HEALTH SCIENCE AND HUMAN SERVICES DEPARTMENT

2017-2018 Student Handbook

Consisting of the following Programs:
AAS Nursing Program
RN-BS Nursing Program
AAS Radiology Technology Program
AAS Emergency Medical Services–Paramedic Program
AAS Human Services Program

** Great Basin College is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU) which is a postsecondary accrediting agency recognized by the US Department of Education and the Council for Higher Education Accreditation (CHEA) 8060 – 165th Avenue N.E., Suite 100, Redmond, WA 98052 425-558-4224 **
Welcome to Great Basin College’s Health Science and Human Services Department. The programs offered by this department are dynamic professions that offer almost unlimited opportunities and challenges. They play a key role in the delivery of health care. The roles continually diversify and the need for more healthcare providers will be greater than ever in the coming decade. You will be joining more than 400 GBC graduates who are making a difference in the health of their patients and in the dramatic changes taking place within the health care system!

The Health Science and Human Services faculty support the Mission of Great Basin College to enrich lives through student-centered educational programs. We are committed to enriching your life and those you care for in the future by preparing you to provide high quality health care and to engage in life-long learning.

Amber Donnelli, PhD, RN, CNE
Dean, Health Science and Human Services
Nursing Programs Director

Purpose of the Student Handbook

The purpose of this handbook is to assist you in understanding more fully the policies, practices, and procedures of the Health Science and Human Services Department of Great Basin College. This handbook serves as the source of information about the policies and procedures in the programs offered in the Health Science and Human Services Department (nursing, radiology, paramedic, and human services programs). You are required to sign a statement indicating you understand and agree to abide by these policies and guidelines each year that you are in the program. Because policies and procedures are continuously subject to change by external and internal sources, the faculty review and modify these policies and practices as necessary. Students will be notified in writing of any changes made during the academic year.

This handbook is not all-inclusive, nor does it replace the Great Basin College General Catalog or the Nevada System of Higher Education (NSHE) Board of Regents Code Title 2, Chapter 6 which addresses misconduct. The provisions of this document are not to be regarded as an irrevocable contract between the student and the GBC HSHS programs.

IMPORTANT NOTE: In most cases where a conflict may exist between the guidance in this handbook and the GBC Catalog, the GBC Catalog shall take precedence. However, some unique aspects of the healthcare education require policies different from those for other GBC students, for example, student health requirements.

Nondiscrimination for Disability

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.
GREAT BASIN COLLEGE
HEALTH SCIENCE AND HUMAN SERVICES PROGRAMS
STUDENT AGREEMENT FOR THE 2017-2018 ACADEMIC YEAR

_____ I have read, understand and agree to abide by the policies and guidelines stated in the Great Basin College Health Science and Human Services Programs 2017-2018 Student Handbook.

(initial) I understand that as a condition of enrollment in a program offered through the Great Basin College Health Science and Human Services Department, I agree that a clinical facility/agency may, at any time, require a “for cause” drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the clinical facility/agency should they request such information.

(initial) I authorize Health Science and Human Services Department to release my immunization, CPR, background and drug screening reports to the clinical education facilities as mandated by the affiliation contract.

(initial) I understand and acknowledge that once admitted to one of programs offered by the Great Basin College Health Science and Human Services Department, failure to maintain the professional and/or ethical standards of the program may result in dismissal from the program. I also understand that the Health Science and Human Services Department Admission and Progression committee may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.

(initial) I understand and acknowledge that no resources or information from any Health Science and Human Services course can be shared outside the classroom or lab.

My emergency contact person(s) are listed below. I understand that this individual or individuals are responsible for ensuring that I am transported home in the event one of my faculty or the Health Science and Human Services Department Dean determines that I am not able to continue being present in the classroom, lab, or clinical setting.

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Printed Name             Student Signature     Date

Witness: (Faculty / Dean)       Date

Keep this copy in this handbook for future reference. The Student Agreement at the back of this handbook must be signed and returned to the GBC Health Science and Human Services Department.
GREAT BASIN COLLEGE
HEALTH SCIENCE AND HUMAN SERVICES DEPARTMENT
Agreement to Participate in Practice Lab Procedures
For the 2017-2018 Academic Year

During my enrollment in one of the programs offered by the GBC Health Science and Human Services Department and under the direct supervision of a faculty member, I agree to allow a student classmate to perform the following procedures on my person:

1. Subcutaneous injection (For Nursing and Paramedic Programs Only)
2. Intradermal injection (For Nursing and Paramedic Programs Only)
3. Intramuscular injection (For Nursing and Paramedic Programs Only)
4. Intravenous catheterization (peripheral) (For Nursing and Paramedic Programs Only)
5. Positioning (For Radiology Program Only)

I agree to hold harmless and waive the liability of the student and/or students performing the procedure(s), the supervising instructor and Great Basin College for any injuries incurred as a result of my agreeing to have these procedures performed on my person.

______________________________  ______________________________  __________
Printed Name                  Student Signature                Date

______________________________  ______________________________  __________
Witness: (Faculty / Dean)        Date

Keep this copy in this handbook for future reference.
The Agreement at the back of this handbook should be signed and returned to the GBC Health Science and Human Services Department.
During your participation at the Great Basin College Practice Lab, you will be an active participant and observer of the performance of other individuals in the management of acute medical, surgical, and other health care events in simulated experiences.

The objective of the simulation experience program is to educate pre-licensed and licensed health care practitioners to better assess and improve their performance in evolving health care situations. Simulations are designed to challenge a healthcare professional's response and judgment in stress environments.

Due to the unique aspects of this form of training, you are required to maintain and hold confidential all information regarding the performance of specific individuals and the details of the scenarios.

There is continuous audiovisual digital recording during all simulations which will be used for educational purposes. This video recording is considered a QUALITY ASSURANCE TOOL and is protected by Federal Law.

By signing this agreement, you agree to maintain strict confidentiality regarding both your and others' performance, whether seen in real time, on video, or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants.

To maintain optimal simulation experiences for other learners who will be following you in the center, you are to maintain strict confidentiality regarding the specifics of the scenarios. A breach of confidentiality may result in loss of privileges in the Practice Lab.

By signing below, you acknowledge you have read and understand this statement and agree to maintain the strictest confidentiality about the performance of individuals and the simulation scenarios you observe.

I agree to maintain strict confidentiality about the details of the scenarios and the performance of other participants during scenarios at Great Basin College Practice Lab.

I authorize the Great Basin College Practice Lab to use the video recording(s) and photographs made in the Practice Lab for the following purposes:

1) Debriefing scenario participants,
2) Administrative review,
3) Educational research,
4) Commercial purposes, which can include public relations, promotional advertisements, and/or fund raising activities. I understand that, unless otherwise approved by me, I will not be specifically identified.

