Complete the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3100</td>
<td>Professional Nursing Roles</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3200</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3300</td>
<td>Transcultural Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3400</td>
<td>Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3600</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3700</td>
<td>Gerontological Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4020</td>
<td>Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4030</td>
<td>Nursing Policy &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4040</td>
<td>Nursing Leadership Management</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4600</td>
<td>Senior Capstone</td>
<td>6</td>
</tr>
</tbody>
</table>

**GRADUATION REQUIREMENTS**

1. Complete a minimum of 120 college-level credits (1000 and above).
2. Complete at least 40 upper-division credits (3000 and above).
3. Complete at least 30 upper-division credits at DSU for institutional residency.
4. Cumulative GPA 2.0 or higher.
5. Grade C or higher in each Discipline Core Requirement course.
CLINICAL EXPECTATIONS

Preparation for clinical includes, but is not limited to:
- Being on time
- Having at least 4 hours of sleep prior to clinical
- Proper uniform and badge
- Fit for duty (see Fitness for Duty Procedure)
- **Maintain current immunizations, CPR, TB testing, drug screen, and background check requirements**
- Further requirements as listed in course syllabus

Please refer to the Rules Governing Conduct of Nurses section in this handbook.

RN to BSN PROGRAM UNIFORM CODE

As RN to BSN program clinical experiences are in a wide variety of settings including for example, the student's workplace in the Nursing Leadership & Management course, the program does not have a universal uniform code for RN to BSN students. RN to BSN students should adhere to the following when in clinical learning facilities:

1. Facility dress/uniform guidelines. In some instances for example, this may be a scrub uniform or in other instances, appropriate street clothes with a lab coat.
2. Standards for professional nursing image.
3. Good general grooming
4. Conservative jewelry and makeup
5. Must wear DSU Nursing badge during all professional interactions and clinical experiences.
Overview: The first-ever federal privacy standards to protect patients’ medical records and other health information provided to health plans, doctors, hospitals and other health care providers took effect on April 14, 2003. Developed by the Department of Health and Human Services (HHS), these new standards provide patients with access to their medical records and more control over how their personal health information is used and disclosed. They represent a uniform, federal floor of privacy protections for consumers across the country. State laws providing additional protections to consumers are not affected by this new rule.

Congress called on HHS to issue patient privacy protections as part of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA included provisions designed to encourage electronic transactions and also required new safeguards to protect the security and confidentiality of health information. The final regulation covers health plans, health care clearinghouses, and those health care providers who conduct certain financial and administrative transactions (e.g., enrollment, billing and eligibility verification) electronically. Most health insurers, pharmacies, doctors and other health care providers were required to comply with these federal standards beginning April 14, 2003. As provided by Congress, certain small health plans have an additional year to comply. HHS has conducted extensive outreach and provided guidance and technical assistance to these providers and businesses to make it as easy as possible for them to implement the new privacy protections. These efforts include answers to hundreds of common questions about the rule, as well as explanations and descriptions about key elements of the rule. These materials are available at http://www.hhs.gov/ocr/hipaa.

PATIENT PROTECTIONS

The new privacy regulations ensure a national floor of privacy protections for patients by limiting the ways that health plans, pharmacies, hospitals and other covered entities can use patients' personal medical information. The regulations protect medical records and other individually identifiable health information, whether it is on paper, in computers or communicated orally. Key provisions of these new standards include:

- **Access to Medical Records.** Patients generally should be able to see and obtain copies of their medical records and request corrections if they identify errors and mistakes. Health plans, doctors, hospitals, clinics, nursing homes and other covered entities generally should provide access these records within 30 days and may charge patients for the cost of copying and sending the records.

- **Notice of Privacy Practices.** Covered health plans, doctors and other health care providers must provide a notice to their patients how they may use personal medical information and their rights under the new privacy regulation. Doctors, hospitals and other direct-care providers generally will provide the notice on the patient's first visit following the April 14, 2003, compliance date and upon request. Patients generally will be asked to sign, initial or otherwise acknowledge that they received this notice. Health plans generally must mail the notice to their enrollees by April 14 and again if the notice changes significantly. Patients also may ask covered entities to restrict the use or disclosure of their information beyond the practices included in the notice, but the covered entities would not have to agree to the changes.
• **Limits on Use of Personal Medical Information.** The privacy rule sets limits on how health plans and covered providers may use individually identifiable health information. To promote the best quality care for patients, the rule does not restrict the ability of doctors, nurses and other providers to share information needed to treat their patients. In other situations, though, personal health information generally may not be used for purposes not related to health care, and covered entities may use or share only the minimum amount of protected information needed for a particular purpose. In addition, patients would have to sign a specific authorization before a covered entity could release their medical information to a life insurer, a bank, a marketing firm or another outside business for purposes not related to their health care.

• **Prohibition on Marketing.** The final privacy rule sets new restrictions and limits on the use of patient information for marketing purposes. Pharmacies, health plans and other covered entities must first obtain an individual’s specific authorization before disclosing their patient information for marketing. At the same time, the rule permits doctors and other covered entities to communicate freely with patients about treatment options and other health-related information, including disease-management programs.

• **Stronger State Laws.** The new federal privacy standards do not affect state laws that provide additional privacy protections for patients. The confidentiality protections are cumulative; the privacy rule will set a national “floor” of privacy standards that protect all Americans, and any state law providing additional protections would continue to apply. When a state law requires a certain disclosure -- such as reporting an infectious disease outbreak to the public health authorities -- the federal privacy regulations would not preempt the state law.

• **Confidential communications.** Under the privacy rule, patients can request that their doctors, health plans and other covered entities take reasonable steps to ensure that their communications with the patient are confidential. For example, a patient could ask a doctor to call his or her office rather than home, and the doctor’s office should comply with that request if it can be reasonably accommodated.

• **Complaints.** Consumers may file a formal complaint regarding the privacy practices of a covered health plan or provider. Such complaints can be made directly to the covered provider or health plan or to HHS’ Office for Civil Rights (OCR), which is charged with investigating complaints and enforcing the privacy regulation. Information about filing complaints should be included in each covered entity’s notice of privacy practices. Consumers can find out more information about filing a complaint at [http://www.hhs.gov/ocr/hipaa](http://www.hhs.gov/ocr/hipaa) or by calling (866) 627-7748.

**CONFIDENTIALITY AND PRIVACY RULES**

The privacy rule requires health plans, pharmacies, doctors and other covered entities to establish policies and procedures to protect the confidentiality of protected health information about their patients. These requirements are flexible and scalable to allow different covered entities to implement them as appropriate for their businesses or practices. Covered entities must provide all the protections for patients cited above, such as providing a notice of their privacy practices and limiting the use and disclosure of information as required under the rule. In addition, covered entities must take some additional steps to protect patient privacy:
• **Written Privacy Procedures.** The rule requires covered entities to have written privacy procedures, including a description of staff that has access to protected information, how it will be used and when it may be disclosed. Covered entities generally must take steps to ensure that any business associates who have access to protected information agree to the same limitations on the use and disclosure of that information.

• **Employee Training and Privacy Officer.** Covered entities must train their employees in their privacy procedures and must designate an individual to be responsible for ensuring the procedures are followed. If covered entities learn an employee failed to follow these procedures, they must take appropriate disciplinary action.

• **Public Responsibilities.** In limited circumstances, the final rule permits -- but does not require -- covered entities to continue certain existing disclosures of health information for specific public responsibilities. These permitted disclosures include: emergency circumstances; identification of the body of a deceased person, or the cause of death; public health needs; research that involves limited data or has been independently approved by an Institutional Review Board or privacy board; oversight of the health care system; judicial and administrative proceedings; limited law enforcement activities; and activities related to national defense and security. The privacy rule generally establishes new safeguards and limits on these disclosures. Where no other law requires disclosures in these situations, covered entities may continue to use their professional judgment to decide whether to make such disclosures based on their own policies and ethical principles.

• **Equivalent Requirements for Government.** The provisions of the final rule generally apply equally to private sector and public sector covered entities. For example, private hospitals and government-run hospitals covered by the rule have to comply with the full range of requirements.

### OUTREACH AND ENFORCEMENT

HHS’ Office for Civil Rights (OCR) oversees and enforces the new federal privacy regulations. Led by OCR, HHS has issued extensive guidance and technical assistance materials to make it as easy as possible for covered entities to comply with the new requirements. Key elements of OCR’s outreach and enforcement efforts include:

• **Guidance and technical assistance materials.** HHS has issued extensive guidance and technical materials to explain the privacy rule, including an extensive, searchable collection of frequently asked questions that address major aspects of the rule. HHS will continue to expand and update these materials to further assist covered entities in complying. These materials are available at [http://www.hhs.gov/ocr/hipaa/](http://www.hhs.gov/ocr/hipaa/).

• **Conferences and seminars.** HHS has participated in hundreds of conferences, trade association meetings and conference calls to explain and clarify the provisions of the privacy regulation. These included a series of regional conferences sponsored by HHS, as well as many held by professional associations and trade groups. HHS will continue these outreach efforts to encourage compliance with the privacy requirements.

• **Information line.** To help covered entities find out information about the privacy regulation and other administrative simplification provisions of the Health Insurance Portability and Accountability Act of 1996, OCR and HHS’ Centers for Medicare & Medicaid Services have established a toll-free information line. The number is (866) 627-7748.
• **Complaint investigations.** Enforcement will be primarily complaint-driven. OCR will investigate complaints and work to make sure that consumers receive the privacy rights and protections required under the new regulations. When appropriate, OCR can impose civil monetary penalties for violations of the privacy rule provisions. Potential criminal violations of the law would be referred to the U.S. Department of Justice for further investigation and appropriate action.