Last Name, First Name (Please Print)                   Date
__________________________________________
Signature                                                                 Witness

Keep this copy in this handbook for future reference. The Agreement at the back of this handbook should be signed and returned to the GBC Health Science and Human Services Department.
# Table of Contents

## Section I  Department Foundations  10 - 12
- Great Basin College Mission Statement
- Mission of the Health Science and Human Services (HSHS) Department
- Department Organizational Chart
- Contact Information

## Section 2  Communications  13 - 15
- E-mail
- Social Media & Online Communication – Ethics and Legal Liability
- Address, Name, and Phone Changes
- Student Records
- Essential Skills
- Critical Behaviors

## Section 3  HSHS Academic Policies & Procedures  16 - 22
- Policies and Guidelines for Nondiscrimination for Disability
- Procedure for Accommodation on the Basis of Disability
- Sexual Harassment
- GBC Academic Regulations
- Academic and Professional Dishonesty
- Great Basin College Student Conduct Policy
- Distance Learning
- Written Paper Expectations and Format
- Textbooks and Other Course Materials
- Drop/Withdraw Policy
- Testing
- Grading
- Civility in the Classroom
- Unsatisfactory Progress Policy and Procedure
- Unsatisfactory Progress for Academic-Related Reasons
- Voluntary Withdrawal
- Process for Admission and Progression Committee Review
- Student Appeal of Admission and Progressions Committee Decision
- Grievance Procedure
- Student Evaluation of Faculty and Learning Outcomes
<table>
<thead>
<tr>
<th>Section 4</th>
<th>Student Services</th>
<th>23 - 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5</th>
<th>Financial Information</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships and Financial Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Assistance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 6</th>
<th>Graduation</th>
<th>25 - 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caps and Gowns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pinning Ceremonies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pinning/Graduation Cost Estimates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM SPECIFIC SECTION**

| Program Specific Section |

| Appendices |

8
GREAT BASIN COLLEGE

MISSION STATEMENT

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

HEALTH SCIENCE
AND HUMAN SERVICES
DEPARTMENT

MISSION STATEMENT

The Department of Health Science and Human Services enriches lives of citizens and students through provision of health and human services career programs and by partnering with providers and institutions to improve the health and well-being of rural Nevadans.
E-mail

Students are required to check their e-mail regularly because it is the primary route used for official departmental and course communications. Changes to email addresses must be reported to Admissions and Records and the nursing department immediately.

Social Media and Online Communication - Ethics and Legal Liability

Students are reminded that they are legally liable for anything they write or present online. Students can be disciplined by GBC for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Students can also be sued by GBC employees, clinical agencies, and any individual or company that views their commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

To avoid negative impacts resulting from unwise or inappropriate use of social media, be aware of the following:

- If you post anything about GBC or the Health Science and Human Services programs, make it clear that you do not represent the college or any of the programs, nor their views.
- Be aware not only of the content you post, but of any content that you host (e.g. comments others post on your site). Content you host can have the same effect as content you post.
- Potential employers may use social media to evaluate applicants. Inappropriate content may eliminate job opportunities.
- Once you have posted via social media, it is out of your control. Others may forward it, save it, repost it, etc. It is almost impossible to retract after it is posted.
- If you disclose confidential information about patients, other health care providers, fellow students, or faculty, the college and/or health care facility may take legal action against you. Disclosing patient confidential health information is a violation of HIPAA and can result in severe fines.

The faculty recognizes that social media sites – MySpace, Facebook, Twitter and others offer alternative ways to reach and communicate with friends and other students. The responsible use of social media strengthens our programs’ reputation within the community and expands public awareness of our varied educational options.

The following policies and procedures must be adhered to in all use of social media that in anyway relates to or mentions GBC and/or the Health Science and Human Services programs:

1. The social media site content must not replicate information that is available on the college web page.
2. Material and content from classes may not be copied and placed on social media sites, including personal information regarding patients, students, instructors, or other GBC staff.
3. Personal blogs should have a clear disclaimer that the views expressed by the author in the blog is the author’s alone and do not represent the views of GBC or the Health Science and Human Services Department.
4. Information with GBC affiliation should only be information that could be contained in a resume.
5. Information published on a blog should comply with HIPPA, FERPA, and GBC confidentiality policies.
6. Students must be respectful of all persons and their right to privacy.
7. Do not reference GBC faculty, staff, or students without their written consent. Do not use their images or likenesses without consent.
8. Respect copyright laws and site sources appropriately. Plagiarism still applies to online content. GBC logos may not be used without written consent from Department Chair.
9. Any press or media contacts should be referred to Social Media Specialist at 775-753-2105.
10. All requests for social media development should include its purpose and objectives, name of the social media site, and the name of the moderator, with request forwarded to the Dean of the Health Science and Human Services Department at 753-2135.
11. Student must not be friends with faculty on Facebook until such time as the student has graduated, or left the college.

Address, Name, and Phone Changes

Students must notify the department Administrative Assistant and the Admissions and Records Office when any changes are made in name, address, email address, or phone numbers so that contact information is updated and emergency messages can be delivered.

Student Records

The Admission and Records Office maintains official GBC files for all students who apply to the college. A cumulative, confidential file of program documents is kept for each student in the Health Science and Human Services Department. The confidential file contents may include: application materials, immunization records, copies of the CPR card, transcripts, student agreements, test scores, clinical assignment and performance forms, skills checklists, Student Counseling forms, Notification of Unsatisfactory Progression forms, Practice Lab Remediation forms, and action plans (if applicable). Class work, tests, quizzes and projects may also be included in this file. Records of individual student conferences and clinical evaluation conferences will be read and signed by the student and faculty prior to becoming a part of the student's cumulative record. Records are retained and stored in the Health Science and Human Services Department for five years and are then shredded.

All student files are maintained in designated, locked file cabinets. Student files are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). For further information, refer to the section on Family Educational Rights and Privacy Act in the GBC catalog.

ESSENTIAL SKILLS

Effective communication involves the ability to employ therapeutic communication techniques and appropriate interpersonal relationship skills during interactions with instructors, clients, family members, and groups of individuals including health care team members, peers, and supervisors.

Critical thinking is a reasoned, interactive and reflective process focused on deciding what to believe or do. Critical thinking involves the ability to identify and challenge assumptions, the ability to explore and imagine alternatives, as well as the ability to make judgments based on evidence (i.e., fact) rather than conjecture (i.e., guesswork).

CRITICAL BEHAVIORS

Accountability is the state of being responsible for one's individual behaviors and their outcomes when assuming the professional role. Accountable means being attentive and responsible to the health care needs of the individual, family, or group. The faculty believe the initial groundwork for accountability is laid during the first semester and continues throughout the student's professional career. Ideally, continued educational experiences strengthen the student's ability to further explore, analyze, and test one's functioning relative to accountability.

Collaboration is defined as the intentional act of professionals working together toward a common goal. In successful collaboration, mutual respect for each professional's background and commitment to
respond to problems as a whole are essential. Fundamental to the concept of collaboration is the ability to independently communicate and make decisions in support of the individual, family or group. **Self-leadership** can be described in terms of an individual having a positive self-regard which consists of knowing one’s strengths and weaknesses, allowing oneself to be challenged and strengthened through goal setting, and understanding the fit between one’s ability to contribute to the organization and the organization’s needs. Self-leadership is also the influence that individuals have over themselves to regulate, manage, direct, and/or control their own behavior.
Policies and Guidelines for Nondiscrimination for Disability

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

Procedure for Accommodation on the Basis of Disability

The ADA Officer will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids and services.

Questions regarding appropriate accommodations should be directed to the GBC’s ADA Officer in Elko at 775.753.2271.

Sexual Harassment

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of sexual harassment. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Sexual harassment is a form of discrimination; it is illegal.

The radiology program requires each student accepted into the program to complete the GBC sexual harassment seminar within the first semester. Dates and times of the seminar will be announced in class. No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance.