• **Civil and Criminal Penalties.** Congress provided civil and criminal penalties for covered entities that misuse personal health information. For civil violations of the standards, OCR may impose monetary penalties up to $100 per violation, up to $25,000 per year, for each requirement or prohibition violated. Criminal penalties apply for certain actions such as knowingly obtaining protected health information in violation of the law. Criminal penalties can range up to $50,000 and one year in prison for certain offenses; up to $100,000 and up to five years in prison if the offenses are committed under "false pretenses"; and up to $250,000 and up to 10 years in prison if the offenses are committed with the intent to sell, transfer or use protected health information for commercial advantage, personal gain or malicious harm.

• **Confidentiality in Nursing Program.** “Confidential Information” includes but is not limited to:

  - Patient information whether personal, medical, financial, or statistical
  - Written or computerized patient records
  - Conversations about patients that may be overheard by others
  - Information relating to physicians and their office operations
  - Co-workers/students personal information, such as home phone numbers and addresses
  - Fellow student’s test scores, disciplinary or investigatory actions

As a student of Dixie State University Nursing Program, you will have access to “Confidential Information” both in class and while at clinical sites. Confidential information is a valuable tool that helps in teaching nursing practice and standards. It contains very sensitive information and is protected by law and by the facilities within which you serve. The intent of those laws and policies are to assure that this information remains confidential and is only used for the purpose in which learning will occur. All students must abide/adhere to HIPAA instructions and each facility will provide orientation relating to this standard. (See pages 22-25.)

Under no circumstances may confidential information be divulged to anyone except those authorized to receive information in the lines of duty. Openly discussed patient care issues in public areas outside the department and/or facility is not appropriate. Inappropriate release of confidential information is considered a breach of confidentiality and will result in disciplinary action including possible program termination and the filing of criminal charges. All students will read and familiarize themselves with college and clinical site confidentiality policies and may be required to sign confidentiality agreements.
PROFESSIONAL CONDUCT

Professional conduct is nursing behavior (acts, knowledge, and practices), which through professional experience, has become established by practicing nurses as conduct which is reasonably necessary for the protection of the public interest. Guidance in what constitutes professional conduct can be found in the Nurse Practice Act of Utah as well as the ANA Code for Nurses.

1. The nurse provides services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.

3. The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.

4. The nurse assumes responsibility and accountability for individual nursing judgments and actions.

5. The nurse maintains competence in nursing.

6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.

7. The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.

8. The nurse participates in the profession's efforts to implement and improve standards of nursing.

9. The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing.

10. The nurse participates in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.

11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.
UNPROFESSIONAL CONDUCT

Nursing behavior (acts, knowledge, and practices) which fail to conform to the accepted standards of the nursing profession and which could jeopardize the health and welfare of the people shall constitute unprofessional conduct and shall include but not be limited to the documentation found in the "Nurse Practice Act", and "Division of Occupational and Professional Licensing Act".

Unprofessional Conduct also includes but is not limited to:

1. Failing to utilize appropriate judgment in administering safe nursing practice based upon the level of nursing for which the individual is licensed.
2. Failing to exercise technical competence in carrying out nursing care.
3. Failing to follow policies or procedures defined in the practice situation to safeguard client care.
4. Failing to safeguard the client's dignity and right to privacy.
5. Violating the confidentiality of information or knowledge concerning the client.
6. Verbally or physically abusing clients.
7. Performing any nursing techniques or procedures without proper education and preparation.
8. Performing procedures beyond the authorized scope of the level of nursing and/or health care for which the individual is licensed as defined by Nursing Rules and Regulations.
9. Being unfit to perform because of physical or psychological impairment.
10. Using alcohol or other drugs, and/or sleep deprivation.
11. Intentional misuse or manipulation of drug supplies, narcotics, or clients' records.
12. Falsifying client records or intentionally charting incorrectly.
13. Appropriating medications, supplies or other personal items of the client or agency.
14. Violating state or federal laws relative to drugs.
15. Falsifying records submitted to the Division.
16. Intentionally committing any act that adversely affects the physical or psychosocial welfare of the client.
17. Delegating nursing care, functions, tasks, and or responsibilities to others contrary to the Utah laws governing Nursing and/or to the detriment of client safety.
18. Failing to exercise appropriate supervision over persons who are authorized to practice only under the supervision of the licensed professional.
19. Leaving a nursing assignment without properly notifying appropriate personnel.
20. Resorting to fraud, misrepresentation or deceit in taking the licensing examination or in obtaining a license.
21. Practicing professional or practical nursing as a registered or licensed practical nurse in this state without a current active Utah license or permit shall be grounds for refusing to license that individual if application is made subsequent to such conduct.
22. Aiding, abetting, assisting, or hiring an individual person to violate or circumvent any law or duly promulgated rule or regulation intended to guide the conduct of a nurse or any other licensed healthcare provider.
23. Permitting or allowing another person to use his/her nursing license or permit for any purpose.
24. Failing to report, through the proper channels, facts known to the individual regarding the incompetent, unethical, or illegal practice of any licensed health care professional unless exempt under the laws related to client confidentiality.
25. Having a nursing licensed denied, revoked or suspended in another state for any one or more of the above.
26. Having a license or certificate in a related health care discipline in Utah or another state denied, revoked, or suspended for any one or more of the above.
## Program Dismissal for Professional Misconduct

Students who exhibit unprofessional conduct may be subject to dismissal from the nursing program. Evidence of unsafe nursing practice can result in the removal of the student from a clinical area temporarily or permanently. Removal from the clinical area on the basis of unsafe practice is considered grounds for failure of clinical.

Students who exhibit the following behaviors will be dismissed immediately from the nursing program without the option to apply for readmission.

1. Attendance at clinical while under the influence of alcohol or drugs (also applies to attendance in classroom and lab)
2. Verbally or physically abusing patients
3. Failure to take nursing action when such action is necessary to the life and health of the patient
4. Lying or deliberating falsifying information regarding nursing care in writing or by verbal report
5. Failure to recognize the need for assistance when unprepared for nursing action
6. Performing nursing activities which are detrimental to the health and safety of the patient

Students who exhibit the following as a consistent pattern of behavior may be dismissed from the nursing program. Nursing faculty are committed to student success and will provide support and assistance to students for correction of behaviors before they become behavior patterns. However, if behaviors are not corrected and become repetitive in nature, the student will be dismissed from the nursing program and may apply for readmission after one year following dismissal.

1. Fails to maintain communication with faculty and staff about patient care
2. Cannot anticipate the consequences of his/her actions or lack of actions
3. Has a lack of understanding of his/her limitations
4. Cannot transfer theory into practice
5. Fails to exercise technical competence in carrying out nursing care
6. Is unfit to perform because of sleep deprivation
7. Comes to clinical unprepared with clinical assignments
8. Leaves a clinical assignment without properly notifying the clinical instructor
9. Students who are consistently late (2 clinical days per semester)

Students may be dismissed from the Nursing Program if they are unable to fulfill clinical expectations because of a criminal arrest or conviction. Refer to appendices for more details.

The DSU Nursing Program also follows the DSU Student Rights and Responsibilities Code 552 Section 5: Student Professional Conduct in its entirety included but not limited to the professional misconduct process, standards of student professional conduct, administrative suspension, and appeals process that is available to students and complainants including faculty. The policy can be found at [https://files.dixie.edu/sites/hr/pl/SitePages/500.aspx](https://files.dixie.edu/sites/hr/pl/SitePages/500.aspx).
PROCEDURES RELATING TO STUDENTS

STUDENT CODE OF CONDUCT

The Dixie State University Nursing Program subscribes to the policies and procedures of Dixie State University as outlined in the policies and procedures. Violations of the code of conduct are serious and will be handled quickly and judiciously by campus authorities. The nursing faculty feels strongly about the student code of conduct, sexual harassment, discrimination, and ethical behavior. Not only are the nursing faculty supportive of these behavior guidelines as stated by the college, but they have adopted specific guidelines that deal with each of the above listed behaviors due to the exposure and participation with off campus institutions. Please see non-discrimination, ethical behavior, and the student code of conduct disciplinary process listed below. Students found in violation of the Student Code of Conduct listed in 5.33 of the student section of the policy and procedures manual, may be subject to probation, suspension, dismissal, warning, or exoneration. Any violations to, or misconduct of the Dixie State University policies and procedures, or the additional nursing program code of conduct can be immediately filed with the Vice-president of Student Services or Vice-president of Academics depending upon the nature of the infraction policy 552). This information can be found in the policies and procedures manual on the Dixie State University web site at https://files.dixie.edu/sites/hr/pl/SitePages/Home.aspx.

Other violations will be subject to, but not limited to, the following:

1. First offense will receive a verbal warning, which will be documented and placed in the student file. (See Appendices)
2. Second offense will be in writing with one copy given to the student and one copy put in the student file. (See Appendices)
3. Third offense will warrant a written contract** between the student and the necessary faculty/chairperson. The written contract signifies the beginning of a probationary period and terms thereof will be identified in the contract. (See Appendices)

Failure to keep the conditions outlined in the contract may lead to dismissal from the program and/other sanctions as allowed by DSU policy.

**Disclaimer: Depending upon individual circumstances, the instructor has the discretion to take any or all of these steps or initiate action at any of the steps.

FITNESS FOR DUTY PROCEDURE

It is the procedure of the Dixie State University Nursing Program to protect the health and safety of students, patients, faculty, and staff while in class and at the various facilities that we serve by providing an environment where students are “fit for duty” when performing on campus or at a clinical site. When there is a concern expressed by faculty, staff, patient, or another student that a student is not able to perform safely and effectively, she/he will not be permitted to stay on site and will be sent home immediately until “fitness” is determined. In determining “fitness,” students may be required to have a random urine drug screen done at the student’s expense before being allowed in clinical. Pending faculty review, and in accordance to Dixie State University Student Policy 5.33, the student will be subject to disciplinary action up to and could include university or program dismissal. All other contracted facility policies will be strictly adhered to.
“Fit for duty” means that a student is able to perform the standards related to a nurse as outlined in the student handbook in a safe and effective manner, unimpaired by some medical conditions, personal problems, medications, sleep deprivation, alcohol, and / or drugs. In relation to sleep deprivation: a student will be required to have a minimum of a four hour break before attending class, lab or clinical (direct patient care). This applies especially to students who have worked a shift prior to their scheduled school responsibility. This required break would provide the student with time to move toward the standard, which deems them "Fit for Duty”. Any student who is not compliant to this requirement will be dismissed from their assignment or class and be considered absent for that time period.

INTEGRITY STATEMENT AND HONOR CODE

A fundamental quality of all successful nurses is integrity and a genuine concern for the well-being of the patient. Quality professional patient care requires a relationship built on trust, trust requires honesty, and honesty is the foundation of integrity.

Academic Integrity is expected of students and faculty at Dixie State University. Students are expected to abide by the Dixie State University (DSU) student code(policy 552) available at https://files.dixie.edu/sites/hr/pl/SitePages/Home.aspx. Dixie State University takes a very serious view of violations of academic integrity. As members of the academic community, the College’s administration, faculty, staff, and students are dedicated to promoting integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the principles of integrity and impedes learning.

Students in DSU Nursing Programs have a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic standards. These academic standards include honesty, accountability, and responsibility for one's own work. Academic dishonesty is an unacceptable mode of conduct and will not be tolerated in any form. Academic dishonesty includes, but is not limited to, plagiarism, cheating, collusion, falsification, copying another student's work, and soliciting unauthorized information about an exam. Students who know about any form of cheating or academic dishonesty and do not report it to appropriate individuals are equally guilty of academic dishonesty and may face the same consequences. Students who violate the student code of conduct or rules of academic integrity may be subject to dismissal from DSU Nursing Programs and the university according to university policy.

1. I commit myself to acting honestly, responsibly, and above all, with honor and integrity in all areas of the nursing program including classroom, lab, and clinical.
2. I am accountable for all that I say and write.
3. I am responsible for the academic integrity of my work.
4. I pledge that I will not misrepresent my work nor give or receive unauthorized aid.
5. I commit myself to behaving in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the Dixie State University community.
6. Recognizing my responsibility to protect the integrity of the nursing profession, I will report other students’ dishonest behavior to faculty or the Dean of Health Sciences.
7. I accept responsibility to maintain the Dixie State University Code of Student Conduct and Nursing Program Integrity Statement.
AFFECTIVE BEHAVIOR

Professional behavior is essential at all times. This is an area of nursing practice that reflects who you really are. It will be evaluated at all times throughout the program in class, clinical, and lab. The areas to be evaluated include but are not limited to the following performance characteristics:

- Care of property
- Good work habits
- Cooperation with instructors
- Cooperation with other students
- Cooperation with affiliating agencies and staff
- Reliability
- Communication
- Classroom and clinical civility
- Receives constructive criticisms and makes appropriate changes

CIVILITY IN NURSING EDUCATION

Each individual in the nursing program—faculty, student, or staff member—is expected to contribute toward the creation and maintenance of a civil and collaborative learning environment. Teaching and learning happen best within such an environment.

Civility is defined as the authentic respect for others requiring time, presence, engagement, and an intention to seek common ground. Incivility is defined as disregard and insolence of others, causing an atmosphere of disrespect, conflict, and stress.

Standards and guidelines for nursing education and practice emphasize the importance of civility:

- The ANA Code of Ethics requires nurses to treat colleagues, students, and patients with dignity and respect and that any form of harassment, disrespect, or threatening action should not be tolerated.
- The Essentials of Baccalaureate Education for Professional Nursing Practice state that inherent in professionalism is accountability and responsibility for individual actions and behaviors, including civility. Civility must be present for professionalism to occur.
- The Quality and Safety Education for Nurses (QSEN) teamwork and collaboration competency addresses that open communication, mutual respect, and shared decision-making among nursing and inter-professional teams are necessary to achieve quality patient care.

As members of the Dixie State University Nursing Programs learning community, we value academic excellence, caring, service, fairness, respect, trustworthiness, and accountability. As such, we are expected to be civil to others. The following are examples of how we can demonstrate civility to others:

- Assume goodwill
- Be honest and non-judgmental
- Be inclusive and collaborative
- Use open communication
- Be humble and fair
- Stand for something good
- Let things go and show forgiveness
- Assume personal responsibility
- Assist in co-creating classroom, lab, and clinical norms
- Model respectful social discourse
- Discourage gossip
- Hold one another accountable
- Listen carefully
- Respect and celebrate diversity
- Take care of each other
Examples of incivility in student behavior are:

- Class disruptions
- Cell phone use in class, clinical, lab, post-conferences
- Sarcastic remarks
- Computer use for non-class reasons
- Not listening in class, clinical, lab, post-conferences
- Challenging/arguing with the professor
- Tardiness to class, clinical, lab, post-conferences
- Leaving class, clinical, lab, post-conferences early
- Disapproving groans, eye-rolling
- Sleeping in class
- Academic dishonesty
  - Cheating on examinations
  - Cheating on online work
  - Plagiarism
  - Group work for individual projects
  - Falsifying clinical information
  - Bullying
  - Badmouthing professors
  - Inappropriate, hostile, nasty, or rude behaviors
  - Cursing and swearing
  - Belittling or humiliating behaviors

Examples of incivility in faculty behavior are:

- Loss of patience
- Incompetence
- Tardiness to class, lab, clinical, post-conferences
- Rude, condescending remarks
- Poor teaching style
- Poor communication
- Being unprepared for class
- Showing disinterest in students
- Challenging other faculty’s knowledge and credibility
- Not being available outside of class

The nursing program has adopted and will enforce a zero-tolerance policy for incivility. Possible consequences for students who demonstrate uncivil behaviors whether in the classroom, lab, clinical, post-conferences, hallways, professor offices, etc., include but are not limited to being asked to leave the classroom, lab, office; academic sanctions; dismissal from the program; reporting and referral to the Nursing Program chair, Dean of Health Sciences or the Dean of Students; and dismissal from the college.

“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”  Maya Angelou
TECHNOLOGY REQUIREMENTS FOR RN to BSN STUDENTS

To determine the computer requirements for taking online courses go to the following link:
http://academics.dixie.edu/academic-community-outreach/computer-specifications/

NETIQUETTE FOR NURSING STUDENTS

Nursing faculty, staff, administration, and students are participants in a community of learning. Communities function best when participants follow community rules. Imagine what would happen, for example, if some drivers ignored red traffic lights. The online environment requires unique rules for its smooth functioning. Netiquette means the proper use of manners and civil behavior within an internet network. In the nursing program, the internet network most often involves two areas: 1.) use of email for communication, and 2.) participation in online threaded discussions. The following are guidelines for you to follow in these two areas.

Use of email to communicate with faculty, staff, administration, and students:

1. Imagine your email message on a billboard. Anything you send can be forwarded, saved and printed by people for whom it was never intended. Never send anything that will reflect badly on you or anyone else.

2. Remember that company emails are company property. Emails sent from your workplace such as Dixie Regional Medical Center can be monitored by people besides the sender and reader, and are technically company property.

3. Avoid offensive comments. Anything obscene, libelous, offensive or racist does not belong in email, even as a joke.

4. Keep your message “Cool.” Email messages can easily be misinterpreted because we don’t have the tone of voice or body language to gives us further cues. Using multiple explanation points, emoticons, and words in all capital letters can be interpreted as emotional language.

5. Do not “flame.” It is never acceptable. Do not initiate an email or respond to one when you are angry. Write down your message on paper then put it aside. Review the email later when you may feel very differently about what has happened to you and are more able to write your email message in a respectful tone.

6. Be careful about forwarding messages. If you aren’t sure if the original sender would want to forward the message, don’t do it. Ask for permission to forward.

7. Although faculty tries to respond as quickly as possible to student emails, don’t expect an answer right away. Email messages may be delivered quickly, but your recipient may not read it right away.

8. Don’t sacrifice accuracy. Don’t send sloppy, unedited email. Check spelling and grammar. An occasional spelling mistake will be overlooked by your reader. However, when your readers have to break communication to decipher a word or message, at best you’ll look sloppy or illiterate. At worst, they may stop reading.

9. Don’t type in all CAPS. It’s perceived as YELLING. However, don’t write with only small letters, as this is perceived as you being lazy, because it makes it more difficult for people to read.
10. Write clear, organized messages, with a subject line that gives enough information for the reader to file it and find it later.

**Participation in threaded discussions in an online course:**
It is important to communicate well and professionally in your threaded discussions not only for your grade but also for the perception you wish to convey to your fellow students and instructor. Generally, do not do or say anything in a threaded discussion that you would not do or say in a classroom discussion.

1. **Be friendly, positive and self-reflective.** When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying, think before you speak is important here. Think before you write. When you feel a critique is necessary, say it in a positive tone. Reread what you have written to be sure it is positive.

2. **Use proper language and titles.** Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they will sound offensive to the reader. Do not refer to your professor as "Doc" or by his or her first name, unless it is acceptable with him or her to do so.

3. **Use effective communication.** This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, and then another may also. Likewise, be mindful of chosen words and joking. For example, the slang term "get out!" can be interpreted in several ways, either positively or negatively.

4. **Professionalism.** Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are your professor will not. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual. Last, always say please and thank you.