It is expected that students, faculty and staff will treat one another with respect. Refer to the GBC general catalog for the entire policy. Each case of accused sexual harassment will be reviewed on a case by case basis.

GBC Academic Regulations

All faculty and students are responsible for following the Great Basin College regulations and guidelines as printed in the Great Basin College Catalog.

Academic and Professional Dishonesty

Academic dishonesty (“cheating”) involves all methods or techniques that enable a student to gain unfair advantage in the clinical or classroom setting (see the Great Basin College Catalog for the definition of cheating in the Academic Honesty section). Cases of academic dishonesty ordinarily result in a grade of F for the assignment and/or the course, in accordance with published course policies. The violation may lead to the student’s dismissal from the Great Basin College HSHS Programs and, in some cases, dismissal from Great Basin College. Students who are dismissed from the program for violation of
academic integrity are not eligible for readmission into the program. The student will also be referred to the Vice President of Student Services for appropriate disciplinary action.

GBC and NSHE policies and procedures related to student conduct and academic honesty will be followed. Academic and/or professional dishonesty may occur in a variety of situations, including but not limited to the following:

**Individual Assignments, Quizzes, Tests, and Examinations:** copying from a neighbor’s paper during the exam (quiz or test); talking or sharing information during an exam; using crib notes when taking a closed book examination; arranging for another person to substitute in taking an examination; giving or receiving unauthorized information when taking an examination.

**Plagiarism:**
Plagiarism is knowingly representing the work of another as one’s own, without proper acknowledgement of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge. Plagiarism includes, but is not limited to, submitting as one’s own work the work of another person or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source (including the Internet) without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources.

Faculty expects that students will demonstrate professional and academic integrity at all times. Faculty will explain their course expectations and students are expected to ask questions when clarification is needed.

**Great Basin College Student Conduct Policy**

All students are held accountable for their behavior under GBC’s *Standards of Conduct for Students* located in the college catalog and NSHE Code, Title 2, Chapter 6. Section 6.2.2 regarding misconduct. Nursing, Paramedic, and Radiology students are also responsible for additional standards of conduct (see Appendices Section).

**Distance Learning**
All courses in the Health Science and Human Services Department are internet enhanced. Some are completely online. It is the intent of all programs to keep access to student information private. The sign on to the course content is available through www.gbcnv.edu and is password protected for student confidentiality. It is the student’s responsibility to have compatible internet access to the GBC website to complete the courses. If you are having problems with the access or have concerns about privacy and security, please contact the Help Desk at (775)753-2167.

**Written Paper Expectations and Format**
The American Psychological Association format is required for written papers. Citations and references used in any assignment should be written in APA format.

Faculty expect papers and other written assignments to be written at a college level and to reflect professional communication. Detailed written expectations can be found in the document titled *Writing Expectations for Great Basin HSHS Students* in the Appendices Section.

**Textbooks and Other Course Materials**
Textbooks may be purchased at the Great Basin Book Store, 1500 College Parkway. Elko, NV 89801 (775) 753-2270. Students may purchase through the website at

http://www.bkstr.com/CategoryDisplay/10001-9604-10075-1?demoKey=d
Students also have the option to purchase books through outside sources.

Syllabi are available online on individual WebCampus course web sites the day before the course starts.

**Drop/Withdraw Policy**

According to GBC policy, if you do not complete the course and do not formally withdraw by the set drop deadline, your instructor will automatically assign you a grade of “F” for the course. The drop deadline for each course will be stated in the course syllabus. If you are dismissed or withdraw from the program after that date, this rule will also apply.

**Testing**

**Course Exams**

Exams will be taken during prearranged times and dates. Specific information will be provided to students by the faculty member responsible for a particular course. Unless otherwise indicated, all exams will be closed book, timed and monitored.

- Students must adhere to testing schedules.
- The student must contact the faculty if unable to comply with this requirement.
- Student may not share information about an examination with other students.
- Honesty is the responsibility of each student at all times.

**Grading**

The following grading scale will be applied to all HSHS Programs coursework:

- 100 - 94 % = A
- 93 - 90 % = A-
- 90 - 87 % = B+
- 89 - 86 % = B
- 85 - 80 % = B-
- 79 - 77 % = C+
- 76 % = C
- 75 - 70 % = C-
- 69 - 67 % = D+
- 66 - 64 % = D
- 63 - 60 % = D-
- Below 59 = F

Note: Student grades will be calculated out to two decimal places (to the hundredth). There will be no rounding up of scores. Criteria for grading will be given to the student in writing at the beginning of each course. It is the student’s responsibility to know his/her grade point average throughout the course.

- Students are responsible for all written/verbal information that is shared in scheduled classes.
- Students must submit all theory or clinical written assignments on the day they are due. Students are responsible for complying with assignment submission guidelines as outlined in each course syllabus.

**Civility in the Classroom**

Successful learning experiences require mutual respect. The faculty has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

**GBC Cares - a guide to engaged learning:**

- Civility — have respect for others: students, faculty, staff, and the campus community. Be respectful, polite, and considerate in any classroom, live or digital.
- **Active** — embrace the active process of learning. To maintain a class environment that is conducive to learning: Be diligent, engaged, and committed.
- **Responsibilities** — you are accountable for your actions, work, words, and behavior. Courteous behavior and responses are expected: Be honorable, conscientious, truthful, and dependable.
- **Excellence** — in the classroom, optimizes an atmosphere of teaching and learning. Classroom discussion is meant for everyone’s viewpoint to be expressed on the topic at hand. All students should be afforded the courtesy and opportunity to be heard: Be exceptional.
- **Success** — successful college students embrace all of the educational experience and welcome diversity and different ideas. Embrace challenges.

Great Basin College states: “messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated.”

At GBC, students are expected to assist in maintaining a class environment that is conducive to learning. It is required that students conduct themselves in a manner that does not disrupt the teaching or learning atmosphere. All classroom participants have the responsibility to maintain classroom and online discussions that are civil and not disruptive by being courteous and using respectful language. This courteous behavior continues beyond the classroom to any community interactions as a GBC HSHS student.

Be an engaged learner and encourage your fellow students to do so as well.

**ANY STUDENT ENGAGING IN INAPPROPRIATE BEHAVIOR MAY BE COUNSELED WITH THE FACULTY AND OTHER DEPARTMENT OR GBC PERSONNEL. REFER TO STUDENT CONDUCT POLICIES IN GBC GENERAL CATALOG.**

**Unsatisfactory Student Progress Policy**

Students who are admitted to an HSHS Program must maintain their status as a student in good standing in both academic and academic-related areas based on the following criteria. Failure to do so may result in dismissal from the program:

**Unsatisfactory Progress for Academic Reasons**

Students who are admitted to any of the HSHS Programs must maintain their status as a student in good standing in both academic and academic-related areas based on the following criteria. Failure to do so may result in dismissal from the program:

Students
- a. who are not maintaining a minimum average of 76% on clinical or academic assignments,
- b. who have not met expected performance, safety, or conduct standards, or
- c. earning less than 76% on any exam at any time during a course (or two exams if so indicated in the course syllabus)

must meet with faculty member(s) to complete a Notification of Unsatisfactory Student Progress form.
Unsatisfactory Progress for Academic-Related Reasons

Conduct consistent with professional standards of ethical, academic, and clinical behaviors must be exhibited at all times, including within classrooms. See Appendices Section for additional information on what constitutes inappropriate conduct in these areas.

a. In a clinical course, if a student’s performance is determined by faculty to be unsafe, the student may be removed from the clinical setting and given a failing grade for the course prior to the end of the semester.

b. If at any time a student’s observed behavior or performance raises any questions on the part of faculty about the student’s physical, emotional, cognitive, and/or emotional status and/or ability to perform or behave safely and/or appropriately, the faculty will meet immediately with the student, document their observations and notify the Dean. A student may be asked to leave a clinical or classroom setting, if the faculty determines it is warranted. When appropriate, site security or its equivalent in clinical settings may be called, in addition,

c. If the student is determined to be unable or unwilling to perform or behave appropriately, the student’s emergency contact will be notified. The student’s emergency contact is responsible for taking the student home.