5. **Ask for clarification.** If you are unsure of what was said, or the instructor’s directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand..." always keeping the onus for the misunderstanding on yourself.
SAFETY, HAZARDOUS MATERIALS AND EXPOSURE

In order to provide the safest and contaminant free educational environment, Dixie State University Department of Nursing subscribes to the many policies and procedures that govern these conditions. Policies on faculty, student, and other participant involvement where safety or exposure might be a concern have been written, and are provided in the administrative section of the policies and procedures manual (6-78, 79, 80, 82, 83, and 84). These Policies deal with but are not limited to fires, earthquakes, bomb threats, blood borne pathogens, chemicals, and hazard materials. These policies are specific to college property and activities. When students enroll in a Health Science Program and are participating with a contracted agency, clinic, or hospital, by contract they are in subject to the policies of that agency, clinic, or hospital as per contractual agreement. Some *programs have developed addendum items to the above mentioned policies which may be more specific to areas where they have a greater need for control and protection, and have been developed with the “Guidelines for Compliance in Health Care Facilities and Interpretive Guidelines for the Blood-borne Pathogen Standard” required by the Occupational Safety and Health Administration, (OSHA). The Health Science Department further subscribes to Federal regulations code 29, (CFR) 1910.1030, Standard 6, March 1992, and is available for review by OSHA compliance officers.

NON-DISCRIMINATION

The Dixie State University Nursing Program is committed to providing equal educational opportunities for all qualified students without prejudice or discrimination.

STUDENT COMPLAINTS / GRIEVANCES

According to our Students Rights and Responsibilities Code, it is our goal to create an educational environment wherein individual students can accomplish meaningful academic goals. If you feel that your online experience is less than satisfactory, then we would like to do our best to resolve any issues. Students are encouraged to resolve issues by first working through an informal process where “Discussion regarding the issues of concern between the involved student and the appropriate faculty member, Department Chair, Academic Dean, and/or Dean of Students is strongly encouraged.” You may also contact the Dean of the School of Academic and Community Outreach which supervises online courses. However, in the event that the issue(s) cannot be resolved, the University has a student rights policy (Policy 552) that includes policies and procedures for the proper registration and resolution of complaints. This is found on the Dixie State University website at https://files.dixie.edu/sites/hr/pl/SitePages/Home.aspx. Scroll down to the Students Rights and Responsibilities Code, 552. Section 2: Student conduct, subsection 4: Initial Inquiry to begin the proper steps. If you have questions about this process, please contact the Dean of the School of Academic and Community Outreach where the delivery of online courses is supervised.
GUIDELINES AND INFORMATION

ABSENCES RELATED TO SCHOOL FUNCTIONS

Nursing students who are absent from class, lab, and/or clinical for college-sanctioned activities such as athletics or club functions should follow the procedures in the DSU Attendance Student Policy 525 Section 2 available at https://files.dixie.edu/sites/hr/pl/SitePages/500.aspx

ADA STATEMENT

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Dixie State University Disability Resource Center at http://drcenter.dixie.edu/.

ADMISSIONS/READMISSIONS

The Nursing Admissions Committee oversees student admissions into the nursing program as well as reviews and evaluates student applications for readmission after dismissal or voluntary withdrawal from the nursing program. The procedure that a student must adhere to in order to be considered for readmission after dismissal or withdrawal is as follows:

1. The student writes a letter to the Nursing Department chair stating why the student feels he or she should be readmitted to the nursing program.
2. The Nursing Admissions Committee reviews the letter and makes a decision for or against readmissions taking into consideration such occurrences as any extenuating circumstances, likelihood of the student successfully completing the program, violations of ethical behavior or code of student conduct, unacceptable or unsafe performance in the clinical situation, failure to fulfill probationary status requirements, and/or space availability in the nursing program.
3. Recommendations of the committee including any recommendations for probationary status or corrective action will be reviewed with the student, made in writing, and signed by the student indicating compliance with the recommendations. Signed copies will be distributed as follows: one copy to the student, one copy to the Nursing Program chair, and one copy in the student’s file.
4. Any appeals over and above the action of the committee may be taken first to the Dean of Health Sciences
5. Any appeals over and above the action of the Dean of Health Sciences may be taken to the Vice President of Academic Services.

ADVISEMENT

The nursing faculty is available to assist you at any time during your course of study. Office hours are set aside for faculty to be available for student consultation and advisement. If time is needed outside of the scheduled office hours, appointments can be made individually with the faculty.

Nursing Advisors: Alice Clegg, Room 372 Taylor Health Sciences Building, 435-879-4813
Kaylie Romney, Room 306 Taylor Health Sciences Building, 435-879-4803
ATTENDANCE

Absence

You must log into the course within the first 3 days of the semester, or you may be dropped from the class, at the discretion of the instructor. Additionally, if you do not regularly “attend” class you may be dropped from the class at the end of the 3rd week, at the discretion of the instructor.

General Attendance/Absence Policy

Because of the concentrated curriculum and the essential nature of every contact hour, it is expected that all students will be present and on time in class or for on-line courses.

Students may be withdrawn from classes by the instructors for excessive absences or failure to complete assignments. It is the student’s responsibility to notify the instructor and the Nursing Department Chair if a situation requires extended absences from classes.

CAREER INFORMATION

The Dixie State University Career Center provides up-to-date resources and services. The services are free and available to students and members of the community. The center offers a wide variety of printed and computer-based career exploration materials and assessments. Both group and individual counseling services are provided, including workshops on career-related subjects. Vocational licensing testing in several areas is also available. Information on the Nursing Work Co-op program is available in the career center. See http://career.dixie.edu/

COMPUTER ACCESS

There is no computer lab in the Taylor Health Sciences Building. The building is wireless with several plug-in sites in classrooms and student gathering areas for student computer access. There is a printer for student use on the east end of the 3rd floor of the Taylor Building. You will need to use your BankMobile card (formerly DixieOne card) to access it. There is a computer lab in the Holland Commons Centennial (HCC) building. For Canvas and other computer help, please call 435-652-HELP or student IT support.

DSU HEALTH AND WELLNESS CENTER

The mission of the DSU Health and Wellness Center is to promote a climate where faculty/staff/students can become more engaged in healthy lifestyle behaviors through health and wellness resources, information and services. This program encourages the campus community to strengthen their health and well-being through educational opportunities, and self-improvement with a staff of nurse practitioners and therapists available for appointments as needed. Taking responsibility for one’s health and well-being is an essential part of a person’s ability to contribute to the work and mission of DSU. They have resources full of the latest health information regarding sexual responsibility, alcohol and other drugs, tobacco cessation, nutrition, and other basic health issues. Condoms are also available for those choosing to be sexually active.

Address, Hours, and Appointments

- The DSU Health and Wellness Center is conveniently located next to campus at 34 N 600 E
- For appointments call 435-652-7756
Cost and Payment

Students: $20 per visit – this includes the cost of most basic testing
Faculty/Staff: $20 per visit – this includes the cost of most basic testing

Student health insurance is available to all students at Dixie State University. Application forms may be obtained from the cashier or the Vice President of Student Services. If students are not covered under a health and accident insurance plan with their parents, they are strongly encouraged to obtain coverage. Student health and accident coverage, however, is not mandatory. Student health insurance provided by United Healthcare is available if a student is a member of the DSNA. Further information can be found at www.nsna.org.

Distant students are not able to access this service because of the location of the center, near the DSU campus.

EXPERIENCES RELATED to INJURY or ILLNESS

The student is responsible for any expenses she/he incurs while acting in the capacity of a student, except for exposure to a blood borne pathogen.

GENERAL ANNOUNCEMENTS AND PROGRAM INFORMATION

Announcements about the nursing program will come to you through your Dmail email address. Important college information will be sent to your Dmail email account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned a Dmail email account. If you don’t know your user name and password, go to www.dixie.edu and select “Dmail,” for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

GENERAL STATEMENT of RISKS

Students are expected to manage their own transportation and assume their own risks when traveling to and from class, labs, or clinical experiences and when performing duties in class, labs, or clinical experiences. There are inherent risks involved in travel and in lab and clinical experiences. The most obvious risks are accidents, contracting infections or other communicable diseases or workplace violence. Please take precautions to prevent accidents, infections and violence.

HEALTH ADMISSION REQUIREMENTS

See the student admissions procedures for health documents needed to be in the students file at the beginning of the semester in which the student begins their first clinical course. Some documents will need to be provided only once while the student is in the program, while other items must be periodically renewed.
LATE ASSIGNMENT POLICY

All assignments must be submitted to the instructor on or before the date that they are due unless the student has negotiated a different due date with the instructor at least 24 hours before the assignment is due. The student must take the initiative to negotiate with the instructor with regard to the revised date for submission as well as the consequences of failure to submit the assignment by that revised date. If no negotiation is made with the instructor at least 24 hours before the assignment is due, late assignments will receive a 10% deduction in score for each day late up to 4 business days beyond the due date. Late assignments will not be accepted after 4 business days beyond the due date.

LIBRARY

Your BankMobile card (formerly DixieOne card) will give you access to any academic library in the state. You will be expected to adhere to rules concerning book loans, reserve library, and periodicals. A hold will be placed on your transcripts and/or graduation degree if you have an unpaid fine or any unreturned books in any library at the time of graduation. Since these services are a courtesy extended to all of us, it is expected that you will not mark books or remove pages. Copiers are available in the library for your use. You may access the library online at http://library.dixie.edu/.

NURSING ORGANIZATIONS AND OTHER PROFESSIONAL ACTIVITIES

Students are strongly encouraged to participate in their professional organizations. The faculty recommends and encourages student participation in Dixie State University Nursing Student Association (DSNA) as a way to enhance professional growth and development. More information can be obtained at its website: http://www.utahstudentnursesassociation.org.

PROCEDURE CREATION and REVISION

New procedures or revisions will be presented, discussed, and approved at faculty meeting. Discussions will include congruency with DSU policies. Procedures will be included in the minutes and dispersed to all faculty and staff for review prior to next faculty meeting. In faculty meeting corrections and additions will be made to arrive at a consensus concerning the procedure. Once approved in faculty meeting, procedure will be included in the Department of Nursing handbook by the department secretary.

PROCTORED ASSIGNMENTS/TESTS

DSU policy requires that a minimum of 2 proctored assignments/tests be given to online students to provide identity verification. Proctored assignments/tests means that the student must be visually seen by the proctor with a picture ID to ensure that the person doing the assignment or test is indeed the person enrolled in the class. The student will receive an F in the course if these proctored assignments are not completed or are not compatible with coursework submitted throughout the semester.

SCHOLARSHIPS AND GRANTS

Members of the community have graciously contributed money to Dixie State University with the request that it be used specifically for nursing education. This endowment money is used to award grants and scholarships to nursing students based on financial need and academic achievement. Applications will be available once a student has been accepted into the nursing program. Student loans
and loan repayment programs for nurses at all levels are available. Contact the financial aid office for additional information and applications at http://financialaid.dixie.edu/.

SOCIAL MEDIA

What is Online Social Networking?

On-line social networking refers to a community of individuals where people connect and communicate with others via the Internet. Social networking allows people to meet and correspond with others, stay in touch, and share experiences and topics of interest. Examples of online social networking or social media sites include Facebook, Twitter, and Classmates.

Benefits of Online Social Networking for College Students

Online social networking sites can be helpful to students by assisting them in making connections with classmates with similar interests and goals, formulating study groups, and providing a way to meet and get better acquainted with others. These sites also offer students the opportunity to create an image or a profile. Profiles often contain information about the user as well as photos, blog entries, and a section dedicated to communication exchanges with friends and other users. To a certain extent, profiles reveal what students care about and provide a window into a student’s interests and lifestyle.

Purpose and Issues to Consider

The purpose of this protocol is to inform students about the appropriate use of online social networking sites as it relates to professional conduct expected of nursing students at Dixie State University (DSU). Online social networking postings in relation to students, faculty, administrators, and future employers must be evaluated in accordance with codes of conduct and standards of professional behavior expected of nursing students. Bear in mind that people have been denied employment because of information posted on social networking sites. In some cases, legal charges have been filed against a student for defamation of character and/or invasion of privacy.

While the DSU Department of Nursing cannot prevent reference to students, faculty, administrators, and other persons associated with the DSU nursing program on social networking sites, the Department of Nursing may however, provide guidance regarding postings associated in any way with the Department of Nursing and its constituents.

Students are asked to refrain from posting insulting, disrespectful, or disparaging comments about any member of the Dixie State University campus community. Nursing students are expected to adhere to:

- DSU Student Rights and Responsibilities Code (policy 552) at https://files.dixie.edu/sites/hr/pl/SitePages/500.aspx
- American Nurses Association Code of Ethics includes:
  - “The principle of respect for all persons 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 integrity-preserving compromise and to resolving conflict. The nurse treats colleagues, employees, assistants, and students with respect and compassion. This precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others. The nurse values the distinct contribution of individuals or groups, and collaborates to meet shared goals.”
• National Council State Boards of Nursing *White Paper: A Nurse’s Guide to the Use of Social Media* at [https://www.ncsbn.org/NCSBN_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf)
• HIPAA regulations for the protection of patient confidentiality in that students are bound to comply with all privacy requirements when they are not at the clinical rotation, including in conversations with family, friends, and peers; in emails; and in postings on social media sites.*

*These codes and standards can be applied to classroom and hallway discussions, virtual learning environments, text messaging, emailing, and all other forms of communication among individuals as well as online social networking sites.

Remember we all are representing the profession, Nursing Programs, and Dixie State University. The acknowledgement form is at the end of this document.

**STUDENT RECORDS**

A file is kept for each student in the nursing program. This record contains original application, copies of grades, evaluations, clinical information, progress reports, and other pertinent information that reflects student performance. Students seeking access to the cumulative file may do so to inspect any and all entries (except for criminal records and letters of recommendation with waived rights). According to FERPA policy, these records are open only to the student, appropriate college personnel, and are not available to friends, parents, or others. In the event that a student wishes to open their records to others, they must present a signed waiver to the program chair.

**STUDENT REPRESENTATION**

Nursing students have several opportunities for representation in program governance. For example, membership in the Dixie State University Student Nursing Association is strongly encouraged. As well, students elect class representatives at the beginning of the ADN and RN to BSN programs. The responsibilities of a class representative are as follows:

- Act as a liaison between faculty and his/her class for any general student concerns
- Attend monthly faculty meetings on an as-needed basis, which may in the form of a conference call.
- Represent nursing students to DSUSA Academic Senate representative

**STUDENT SERVICES**

Online nursing students at DSU have access to support services whether they are living locally or at a distance with the exception of access to the Health and Wellness Center. All support services are administered by qualified individuals thus ensuring students have the most successful educational experience possible. Students are able to access services in-person, by telephone, email, and online. Student Services at DSU include but are not limited to:

- **Academic Advisement** [http://advisement.dixie.edu/](http://advisement.dixie.edu/)
  - Skilled academic advisors assist students in a variety of ways including: selecting your course schedule; mapping out your educational plan; improving your study skills; referring you to helpful university services; and applying for graduation.
  - The nursing program has two designated advisors who assist nursing students.
    - Alice Clegg, MHeD BS, (435) 879-4813, clegg@dixie.edu
    - Kaylie Romney, BS, (435) 879-4803, romney@dixie.edu
• **Academic Outreach** [http://academics.dixie.edu/academic-community-outreach/](http://academics.dixie.edu/academic-community-outreach/)
  o Provides information and resources for students enrolled in online education courses.

• **DSU Career Center** [http://career.dixie.edu/](http://career.dixie.edu/)
  o Offers comprehensive career services to students, alumni, and the community when choosing a major, identifying a career and/or seeking employment. Specializes in career assessment, defining career goals, resume and cover letter review, interview skills, preparing for employment, and creating and implementing job search plans. The Center also provides students with graduate school information. Additionally, the Career Center works with employers to develop internships and job opportunities.

  o Administers comprehensive financial assistance programs that include scholarships, federal student grants and loan programs, as well as State of Utah grant and work programs.

• **Registrar’s Office** [https://registration.dixie.edu/](https://registration.dixie.edu/)
  o Responsible for transcripts, admissions, scheduling, registration, placements, VA benefits application, grade reports, transfer credit evaluations, adding and dropping classes. Julie Stender, Registrar, stender@dixie.edu, available Monday-Friday.

• **Testing Center** [http://testing.dixie.edu/](http://testing.dixie.edu/)
  o Comprised of 3 separate testing operations: a Classroom Testing Center, a Prometric Center, and an additional Professional Testing Center. Centrally located facility for course examinations.

• **Bookstore** [http://campusstore.dixie.edu/](http://campusstore.dixie.edu/)
  o Online and in-store provider of textbooks, course materials, computers, software, office supplies, apparel, and memorabilia.

• **Disability Resource Center** [http://drcenter.dixie.edu/](http://drcenter.dixie.edu/)
  o Designated office on the DSU campus to evaluate disability documentation and to determine eligibility and implement reasonable accommodations for students enrolled at DSU.

• **The Writing Center** [http://writingcenter.dixie.edu/](http://writingcenter.dixie.edu/)
  o Free service to DSU students; staffed by peer tutors who offer suggestions, instruction, and tips to help students improve their individual skills. Face-to-face sessions and online tutoring services are available; includes an online writing lab (OWL).

• **Dixie State University Library** [http://library.dixie.edu/](http://library.dixie.edu/)
  o Offers a variety of learning and reference resources including off-campus access to library databases, E-books, interlibrary loan with an online request form, reference assistance, internet resources, online catalog, and Lib Guides which include research paper help, APA style, and online encyclopedias.

• **Health and Wellness Center** [http://wellness.dixie.edu/](http://wellness.dixie.edu/)
  o Offers medical services, mental health therapy, and alcohol and other drug programs to promote a climate where students/faculty/staff can become more engaged in healthy lifestyle behaviors through health and wellness resources, information, and services; provides resources full of the latest health information regarding sexual responsibility, alcohol and other drugs, tobacco cessation, nutrition, and other basic health issues.
Distant students are not able to access this service because of the location of the center, near the DSU campus.

Further information regarding specific services can be found on the individual service’s website.

**TESTING POLICY**

Exams must be taken on the specific day(s) and/or class period. Any exception to taking an exam on its scheduled date(s) will be at the discretion of the nursing faculty administering the test. It will be the responsibility of the student to contact the faculty member who is administering the exam about necessary exceptions. This exception may result in an automatic reduction of points. The Nursing Chair is the only person with authority to allow students to take a final exam at an alternate time. See the official Testing Procedure for more details and specific items pertaining to testing.

**TEXTBOOKS**

Textbooks will be available in the DSU bookstore for all classes. They may be ordered online at: http://bookstore.dixie.edu/.

**TITLE IX CLERY ACT**

The Dixie State University Office of Title IX Clery Act & Compliance exists to educate and prevent gender inequity, sexual discrimination, sexual harassment, sexual abuse, and sexual assault. If you feel your rights have been violated or you witness any of the aforementioned, please visit https://titleix.dixie.edu.

**TRAVEL**

Each student is expected to provide or arrange for their own transportation to the campus and clinical areas. These experiences are an integral part of the nursing program; therefore, they are mandatory. The cost of this travel is assumed by the student. Students will release Dixie State University and its employees from any liability for accident or injury sustained during long distance travel using private or college provided vehicles.