Voluntary Withdrawal

Students who for personal reasons need to voluntarily withdraw from the program must immediately notify their instructor(s) and the Admission and Progression Committee in writing. Students have the option of withdrawing from a course prior to completion of 60% of that course (specific date disclosed in the syllabus). It is the student’s responsibility to formally withdraw at the Registrar’s office from a course. After that date, a grade of “F” will automatically be assigned as per Nevada System of Higher Education Board of Regent’s Policy, Chapter 6.

Process for Admission and Progression Committee Review

One of the responsibilities of the Admission and Progression Committee is to review student academic problems referred by faculty and on matters related to progression, dismissal or reinstatement of students. The purpose and functions of the Admission and Progression Committee can be found in the Appendices Section.

a. All students undergoing review by the Admission and Progression Committee must submit a letter to the Committee describing their plan for correcting deficiencies. The letter must be received as soon as possible prior to the next scheduled meeting of the Admission and Progression Committee.

b. The committee will review the student’s course grades and overall academic and academic-related (clinical/simulation/skill performance) record, the course faculty’s evaluation, and the student’s written plan for improvement. Course faculty whose students are undergoing review by the Admission and Progression Committee are requested to be available to consult with the committee if needed during the review.

c. The Admission and Progression Committee reviews all the information received and recommends to the Dean that:

1. The student shall implement their plan for improvement and be allowed to continue in the program. The Committee may require additional steps or conditions the student must meet after reviewing the student’s plan for improvement. Or,

2. The student should be dismissed from the program.
d. The Dean notifies the student and faculty member(s) of the decision in writing.
e. Students who do not request to meet with the committee (for voluntary withdrawal) or submit their letter and plan for improvement to the committee will be recommended for dismissal from the program.

**Dismissal and Readmission to the Program**

Students who have failed any program must apply to the Admission and Progression Committee for permission to repeat the course and continue in the program. If readmission is granted by the Committee, the student must meet all required specifications for re-entry as stated below along with any additional remediation recommendations made by the Committee. All requirements and recommendations must be completed by the date specified by the Committee.

Students who have been dismissed from the program due to academic reasons may apply once for program readmission. The student must indicate in writing to the Admission and Progression Committee desire to be considered for readmission no later than **May 31** for Fall semester and **September 1** for Spring semester and follow all procedures for appealing to the Committee.

Students who have been out of the program for more than one year must re-apply. Students who have been out of the program for less than one year will be considered for readmission on a space available basis and will not need to submit a full application. Specific competency guidelines for readmission to each program may be required and are outlined in the following program-specific area of this student handbook.

**Student Appeal of Admission and Progression Committee Decision**

Decisions of the Admission and Progression Committee may be appealed directly to the Dean in writing within 3 working days after written notification of the decision is received. If the issue is not resolved after appealing to the Dean, the student may proceed to Step III of the Grievance Procedure described in the next section.

**Grievance Procedure**

The procedure described here differs from and supersedes the GBC procedure described in the college Catalog. The divergence from GBC policy is justified by the sequential nature of the program curriculum and the safety and well-being of patients a student may care for.

Students who wish to explore problems that have not been resolved to their satisfaction can initiate the appeal process described below. Because faculty have an obligation to safeguard patients and other individuals, a student in the appeal process might not be allowed to continue in the clinical component of a course until the issue is resolved.

**Grievance Procedure Steps**

**Step I:**
Schedule an appointment and discuss issue with faculty member(s) within 3 working days of the alleged occurrence. Within 3 working days of the scheduled meeting, the faculty member(s) shall issue a written decision. The decision may be delivered to the student by email, U.S. Mail, or personally delivered.
Resolution ➔ Stop

No resolution ➔ Proceed to Step II

↓

Step II:
If the student is aggrieved by the resolution made in Step I, the student may file a written appeal with the Dean within 3 working days of receiving the written decision in Step I. The Dean shall meet with the student within 3 working days of receiving the appeal unless the student requests more time and this request is approved by the Dean. The Dean may invite the faculty member(s) to this meeting. The Dean may permit the student to bring someone to advise the student at this meeting. The Dean shall issue a written decision within 3 working days of the meeting. The decision may be delivered to the student by email, U.S. mail, or personally delivered.

↓

Resolution

(Note: Dates given in this procedure may be adjusted if the Dean is not available due to absence or semester break.)

Student Evaluations of Faculty and Learning Outcomes

Toward the end of each program course, students will be asked to complete evaluation instruments. An analysis of the student responses is sent to faculty members after the completion of the term and the recording of grades. This data assists the faculty in self-improvement of their teaching and helping future students achieve course learning outcomes. The information is also used as part of the determination of the faculty member’s tenure and salary increases. Students are expected to carefully weigh their assessments and evaluate the faculty member fairly and accurately.

Student Learning Outcomes surveys are also required after each program course. These are also important surveys to ensure the rigor of the program. Students are encouraged to submit feedback that will strengthen the program.

Gifts

It is the faculty policy that students shall not purchase gifts for them at the end of a particular course. Please adhere to this policy when thanking faculty for their support and guidance.
Academic Advising

HSHS students will be assigned a faculty advisor upon admission to the program. During enrollment in the program, each student should make an appointment with his/her advisor at least one time per semester to review their progress.

Academic advisors will receive a copy of any Notice of Unsatisfactory Performance given to their advisees. However, whenever possible, students experiencing academic problems should be encouraged to meet with their advisor when problems first become apparent rather than waiting until they receive a Notice of Unsatisfactory Performance.

Contact the HSHS Administrative Support at 775-753-2301 for assistance in making an appointment with your advisor.

Students experiencing non-academic health or emotional issues which require professional care should be referred for help outside the Health Sciences and Human Services Department. The Student Services Office is the contact for students who need counseling available through UNLV. Contact Director of Disability Support, 775-753-2271 or Vice President of Student Affairs, 775-753-2282 with any questions or additional information.

Learning Resources

Students must purchase required texts and other learning resources (e.g., online access codes and other learning resources.) A list of required learning resources will be provided to all students enrolling in the health science programs. These can be purchased through the GBC Bookstore or through another source. Students should be very careful that all components needed for their classes are included if they purchase from an outside source. Students will be notified if additional learning resources are required prior to the beginning of each subsequent semester.

Library Services

Media required for HSHS courses are located in the Library. These materials are not to be checked out but must be viewed at the Library.