**TURNITIN**

Like everything else in today's digital culture, plagiarism is moving online. Turnitin helps instructors check students’ work for improper citation or potential plagiarism by comparing it against the world's most accurate text comparison database. Turnitin detects unoriginal content in student written work. Turnitin improves the student writing cycle by preventing plagiarism and providing rich feedback to students. The results can be used to identify similarities to existing sources or can be used in formative assessment to help students learn how to avoid plagiarism and improve their writing. Student’s assignments will go through Turnitin where a similarity index is checked, as a deterrent to plagiarism. This similarity index score must be less than 15% on the final Turnitin index including quotes for assignments.
Grade reports are issued at the end of each semester and are recorded on the student’s permanent record. The following are examples of evaluation methods that will be used to grade your theory, lab, and/or clinical performance:

- Quizzes
- Unit, midterm, & final exams
- Self-evaluation
- Nursing care plans
- Concept maps
- Worksheets
- Student conferences
- Classroom assignments
- Clinical evaluations
- Reflective journals
- Group assignments
- Kaplan exams
- On-line discussion boards
- Portfolios
- Written assignments
- Lab practicums
- Skills checklists
- Presentations

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>LETTER GRADE</th>
<th>DEPARTMENT PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>93.5-100</td>
</tr>
<tr>
<td>Excellent</td>
<td>A-</td>
<td>89.5-93.4</td>
</tr>
<tr>
<td>Above Average</td>
<td>B+</td>
<td>86.5-89.4</td>
</tr>
<tr>
<td>Above Average</td>
<td>B</td>
<td>82.5-86.4</td>
</tr>
<tr>
<td>Above Average</td>
<td>B-</td>
<td>79.5-82.4</td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>76.5-79.4</td>
</tr>
<tr>
<td>Average</td>
<td>C</td>
<td>74-76.4</td>
</tr>
<tr>
<td>Withdrawal/Failing</td>
<td>WF</td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

A 74% or “C” grade or above in all required nursing courses is necessary to remain in the RN to BSN programs. Failure of a nursing course may be grounds for dismissal from the nursing program and if dismissed, a student is eligible for one re-entry through the readmission process. RN to BSN students may repeat an RN to BSN discipline core requirement course one time only. Second failure of an RN to BSN discipline core requirement course results in dismissal from the RN to BSN program without the option for re-entry.

**Assignment Grading Turnaround:** All course work - threaded discussions, assignments, and exams will be graded within seven days after the due date.
All of the RN to BSN courses are online through Canvas. Students should refer to individual course syllabi for further information. Access, computer specifications, username and password information, and instructional technology assistance can be found at the Canvas log in page linked at canvas.dixie.edu.

Online learning is different from traditional classroom learning. For instance:

- Online courses provide flexibility for times when students can complete course work. However, online courses have deadlines for submission of student assignments such as online discussions and written work. Most course instructors deduct points from assignments that are submitted beyond a due date. The nursing online courses are not self-paced.
- Many students assume that online courses are "easier" than traditional courses held in a classroom. This is not true. Online courses require more commitment and time on the student's part. Additionally, online course work requires students to be self-disciplined and independent learners who have excellent organizational skills and are skilled readers. Students who are lazy, unmotivated, and/or too busy will find it difficult to be successful in an online course.
- Instructors have the capability to track student use of Canvas. In other words, course instructors can go into Canvas to see the frequency and duration with which students have accessed a course. This function is similar to taking attendance in the classroom. It also allows the instructor to see if students indeed are completing the online course work.
- Students are required to have 2 proctored assignments or tests for each online class.

The following are some suggestions for student success in an online course. Most of these suggestions are applicable to a totally online course. Some may apply to hybrid courses.

- Manage your time effectively. Set aside a day(s) and time(s) each week that is dedicated to your online courses. Do not procrastinate.
- Be able to communicate through writing.
- Be proficient or gain proficiency in using your computer to manage files, send and receive email, compose a document using a word processing program, and perform a literature search.
- Be open to sharing life, work, and educational experiences as part of the learning process.
- Be willing to "speak up" if problems arise.
- Be willing and able to commit to 5 to 10 hours per week per online course.
- Feel that high quality learning can take place without going to a traditional classroom.
- Take the program and yourself seriously.
- Make sure you have a private place where you can study.
- Log on to your courses every single day or a minimum of 3 days a week.
## ESTIMATED COSTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dixie State University Application Fee</td>
<td>$35</td>
</tr>
<tr>
<td>Nursing Program Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Tuition – Full Time Resident ($2310 Fall &amp; Spring semester: $1790 summer semester) (Part Time - will vary by semester)</td>
<td>$6,410</td>
</tr>
<tr>
<td>Textbooks (estimated)</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>TOTAL: (approximate)</strong></td>
<td><strong>$7,495</strong></td>
</tr>
</tbody>
</table>
## APPENDIX A

### DSU NURSING PROGRAM

**DOCUMENTATION OF STUDENT VERBAL WARNING**

(If necessary, additional documentation may be attached to this form.)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Present During Discussion:</td>
</tr>
</tbody>
</table>

**Documentation of Verbal Warning:**

Item(s) to be discussed with student:

**Action Plan:**

Consequences include a written warning and may also include:

**I HAVE READ THE ABOVE AND UNDERSTAND THIS STATEMENT.**

(Signature is only an acknowledgement of the conversation.)

<table>
<thead>
<tr>
<th>Instructor Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
**APPENDIX B**

**DSU NURSING PROGRAM**  
**STUDENT WRITTEN WARNING**

(If necessary, additional documentation may be attached to this form.)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Present During Discussion:</td>
</tr>
</tbody>
</table>

Item(s) to be discussed with student:

Action Plan:

Consequences include a written contract and may also include:

I HAVE READ THE ABOVE AND UNDERSTAND THIS STATEMENT.

(Signature is acknowledgement of this written warning.)

<table>
<thead>
<tr>
<th>Instructor Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
APPENDIX C

DSU NURSING PROGRAM
STUDENT WRITTEN WARNING

(If necessary, additional documentation may be attached to this form.)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Present During Discussion:</td>
</tr>
</tbody>
</table>

Contract: A binding, written agreement between a faculty member and student that identifies a student learning need and a written plan that describes the strategies that must occur to achieve the learning outcome. The length of a contract and consequences will be determined by the faculty member and specified at the time the contract is written.

Student Learning Need(s):

Plan to achieve student learning outcome:

Length of contract:

Consequences include:

I HAVE READ THE ABOVE AND UNDERSTAND THIS STATEMENT.

(Signature is acknowledgement of the terms of the contract and consequences.)

<table>
<thead>
<tr>
<th>Instructor Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
APPENDIX C – Continued

EVALUATION OF STUDENT LEARNING OUTCOME(S)

Date:
Outcome(s):
_____ Student has satisfactorily demonstrated/completed the plan to achieve the learning outcome(s).
_____ Student has not satisfactorily demonstrate/completed the plan to achieve the learning outcome(s).

Consequences:

Comments:

I HAVE READ AND UNDERSTAND THE CONSEQUENCES.

(Signature is acknowledgement of the consequences.)

<table>
<thead>
<tr>
<th>Instructor Signature:</th>
<th>Date:</th>
</tr>
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<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
APPENDIX D

DSU NURSING PROGRAM
FORMAL COMPLAINT FORM

It is the purpose of Dixie State University Nursing Department to establish a method whereby complaints may be filed in a formal manner to assure fair and effective resolution. The filing of such complaint will in no way prejudice the status of such individual. Please refer to the Grievance Procedure in the Nursing Student Handbook for a description of this process. Submit the form to the Dean of Health Sciences.

<table>
<thead>
<tr>
<th>Name of Person Filing Complaint:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status:</strong> □ Student □ Staff □ Faculty □ Other</td>
</tr>
<tr>
<td>Contact Telephone Number:</td>
</tr>
<tr>
<td><strong>Organization:</strong> (School or Institution)</td>
</tr>
<tr>
<td><strong>Nature of complaint:</strong> (Background, activity, events leading up to, names, and actual issue; including significant dates and times) Use back of form for more documentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requested/Suggested Remedy:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Person Filing Complaint:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Complaint Form was Received:</td>
</tr>
<tr>
<td>Chair’s Signature:</td>
</tr>
</tbody>
</table>
APPENDIX E

DIXIE STATE UNIVERSITY
Early/Late Final Exam Permission Form

Students are discouraged from taking early or late final exams for two reasons: First, doing so may compromise the exam; and, second, doing so may impose restrictions on the teacher’s teaching style and scheduling. When the student signed up for the course, she or he agreed to the published final exam date. The teacher has the prerogative to deny any request to reschedule the exam.

Compromise Exam: If students take their finals early, they have the chance to compromise the exam by informing other students about specific characteristics of the final. Therefore, if a teacher fears that rescheduling a final may compromise the exam, she or he is under no obligation to give the final early or late.

Restrictions On Teaching Style and Schedule:
Some teachers have their exams ready weeks and even months before they give the exams. Other teachers don’t write their exams until days or even hours before they give the exams. These teachers wait until the last minute because they want their test to be based on what they teach. The point is, many teachers want to complete their teaching before they write their exams. For these kinds of teachers, preparing the exam early may compromise their class. If they prepare the test before they’ve finished teaching, maybe the test won’t reflect their teaching, or maybe they’ll feel obligated to “teach to their test.”

Before students may take rescheduled final exams, they must write a petition of not less than 250 words, secure the teacher’s approval and signature, set up a time for the exam, secure the department chair’s signature, and submit the form to the teacher at the time of the scheduled exam.

Before the chair will approve the final, the student must have completed the written petition, and teachers must have checked the box (to indicate their willingness) and signed the form.

STEP ONE – To be completed by the student:
The student writes a petition for the early final. This petition must be typewritten of not less than 250 words.

__________________________
Student’s Name

STEP TWO – To be completed by the teacher:
The student takes the 250-word petition with this form to the teacher, and the student asks the teacher to read them and indicate approval or disapproval by checking below and signing this form:

☐ Yes, this student has my permission to take an early final exam.

☐ No, this student does not have my permission to take an early final exam.

If the teacher approves, a date and time for the exam is scheduled, and the teacher signs this form.

__________________________
Write the New Date and Exam Time

__________________________
Teacher’s Signature

STEP THREE – To be completed with Dept. Chair:
The student returns the 250-word petition and this form to the Chair for the Chair’s signature.

__________________________
Chair’s Signature

STEP FOUR – To be completed by the student:
At the scheduled time, the student delivers to the teacher this form with all signatures indicating approval, and then takes the final exam. (Good luck on the test!)
Students who are enrolled in the Dixie State University College of Health Sciences programs must report any arrests or legal convictions including, but not limited to, misdemeanors, felonies, sexual offender convictions or governmental sanctions. The College of Health Sciences reserves the right to release relevant information regarding a student's criminal history to appropriate clinical agency representatives. Failure to report arrests or legal convictions to the Dean of Health Sciences and program director/coordinator within 48 hours of the arrest or conviction will result in dismissal from the program.

Students enrolled in the College of Health Sciences programs are subject to background checks prior to placement in clinical agencies and/or before enrollment in the program. Certain arrests or convictions that could jeopardize the health and safety of patients and/or agency employees may render students ineligible for placement in a clinical agency. Ineligibility for placement in a clinical agency will result in course failure and dismissal from the health science program.

At such time a health science student is arrested, the student has 48 hours to report this arrest to the appropriate program director and the Dean of Health Sciences. Failure to report the arrest will result in automatic dismissal from the health science program. Students may not report to clinical or be present in clinical agencies until the issue is resolved and a determination has been made by the Dean of Health Sciences regarding the risk to patients and/or clinical agency employees as indicated by the nature and circumstances of the arrest. The Dean of Health Sciences will review the student's status in the health science program. A possible outcome of the review may be the student's inability to continue in the program. It may be necessary to release the student's disclosure of a legal conviction and/or arrest to an appropriate representative of the clinical agency for the sole purpose of determining eligibility to participate in clinical activities within the agency.

Students in the College of Health Sciences programs must comply with the legal, moral, and legislative standards in accordance with the Utah State Division of Professional Licensure laws and rules as well as professional and ethical codes of conduct. A student may be denied eligibility for licensure or certification if convicted of a felony and/or certain misdemeanors.

I understand that I have 48 hours to report any arrest, criminal conviction, or governmental sanction while enrolled in a Dixie State University Health Sciences program to the appropriate program director and the Dean of Health Sciences.

I understand that I will be unable to participate in clinical activities until the issue is resolved.

I further agree to, and hereby authorize, the release of my disclosure of a legal conviction and/or arrest to an appropriate representative of the clinical agency for the sole purpose of determining eligibility to participate in clinical activities within the agency.

I understand that failure to report any arrests, convictions, or governmental sanctions within 48 hours will result in my dismissal from the health science program.

I do hereby swear or affirm that I have read and understand the requirements of this procedure. I will comply with the requirements of this procedure.

Student Name (Printed):

Student Signature: Date:
APPENDIX G

DSU NURSING PROGRAM
INTEGRITY STATEMENT

A fundamental quality of all successful nurses is integrity and a genuine concern for the well-being of the patient. Quality professional patient care requires a relationship built on trust, trust requires honesty, and honesty is the foundation of integrity.

Academic integrity is expected of students and faculty at Dixie State University. Students are expected to abide by the Dixie State University student code available at https://files.dixie.edu/sites/hr/pl/SitePages/Home.aspx. Dixie State University takes a very serious view of violations of academic integrity. As members of the academic community, the College’s administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the principles of integrity and impedes learning.

Students in the DSU Nursing Program have a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic standards. These academic standards include honesty, accountability, and responsibility for one’s own work. Academic dishonesty is an unacceptable mode of conduct and will not be tolerated in any form. Academic dishonesty includes, but is not limited to, plagiarism, cheating, collusion, falsification, copying another student’s work, and soliciting unauthorized information about an exam. Students who know about any form of cheating or academic dishonesty and do not report it to appropriate individuals are equally guilty of academic dishonesty and may face the same consequences. Students who violate the student code of conduct or rules of academic integrity may be subject to dismissal from the DSU Nursing Program and the college according to college policy.

Student Name (Printed):  
Student Signature:  Date:
My signature below indicates that I have read the Integrity Statement and that I agree to the following:
1. I commit myself to acting honestly, responsibly, and above all, with honor and integrity in all areas of the nursing program including classroom, lab, and clinical.
2. I am accountable for all that I say and write.
3. I am responsible for the academic integrity of my work.
4. I pledge that I will not misrepresent my work nor give or receive unauthorized aid.
5. I commit myself to behaving in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the Dixie State University community.
6. Recognizing my responsibility to protect the integrity of the nursing profession, I will report other students’ dishonest behavior to faculty or the Nursing Program Chair.
7. I accept responsibility to maintain the Dixie State University Code of Student Conduct and Nursing Program Integrity Statement.

Student Name (Printed):

Student Signature:  

Date:
APPENDIX I

DSU NURSING PROGRAM
Social Media Procedure Acknowledgement

I will refrain from posting insulting, disrespectful, or disparaging comments about any member of the Dixie State University campus community to social media sites. I will attempt to directly resolve a conflict, concern, or issue with a member of the DSU community. If I am unable to resolve a conflict, concern, or issue directly with the individual involved, I will utilize the resources available to me including but not limited to the Dean of Health Sciences, Dean of Students, Health and Wellness Center counselors, class representative, a trusted advisor or mentor.

In exchange for the educational opportunities provided to me by the clinical rotations, I agree to comply with all state, local, and federal requirements governing the privacy of medical information. Those privacy requirements have been explained to me, and I have had training in complying with these requirements. I agree to uphold all HIPAA and other privacy requirements during my clinical rotations.

I understand that I am bound to comply with all privacy requirements when I am not at the clinical rotation, including in my conversations with family, friends, and peers. I will be held accountable for maintaining the privacy of any information I obtain, see, or am given during my clinical rotations. In addition, to uphold the privacy of such information, I agree to not post or discuss any clinical experience or information regarding my experience with the clinical agency, its staff, or its clients/patients on any Internet social media (Facebook, Twitter, LinkedIn, emails, MySpace, and any others not mentioned). I understand that administration periodically searches the Internet for breaches in its privacy policies. I will be prohibited from returning to the clinical site if I violate any privacy requirement in any regard. Such violation may also result in a delay in completing my degree requirements or in further disciplinary action against me by Dixie State University.

<table>
<thead>
<tr>
<th>Student Name (Printed):</th>
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<tbody>
<tr>
<td>Student Signature:</td>
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</table>
APPENDIX J

DSU NURSING PROGRAM
RN to BSN Program
Readiness for Online Learning Self-Assessment

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
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</thead>
</table>

There are certain attitudes, skills, and abilities that can make the online learning experience more successful and enjoyable for you. Please rate yourself on the following statements with 1 being “This isn't me at all” to 10 being “This absolutely is me.”

1. I am excited at the thought of being able to join a class with students from across the state of Utah (and perhaps other states.)

1 2 3 4 5 6 7 8 9 10

2. I believe that an essential component of any learning experience is dialogue with others and I value the opportunity to be part of a learning community.

1 2 3 4 5 6 7 8 9 10

3. I like the idea of setting my own times for "going to class" instead of being tied to specific times and locations.

1 2 3 4 5 6 7 8 9 10

4. I will be able to login to the course every other day or so to check in and keep current with class communications.

1 2 3 4 5 6 7 8 9 10

5. I am able to manage my time and schedule time each week for completing readings or viewing lectures, contributing to class discussions, and completing assignments.

1 2 3 4 5 6 7 8 9 10

6. I am able to spend at least 2 hours per course credit per week on course work.

1 2 3 4 5 6 7 8 9 10
APPENDIX J Continued

7. I am comfortable communicating in writing, and comfortable reading the writing of others.

   1 2 3 4 5 6 7 8 9 10

8. I have good typing skills.

   1 2 3 4 5 6 7 8 9 10

9. I am comfortable sharing my ideas, thoughts, and opinions with others whom I have not met face to face.

   1 2 3 4 5 6 7 8 9 10

10. I am an "active learner," interested in and able to take responsibility for my learning experience.

    1 2 3 4 5 6 7 8 9 10

11. I am self-motivated and able to work independently.

    1 2 3 4 5 6 7 8 9 10

12. I am comfortable using computers, the Internet, and e-mail. I am not bothered by the thought of learning new technology.

    1 2 3 4 5 6 7 8 9 10

**Interpreting your results:** The more statements you responded to at the 8-10 level, the more suited you probably are for a successful online learning experience in the RN to BSN program. If you think most of the statements do not necessarily reflect your present attitudes or skills, this probably indicates that your enjoyment and success as a participant will be more dependent on how well you are able to adopt or develop some of these attitudes and skills during the program.

Hopefully, completion of the self-assessment has helped you to identify possible challenges for you in the online learning environment so that you can take steps to meet those challenges in order to ensure a successful learning experience.
APPENDIX K

DSU NURSING PROGRAM
STUDENT HANDBOOK ACKNOWLEDGEMENT

My signature below indicates that I have read the *Nursing Student Handbook* and understand the policies, procedures, and guidelines of the Dixie State University Department of Nursing.

<table>
<thead>
<tr>
<th>Student Name (Printed):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
APPENDIX L

DSU NURSING PROGRAM
Letter of Commitment for Success

My signature below indicates that I have read and understood the following regarding the requirements for successful completion of courses in the RN to BSN program.