GBC library hours are:
Monday - Thursday  8 am to 6 pm
Friday            8 am to 5 pm

Copying

Copying can be done at the GBC High Tech Center or the Library. The copy machine in the office area is for faculty use only. Computer copies made from the office printer are $.10 per page. Additional copies of assignment forms are the student’s responsibility.
Technology Assistance

GBC offers a Help Desk for students experiencing problems with WebCampus access. The Help Desk is available by phone (775-753-2167) or by email (helpdesk@gbcnv.edu)

**Summer Hours**  
*Weekdays:* 7 am to 4 pm

**Fall - Spring Hours**  
*Weekdays:* 7:30 am to 9 pm  
*Saturday:* Noon to 5 pm

Student Representatives

Student representation is encouraged during program meetings and Health Science and Human Services Advisory Group meetings. Two volunteer representatives from each class are selected. These students are asked to bring questions, comments and concerns of their class to these meetings and are expected to take information back to their group for discussion and follow-through.

Student Government Association (SGA)

Students are encouraged to be an active part of the Student Government Association (SGA). A variety of activities are provided throughout the school year. Students have the opportunity to participate individually or as a group. There may be some scholarship opportunities for participating in the SGA.
Scholarships & Financial Aid

Financial Aid is intended to help students pay for their education after high school. Scholarship/Grant criteria varies for each program. The aid available at Great Basin College includes grants, loans, employment and scholarships, some of which are specifically designated for HSHS students. Awards are made in the fall and spring semesters. Only students who have completed the application will be considered for a scholarship. Federal Student Aid Programs become available after you complete the FAFSA application. Submit a Free Application for Federal Student Aid (FASFA) at www.fafsa.ed.gov. Students are encouraged to contact Student Financial Services at 775-753-2399 for further information.

Specific Program Costs can be found in the Program Specific section of this handbook.

Financial Assistance

Financial Aid is intended to help students pay for their education after high school. The aid available at Great Basin College includes grants, loans, employment and scholarships, some of which are specifically designated for health science students. Students are encouraged to contact Student Financial Services at 775-753-2399 for further information.

Application for Graduation

The GBC graduation is the ceremony that celebrates graduation from the college. It is a cap and gown ceremony held at the Convention Center. Nursing, Radiology, and Paramedic students receive an Associate of Applied Science degree. You MUST submit an application for graduation before the set deadline in order to participate and receive a degree. Please refer to the Great Basin College catalog for further information.

Graduation Requirements

Students must complete all program and general education courses by the end of the fourth semester to be eligible for graduation. The general education courses have been placed in the curriculum to augment the program course content. Scheduling arrangements are made with other GBC faculty to assure there will be no time conflict with program classes. If a program course is taken out of sequence, there is no guarantee it will be taught at a time that does not conflict with other required program courses.

Students are responsible for ensuring that Admission and Records receives an official transcript for transfer courses one month prior to graduation. It is also each student’s responsibility to know and to meet all course requirements and to maintain a 2.5 or high GPA throughout the program.

The Office of Admission and Records uses the year of your admission to the program to determine catalog year and course requirements for graduation.

Any student taking a general education course during the fourth semester of the program at another college or university must have the course work completed and an official transcript sent to the Admission and Records Office no less than one month prior to final examinations.
It is the student’s responsibility to make certain all graduation requirements are met. Failure to complete requirements will delay your application to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), American Registry of Radiologic Technology (ARRT), or the National Registry for Paramedics – See Appendices Section. Each situation will be dealt with on an individual basis by the faculty.

Caps and Gowns

Cap and gown orders are placed with the GBC Bookstore. The cost is approximately $25.00.

Pinning Ceremonies

Upon successful completion of a Great Basin College Health Science and Human Services Program, students are eligible to purchase Program pins. The Administrative Assistant will provide the necessary order form and will facilitate the ordering of the pins. Students will not be able to purchase a pin without the required permission form. Pins must be ordered by March 15th of the year of graduation.

The pinning ceremonies held in the GBC Theatre are ceremonies separate from the GBC graduation. In order to participate in the pinning ceremony, a student must have completed all program requirements. Because the pinning ceremony is a time honored tradition, certain guidelines regarding student appearance, program format and reception activities are followed. Graduating students, with assistance from the Student Organization officers and faculty representative will collaborate in planning the pinning ceremony. Date and time will be chosen to accommodate graduating students without conflicting with the GBC graduation and other activities held on site. First year students assist with the reception held after the pinning ceremonies.

Pinning/Graduation Cost Estimates

* Graduation fee (apply in January) $ 20.00
* Pinning ceremony announcements $ 0.25 each
* Pinning ceremony uniform, if applicable Individual amount
* School pin (order in February) $ 40.00-200.00
* GBC graduation announcements $ 1.00 each
* Cap and gown $ 25.00
* Other possible requirements $ 38.00
BACHELOR OF SCIENCE
NURSING PROGRAM
PROGRAM SPECIFIC POLICIES
AND PROCEDURES

2017-2018
## PROGRAM SPECIFIC SECTION

<table>
<thead>
<tr>
<th>RN-BS Nursing Program Foundations</th>
<th>3 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBC Mission Statement</td>
<td></td>
</tr>
<tr>
<td>Nursing Mission Statement</td>
<td></td>
</tr>
<tr>
<td>Philosophical and Conceptual Basis for Achievement of College and AAS Missions</td>
<td></td>
</tr>
<tr>
<td>RN-BS Nursing Program Student Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>Program Student Learning Outcomes and Competencies</td>
<td></td>
</tr>
<tr>
<td>Ethical Conduct</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RN-BS Nursing Specific Academic Policies and Procedures</th>
<th>6 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progression Policy</td>
<td></td>
</tr>
<tr>
<td>Process for Admission and Progression Committee Review</td>
<td></td>
</tr>
<tr>
<td>Dismissal and Re-Admission to the Program</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RN-BS Nursing Curriculum Information</th>
<th>11 - 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time RN-BSN Program Four Semester Plan – All Courses</td>
<td></td>
</tr>
<tr>
<td>Part-Time RN-BSN Program Six Semester Plan – All Courses</td>
<td></td>
</tr>
<tr>
<td>Nursing Course Descriptions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RN-BS Nursing Specific Financial Information</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Program Costs and Fees</td>
<td></td>
</tr>
</tbody>
</table>
Great Basin College Mission Statement

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

Mission of the Bachelor of Science in Nursing Program

To prepare registered nurses for research and theory based professional practice roles as leaders and change agents in the transformation of nursing and health care for rural and underserved populations.

Philosophical and Conceptual Basis for Achievement of the College and RN to BSN Program Missions

Nursing faculty endorse the mission, goals, and outcomes of Great Basin College. The nursing faculty acts on the college mission and values through the pursuit of excellence in teaching, promoting student success, and providing service to rural Nevada citizens to enhance their health and quality of life. The philosophy of the nursing faculty is rooted in the core values of holism, caring, diversity, advocacy, integrity, and excellence. Student learning outcomes and curricula of the RN to Bachelor of Science Degree in Nursing program are based on competencies determined by the faculty to be necessary for safe and effective nursing care building on prior nursing education.