1. The RN to BSN courses are online and therefore, provide flexibility for times when students complete coursework. Although providing flexibility, courses have deadlines for submission of student assignments such as online discussions and written work. Course instructors deduct points from assignments that are submitted beyond a deadline. As students are informed of assignment due dates well ahead of time, computer or technology problems are never considered to be acceptable excuses for late assignments. The DSU RN to BSN courses are not self-paced.

3. The RN to BSN courses are rigorous upper division courses that require a minimum of 2 hours per credit per week of work. For example, a 3-credit course would require a minimum of 6 hours of work per week. Plan on spending at least 24 hours per week on course work if you are attending the program full-time (12 credits per semester). Most courses require more than the minimum work for students to earn an A in the course.

4. A 74% or “C” grade or above in all required nursing and co-requisite courses is necessary to remain in the RN to BSN program. RN to BSN students may repeat an RN to BSN course one time only. Second failure of an RN to BSN nursing or co-requisite course results in dismissal from the RN to BSN program without the option for re-entry.

5. Some students assume that online courses are easier than traditional courses held in a classroom. This is not true. Online courses require more commitment and time on the student's part than traditional, classroom courses. Additionally, online course work requires students to be self-disciplined, independent learners, skilled readers, and excellent time managers.

6. Students who are new RN graduates may find it challenging to begin the DSU RN to BSN program and concurrently adjust to the realities as a new working RN. This does not mean that it is not possible for a new RN graduate to be successful in the program. New RN graduates, however, should recognize the possibility of additional stress.

7. Instructors have the capability to track student use of Canvas. In other words, course instructors can go into Canvas to see the frequency and duration with which students have accessed a course. This function is similar to taking attendance in the classroom. It also allows the instructor to see if students indeed are completing the online course work.

8. The RN to BSN program is writing intensive. Students are required to submit written assignments such as research papers in APA format. RN to BSN faculty will not “teach” APA format. It is up to the student to seek learning opportunities for APA format if the student is not familiar with using it.

9. Although students have much self-responsibility for learning in an online teaching-learning environment, RN to BSN faculty are committed to student success in the program and are readily available to assist students as needed.

<table>
<thead>
<tr>
<th>Student Name (Printed):</th>
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<tr>
<td>Student Signature:</td>
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<td>Date:</td>
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CONSENT FORM FOR DRUG AND ALCOHOL TESTING

I understand that as a requirement to entering a health science program with an associated clinical component at Dixie State University (DSU), I must submit to a urine drug and alcohol test. The testing facility must provide results of the test to the Program Chair for the department the student is attempting to enter. I understand that if the urine test result is positive the program chair will follow the guidelines listed in the CHS Drug Testing Procedure, which may include denial of entrance to the program.

I authorize DSU to conduct all related alcohol and drug tests that are subject to the policy, including random tests. I further authorize and give full permission to have the University and/or its personnel to send the specimen or specimens so collected to a laboratory for a screening test for the presence of any prohibited substances under the policy, and for the laboratory or other testing facility to release any and all documentation relating to such test to the University and/or to any governmental entity involved in a legal proceeding or investigation connected with the test.

I also authorize the release of information concerning the results of such tests to designated University personnel, its clinical partners, to any assistance program to which I may be referred, and to the appropriate licensing boards, if applicable.

I will hold harmless DSU, its personnel and any testing laboratory the University might use, meaning that I will not sue or hold responsible such parties for any alleged harm to me that might result from such testing, including loss of right to participating in the academic program, ineligibility to test for a certification exam, employment or any other kind of adverse action that might arise as a result of the drug or alcohol test, even if a DSU or laboratory representative makes an error in the administration or analysis of the test or the reporting of the results. I will further hold harmless DSU, its personnel and any testing laboratory the University might use for any alleged harm to me that might result from the release or use of information or documentation relating to the drug or alcohol test, as long as the release or use of the information is within the scope of this policy and the procedures as explained in the paragraph above.

I understand refusal to complete the drug and alcohol testing process will prohibit me from entering the desired program in the CHS at DSU as stated in the CHS Drug and Alcohol Testing Procedure.

I consent to urine drug and alcohol testing for the purpose of admission to a program with a clinical component in the College of Health Sciences (CHS) at DSU. I understand that this consent form remains in effect during my enrollment in a CHS program with a clinical component at DSU.

<table>
<thead>
<tr>
<th>Student Name (Printed):</th>
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</thead>
<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
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<td>Witnessed by:</td>
<td>Date:</td>
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Directions: Use the Scantron provided, and a number 2 pencil. Do not write on the quiz.

1. The purpose of the student handbook is to acquaint students with the nursing program:
   A. Curriculum
   B. Objectives
   C. Policies and procedures
   D. All of the above

2. In the nursing program mission and philosophy, nursing is defined as the autonomous and collaborative care of clients using unique knowledge to promote health and adaptation to illness, wellness, disability, and dying.
   A. True
   B. False

3. The nursing program conceptual framework includes 8 competencies that students are expected to achieve. They are critical thinking, therapeutic communication, caring, professional behavior, technical skills, time management/organization, leadership/management, and:
   A. Lifelong learning
   B. Nursing process
   C. Patient advocacy
   D. Scientific reasoning

4. Nursing students’ assumption of responsibility for their own learning is a component of which program competency/thread?
   A. Time management/organization
   B. Professional behavior
   C. Leadership/management
   D. Critical thinking

5. Dixie State University Student Code of Conduct is found in the Policies and Procedures Manual available at https://files.dixie.edu/sites/hr/pl/SitePages/Home.aspx
   A. True
   B. False

6. Nursing faculty hold a responsibility as facilitators of student learning as stated in the Dixie State University Policies and Procedures Manual available at https://files.dixie.edu/sites/hr/pl/SitePages/Home.aspx
   A. True
   B. False

7. In the RN to BSN program, late assignments will receive a 10% deduction in points for each business day beyond the due date and will be not accepted after 4 business days beyond the due date unless students have negotiated with the instructor at least 24 hours before the assignment due date.
   A. True
   B. False
8. Faculty and students can contribute to a civil teaching-learning environment by:
   A. Being honest
   B. Assuming goodwill
   C. Assuming personal responsibility
   D. Listening carefully
   E. All of the above

9. Students can be dismissed from the nursing program for cheating; for example, taking an exam then telling other students what questions were on the exam.
   A. True
   B. False

10. Students who wish to make a formal complaint against the nursing program must submit in writing the Formal Complaint Form (found in this Handbook) to the Nursing Program Chair.
    A. True
    B. False

11. If a student formal complaint has been addressed by the Dean of Health Sciences and it cannot be resolved at that level, it may enter the grievance process where other college administration is involved such as the Vice President of Academics and/or Dean of Students.
    A. True
    B. False

12. A desired RN to BSN program outcome is that 90% of students complete the program within 10 years.
    A. True
    B. False

13. RN to BSN ________________are statements that specify what nursing faculty want students to learn or be able to do as a result of successfully completing the RN to BSN program.
    A. Goals
    B. Objectives
    C. Student Learning Outcomes

14. Netiquette as it applies to behavior within an internet network such as online threaded discussions or use of email for communication includes but is not limited to the following:
    A. Ask permission from the original sender to forward messages that have been sent to you.
    B. Avoid emotional language and the use of emoticons.
    C. Ask for clarification if you are not sure how to interpret what was written.
    D. Do not initiate or respond to an email when you are angry.
    E. All of the above.

15. Second failure of an RN to BSN discipline core requirement courses results in dismissal from the RN to BSN program without the option for re-entry.
    A. True
    B. False
## STUDENT RESOURCES

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>WHERE</th>
<th>PHONE area code 435</th>
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<tr>
<td>Dean of Health Sciences Interim</td>
<td>Patricia Wintch</td>
<td>Taylor 105</td>
<td>879-4904</td>
<td>wintch</td>
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<tr>
<td>Nursing Dept Chair</td>
<td>Vicky O’Neil</td>
<td>Taylor 304</td>
<td>879-4808</td>
<td>oneil</td>
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<tr>
<td>Admin Specialist to the Dean of Health Sciences</td>
<td>Merilee Gustafson</td>
<td>Taylor 303</td>
<td>879-4800</td>
<td>merilee.gustafson</td>
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<tr>
<td>Nursing Department Coordinators</td>
<td>ADN Program: DeAnne Larsen</td>
<td>Taylor 371</td>
<td>879-4807</td>
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<td>BSN Program: Michelle McDermott</td>
<td>Taylor 305</td>
<td>879-4815</td>
<td>mcdermott</td>
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<tr>
<td>Nursing Secretary</td>
<td>Rachel Christ</td>
<td>Taylor 302</td>
<td>879-4810</td>
<td>rachel.christ</td>
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<tr>
<td>Nursing Advisors</td>
<td>Alice Clegg</td>
<td>Taylor 372</td>
<td>879-4813</td>
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<tr>
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<td>Kaylie Romney</td>
<td>Taylor 306</td>
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<td>Dianne Aldrich</td>
<td>Holland 245</td>
<td>652-7723</td>
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<td>DSU Public Safety</td>
<td>Don Reid</td>
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<td>652-7515</td>
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<td>Testing Center</td>
<td>Tamron Lee</td>
<td>N Plaza 148</td>
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<td>Holland 421</td>
<td>652-7629</td>
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<td>Helpdesk</td>
<td>dixie.edu/helpdesk</td>
<td>Holland 2nd Floor</td>
<td>879-4357</td>
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<tr>
<td>Health and Wellness Center</td>
<td>Marion Miller-Rumney</td>
<td>Larkin 2</td>
<td>652-7756</td>
<td>wellness</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Staff</td>
<td>Gardner 2nd Floor</td>
<td>652-7644</td>
<td>Use Contact Form on website</td>
</tr>
</tbody>
</table>