The RN to BSN program incorporates a liberal education that supports integration of concepts from the social, natural sciences and the humanities that are essential to understanding the self and others, as well as the nature of health and disease (AACN, 2008). Translating research and evidence into practice is a cornerstone of BSN prepared practice. The graduate of the RN to BSN program can provide safe, quality care to individuals, families, groups, populations and communities experiencing common to complex health problems in structured and unstructured settings. The nurse prepared at this level:

- Applies organizational and systems leadership theories to the roles of designer and manager of care.
- Applies information management and effective application of patient care technology at all levels of care.
- Provides health promotion and disease prevention for groups and populations.
- Initiates and leads collaboration with other providers and disciplines to ensure quality and safety in health care delivery to underserved populations.

The RN to BSN program is built on competencies derived from the major concepts that the nursing faculty considers to be central to BSN practice. Those concept are: Collaboration, leadership, informatics, evidence-based practice, population-focused care, and quality improvement.

The faculty believe nursing education is a life-long dynamic process in which the learner must be an active participant and in which education is the responsibility of both the learner and the nursing faculty. The faculty provides an online learning environment that is respectful and supportive of the individual learning styles, needs, and professional demands facing practicing nurses in GBC’s broad rural service area and its diverse, underserved populations. Curricula, teaching strategies, and educational experiences provided are evidence-based and support the refinement of critical thinking, problem solving, and analytical reasoning.
Curriculum Design

In keeping with sound curriculum design principles, the program student learning outcomes were used to organize the course student learning outcomes. These student learning outcomes are the basis for all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress. They are also the basis for evaluating aggregate student outcomes such as graduate and employer satisfaction.

The terms used in developing this curriculum include:

- **Program student learning outcomes**: Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of the nursing program; characteristics of the student at the completion of the program. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. (NLNAC glossary)

- **Course student learning outcomes**: Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of the nursing course; characteristics of the student at the completion of a course. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. (NLNAC glossary) Course student learning outcomes flow from the program student learning outcomes.

- **Competencies**: Competency statements are used to evaluate students’ achievement of the course/program outcomes. These are the competencies (expectations) that demonstrate the students have attained the student learning outcomes – the knowledge, skills, and attitudes that students need to achieve the course outcomes that build to achieve the program student learning outcomes. The IOM’s 2011 publication *The Future of Nursing* notes the importance of competencies: “A competency-based approach to education strives to make the competencies for a particular course explicit to students and requires them to demonstrate mastery of those competencies. Performance-based assessment then shows whether students have both a theoretical grasp of what they have learned and the ability to apply that knowledge in a real-world or realistically simulated situation”.

- **Objectives**: Specific expectations of a learning unit that relate back to the course student learning outcomes and competencies.

- **Program outcomes**: Performance indicators that reflect the extent to which the purposes of the nursing education program are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. These program outcomes include program completion rates, job placement rates, licensure pass rates, and program satisfaction. (NLNAC glossary) Program satisfaction indicates satisfaction of the graduates and employers in the graduates’ ability to use what was learned in the program as the basis for providing safe, effective patient care.
BACHELOR OF SCIENCE IN NURSING PROGRAM
Student Learning Outcomes

Upon completion of the BSN program, students are expected to:

1. Promote safe, quality, evidence-based care to populations and communities in structured and unstructured healthcare environments.

2. Analyze quality improvement measures used in both structured and unstructured healthcare environments.

3. Act as an evolving scholar, translating current evidence into nursing practice.

4. Evaluate collaboration techniques used in various healthcare environments.

5. Apply leadership principles and theories to both the practice and the profession of nursing.

6. Apply information management principles, techniques, and systems to manage knowledge, mitigate error, and support decision-making.
Program Student Learning Outcomes with Related Competencies

1. Promote safe, quality, evidence-based care to populations and communities in structured and unstructured healthcare environments.
   a. Integrate an understanding of how cultural, ethnic, and social backgrounds function as sources of patient, family, and community values when planning care for patients and communities, and underserved populations.
   b. Apply interventions focused on health promotion and disease prevention with attention to effectiveness, efficiency, cost-effectiveness, and equity to groups and populations.
   c. Use national patient safety resources to focus attention on safety in care settings.
   d. Demonstrate an awareness of complex organizational systems that reside within structured and unstructured healthcare environments.
   e. Compare organizational structure, mission, vision, philosophy, and values among various healthcare environments for their impact on safe, quality care to populations and communities.
   f. Evaluate a clinical microsystem identifying factors that may lead to practice breakdown.

2. Analyze quality improvement measures used in both structured and unstructured healthcare environments.
   a. Analyze information related to health care, illness, disease prevention, and health promotion with a focus on underserved populations.
   b. Plan quality improvement measures to promote and provide quality, safe patient care.
   c. Evaluate quality and patient safety initiatives used to promote and provide patient care.
   d. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse-sensitive indicators in the microsystem of care.
   e. Use improvement methods, based on data from the outcomes of care processes, to design and test changes (using an experiential learning method such as Plan-Do-Study-Act) to continuously improve the quality and safety of health care.

3. Act as an evolving scholar, translating current evidence into nursing practice.
   a. Engage in interpretation of research.
   b. Use theory and research-based knowledge in the care of patients, families, populations, and communities.
   c. Demonstrate knowledge of the components of evidence-based practice: research evidence, clinical expertise, and patient/family/community values.
   d. Differentiate clinical opinion from research and evidence summaries.
   e. Demonstrate how nursing and related healthcare best practices are developed, validated, and endorsed.

4. Evaluate collaboration techniques used in various healthcare environments.
   a. Initiate collaboration with the interprofessional healthcare team.
   b. Apply effective strategies for communicating and resolving conflict.
   c. Implement knowledge of system barriers and facilitators of effective team functioning when planning patient care.
   d. Lead in discussions of nursing’s unique perspective while working with the interprofessional team to optimize patient outcomes.
   e. Evaluate teambuilding and collaborative strategies within the interprofessional team in structured and unstructured healthcare environments.

5. Apply leadership principles and theories to both the practice and the profession of nursing.
   a. Demonstrate an awareness of complex organizational systems.
   b. Apply systems leadership theory when planning care for underserved populations and community.
   c. Incorporate an understanding of legal, political, and regulatory processes related to health care that impacts patient care.
d. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

e. Advocate for social justice, including a commitment to the health of underserved populations and the elimination of health disparities.

6. Apply information management principles, techniques, and systems to manage knowledge, mitigate error, and support decision-making.
   a. Contrast benefits and limitations of different communication technologies for their impact on safety and quality.
   b. Apply information management tools to monitor outcomes of care processes.
   c. Apply high quality electronic sources of healthcare information to address the needs of a diverse patient population.
   d. Recognize the need for policy and procedure development when implementing information systems in the practice setting.

References


Ethical Conduct

*The Code of Ethics for Nurses* (American Nurses Association, 2001) addresses your responsibility to behave in a manner consistent with professional ethics and values in relation to human dignity and maintaining health care and work environments conducive to health care quality. The nursing faculty expects students to adhere to that code in all matters related to their classroom and clinical experiences, as well as working relationships, both in person and through social media and online communications. (See Appendices Section)

RN-BS NURSING SPECIFIC ACADEMIC POLICIES AND PROCEDURES

Student Progression Policy

Students who are admitted to the BSN Nursing Program must maintain their status as a student in good standing in both academic and academic-related areas based on the following criteria. Failure to do so may result in dismissal from the program:

**Academic Requirements**

A grade of “B-” or better is required in all nursing courses applicable to the Bachelor of Science in Nursing degree. A grade of “C” or better is required for any pre- or co-requisite, non-nursing course.

Students must maintain an overall GPA of at least 2.7 throughout the nursing program. Students who do not maintain the GPA will be placed on probation for one semester. Students who do not raise their overall GPA to 2.7 after one semester on probation will be dismissed from the nursing program.

In nursing courses with both a theory and practicum component, students must achieve a passing grade in each component to pass the course.

Students must repeat any required pre- or co-requisite non-nursing course in which a grade of C-, D, F, or W has been received. Any such course may be repeated only once.

Only one nursing course may be repeated throughout the curriculum.

Students who repeat a nursing course or any required pre- or co-requisite non-nursing course and do not earn a minimum grade as outlined above will be dismissed from the nursing program.

**Progression Timelines**

Upon admission to the program, each student must meet with an advisor to develop an individualized curriculum plan for program completion. Any changes in the curriculum plan must be discussed and agreed upon by the student and their advisor before any enrollment changes are made.
All requirements for the BSN degree must be completed within six consecutive calendar years from the date of first enrollment in courses after admission to the RN to BSN program.

A written request for extension of this time limitation may be submitted by the student and approved by the departmental Admission and Progression Committee. Students granted an extension may be required to take additional coursework, meet current program requirements, or demonstrate currency in nursing standards of practice.

A leave of absence may be granted for up to two semesters. Students must request a leave of absence prior to the enrollment deadline for the first semester in which the leave may be granted. Leave request must be accompanied by a letter providing an explanation for the leave of absence request and the anticipated return date. At least 30 days prior to returning to school, the student must meet with their academic advisor so that a revised curriculum plan can be developed.

Students who cannot continue their curriculum plan sequence for academic reasons must petition for readmission to the RN to BSN program if they want to reenter the program. Students who have not enrolled in nursing or general education courses as outlined in their curriculum plan for two consecutive semesters will be dropped from the program and may only return by applying for readmission to the program.

A student applying for readmission to the program is not guaranteed a place in the program. A student who is readmitted is accountable for the degree requirements in effect at the time of readmission.

Voluntary Withdrawal

Students who for personal reasons need to voluntarily withdraw from the program must immediately notify their instructor(s) and the Admission and Progression Committee in writing. Students have the option of withdrawing from a nursing course prior to completion of 60% of that course (specific date disclosed in the syllabus). It is the student’s responsibility to formally withdraw at the Registrar’s office from a course. After that date, a grade of “F” will automatically be assigned as per Nevada System of Higher Education Board of Regent’s Policy, Chapter 6.

Process for Admission and Progression Committee Review

One of the responsibilities of the Admission and Progression Committee is to review student academic problems referred by faculty and on matters related to progression, dismissal or reinstatement of students. The purpose and functions of the Admission and Progression Committee can be found in the Appendices Section.

1) All students undergoing review by the Admission and Progression Committee must submit a letter to the Committee describing their plan for correcting deficiencies. The letter must be received as soon as possible prior to the next scheduled meeting of the Admission and Progression Committee.

2) The committee will review the student’s course grades and overall academic and academic-related record, the course faculty’s evaluation, and the student’s written plan for improvement. Course faculty whose students are undergoing review by the Admission and Progression Committee are requested to be available to consult with the committee if needed during the review.

3) The Admission and Progression Committee reviews all the information received and recommends to the Dean that:
   1. The student shall implement their plan for improvement and be allowed to continue in the program. The Committee may require additional steps or conditions the student must meet after reviewing the student’s plan for improvement. Or,
   2. The student should be dismissed from the program.
4) The Dean notifies the student and faculty member of the decision in writing.
5) Students who do not request to meet with the committee (for voluntary withdrawal) or submit their letter and plan for improvement to the committee will be recommended for dismissal from the program.

Dismissal and Readmission to the Program

Course Failure

Students who have failed any nursing course must apply to the Admission and Progression Committee for permission to repeat the course and continue in the program.

If readmitted after failing a nursing course, students must repeat the entire course, including all components of the course.

Two nursing course failures in any single semester or any combination of semesters will result in automatic dismissal from the program.

If the application to the committee is denied, the student will be dismissed from the program. Please see procedures for appealing to the Admission and Progression Committee.

Readmission to the Program

Students who have been dismissed from the program due to academic reasons may apply once for program readmission. The student must indicate in writing to the Admission and Progression Committee their desire to be considered for readmission no later than May 31 for Fall semester and September 1 for Spring semester and follow all procedures for appealing to the Committee.

Remediation recommended by the committee must be successfully completed before the student is allowed to repeat the course.

Students who have been out of the program for less than one year will be considered for readmission on a space available basis and will not need to submit a full application. Students who have been out of the program for more than one year must go through the full application and admission process.

Students are not guaranteed readmission to the program.
All nursing courses must be taken in required sequence. Because of the critical relationship between time and learning, the nursing faculty believes students must make full use of classroom, lab, and clinical experiences. Students are expected to meet all class, lab, and clinical requirements. Course work not completed will negatively impact student grades. Students are required to seek assistance promptly from the nursing faculty when and if they experience any degree of academic or clinical difficulty. If personal matters are interfering with academic or clinical efforts, the classroom and/or clinical instructor should be kept informed.

The faculty reserves the right to change certain aspects of the course syllabus, such as the schedule of assignments, grading procedures, or course materials. However, no changes will be made without informing students in a timely and clear manner. It is not anticipated there will be major changes in the content of a syllabus once a course begins.

**Students in Catalog Year 2015 and Later:**
*Full-Time, Four Semester Curriculum Pattern – All Courses*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 326</td>
<td>Transition to Professional Nursing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURS 420</td>
<td>Evidence-Based Practice &amp; Research in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STAT 152</td>
<td>Introduction to Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 429</td>
<td>Population Focused Community Health Theory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 436</td>
<td>Population Focused Community Health Practicum</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 437</td>
<td>Diversity and Healthcare Policy in Rural Environments</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 417</td>
<td>Information Systems and Quality Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 443</td>
<td>Nursing Leadership and Management Theory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>COM 101, THTR 102, Or THTR 221</td>
<td>Oral Communication, Intro to Stage Voice, Or Oral Interpretation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>INT 339 Or INT 349</td>
<td>Integrative Humanities Seminar OR Integrative Social Science Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 100</td>
<td>Molecules and Life in the Modern World</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fine Arts or Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 449</td>
<td>Nursing Leadership and Management Practicum</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 456</td>
<td>Senior Synthesis Seminar</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>One Elective Course Required:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 312</td>
<td>Spring Health Assessment &amp; Health Promotion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 337</td>
<td>Fall Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 490</td>
<td>Special Topics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
# Students in Catalog Year 2015 and Later:
## Part-Time, Six Semester Curriculum Pattern – All Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 326</td>
<td>Transition to Professional Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 420</td>
<td>Evidence-Based Practice &amp; Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 429</td>
<td>Population Focused Community Health Theory</td>
<td>4</td>
</tr>
<tr>
<td>NURS 436</td>
<td>Population Focused Community Health Practicum</td>
<td>4</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATS 152</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 443</td>
<td>Nursing Leadership and Management Theory</td>
<td>4</td>
</tr>
<tr>
<td>COM 101, THTR 102, Or THTR 221</td>
<td>Oral Communication, Intro to Stage Voice, Or Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 100</td>
<td>Molecules and Life in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts or Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 449</td>
<td>Nursing Leadership and Management Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 437</td>
<td>Diversity and Healthcare Policy in Rural Environments</td>
<td>3</td>
</tr>
<tr>
<td><strong>FIFTH SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INT 339 Or INT 349</td>
<td>Integrative Humanities Seminar OR Integrative Social Science Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS 417</td>
<td>Information Systems and Quality Management</td>
<td>4</td>
</tr>
<tr>
<td><strong>SIXTH SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 100</td>
<td>Molecules and Life in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>NURS 456</td>
<td>Senior Synthesis Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**One Elective Course Required:**
<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 312</td>
<td>Spring</td>
<td>Health Assessment &amp; Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 337</td>
<td>Fall</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 490</td>
<td></td>
<td>Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>
Students in Catalog Year 2015 and Later:  
Description of Required RN-BSN Nursing Courses

NURS 326  Transition to Professional Nursing  (5 credits)  
This course serves as a bridge between the student's current views and those that are presented throughout the program related to the major program concepts and differentiates the baccalaureate program from the ADN program at Great Basin College. The course provides an overview of the major areas of nursing studied in more depth throughout the RN to BSN program including: current healthcare systems including rural health and agencies serving underserved populations; quality improvement; nursing research and evidence-based practice; collaborative relationships with the interprofessional team; leadership principles and theories; and information management.

NURS 420  Evidence Based Practice and Research in Nursing  (3 credits)  
Introduces students to the nurse as an evolving scholar using the research process, including skills in interpreting published research findings, the science of nursing as the basis for best practices, and evidence-based quality improvement measures in healthcare environments. Application of ethics, legal principles, and professional standards are considered when carrying out the research process.

NURS 429  Population Focused Community Health Theory  (4 credits)  
Synthesis of community and public health nursing concepts and theories for health promotion and disease prevention of rural communities and underserved populations. Application of nursing concepts to plan for health promotion and disease prevention of these populations.

NURS 436  Population Focused Community Health Practicum  (4 credits)  
Students engage in experiential learning activities that focus on application of public/community health nursing concepts to promote optimum health and wellness for rural communities and underserved populations. Incorporates project-focused group work and interprofessional planning and intervention.

NURS 437  Diversity and Healthcare Policy in Rural Environments  (3 credits)  
Students explore the influence of diversity and healthcare policy on local, national, and global issues of healthcare equity, access, affordability, and social justice. Incorporates an analysis of nursing practices that increase cultural competence, affect health policy resulting in improved health care access, and reduced health disparities. Prerequisites: NURS 326.

NURS 417  Information Systems and Quality Management  (4 credits)  
This course examines the role of information systems and quality improvement processes used to monitor and improve healthcare outcomes. Covers the use of information management to impact cost, safety, and coordination of care. Includes adaptations of information access and management in rural environments.

NURS 443  Nursing Leadership and Management Theory  (4 credits)  
The course explores leadership and management concepts essential for professional nursing practice in current, diverse healthcare environments. Examines the responsibilities of the professional nurse as a leader within structured and unstructured healthcare systems working with the interprofessional healthcare team. Explores the cost of care, safety, legal guidelines, regulatory factors, and measurement of patient satisfaction. Prerequisites: NURS 436.
NURS 449  Nursing Leadership and Management Practicum  (4 credits)
Students engage in experiential learning activities that focus on application of leadership and management concepts, theories, roles, and evidence related to a leadership or management issue in a selected organization or clinical area. Involves collaboration with a preceptor and faculty member for project development and implementation.  Prerequisites:  NURS 443

NURS 456  Senior Synthesis Seminar  (5 credits)
This major senior project course engages students in an in-depth exploration of a practice area/issue, integrating the knowledge acquired in the liberal arts, science, and baccalaureate nursing courses. Students also identify areas of professional opportunities and continuing education as methods for engaging in life-long learning.  Prerequisites:  NURS 449

Electives (One Required):

NURS 312  Health Assessment and Health Promotion  (3 credits)  Offered Spring
Explores assessment of the healthcare needs of diverse and underserved populations. The importance of the nurse in identifying health promotion and disease prevention issues for individuals and communities is explored. Refines and expands the nurse's perspective on health assessment through integration of an expanded knowledge base in ethnic and cultural variations, risk behaviors, and common health deviations of populations.

NURS 337  Pathophysiology  (3 credits)  Offered Fall
Explores the pathophysiology processes associated with common chronic and acute health problems across the lifespan. Incorporates the influence of age, ethnicity, and cultural patterns on illness development and resolution. The evidence base supporting current knowledge of disease processes and common health problems is explored.

NURS 490  Special Topics  (3 credits)
Exploration of health issues of specific populations, or aspects of health care and nursing practice including disease prevention and health promotion.

RN-BS NURSING SPECIFIC FINANCIAL INFORMATION

Estimated Program Costs and Fees

BSN Program costs will vary from year to year, based on per credit fees established by the NSHE Board of Regents. Current estimates are:

Class credit fees (tuition)                          $ 8,500.00
Textbooks and online access fees                    1,500.00
<p>| Functional Abilities                        | Appendix - 3 |
| Bloodborne Pathogen Exposure and Prevention Policy | Appendix - 5 |
| Health Sciences Admission and Progression Committee | Appendix - 7 |
| Writing Expectations for Nursing Students     | Appendix - 8 |
| National Student Nurses Association           | Appendix - 9 |
| GBC Standards of Conduct for Nursing Students | Appendix - 10 |
| ANA Code of Ethics for Nurses                 | Appendix – 11 |
| American Registry of Radiologist Technologists Code of Ethics | Appendix – 12 |
| Code of Ethics for EMS Practitioners           | Appendix – 14 |
| Nevada State Board of Nursing – Conduct of Nursing | Appendix - 15 |
| NSNA Bill of Rights and Responsibilities for Students of Nursing | Appendix - 16 |
| NSNA Code of Academic and Clinical Conduct    | Appendix - 18 |
| Nursing Program Injury Report                 | Appendix - 19 |
| Exposure to Bloodborne Pathogen Form          | Appendix - 21 |
| Student Test Query Form                       | Appendix - 23 |
| Notification of Unsatisfactory Student Progress Form | Appendix - 25 |
| Radiology Student Clinical Evaluation Form    | Appendix - 27 |
| Radiology Competency Form                     | Appendix - 29 |
| Radiology Clinical Orientation                | Appendix - 31 |
| Radiology Student Exam Log                    | Appendix - 33 |
| Radiology Attendance Form                     | Appendix - 34 |</p>
<table>
<thead>
<tr>
<th>Document Title</th>
<th>Appendix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiology Voluntary Declaration Form</td>
<td>Appendix - 35</td>
</tr>
<tr>
<td>Radiology Prior Conviction Statement of Understanding</td>
<td>Appendix - 37</td>
</tr>
<tr>
<td>Radiology Release Form</td>
<td>Appendix - 39</td>
</tr>
<tr>
<td>Radiology Monitoring Form</td>
<td>Appendix - 41</td>
</tr>
<tr>
<td>Previous Radiation Exposure Form</td>
<td>Appendix - 43</td>
</tr>
<tr>
<td>Radiology Clinical Documentation Checklist</td>
<td>Appendix - 45</td>
</tr>
<tr>
<td>Radiology Student Health Form</td>
<td>Appendix - 47</td>
</tr>
<tr>
<td>Radiation Advisory Statement</td>
<td>Appendix - 49</td>
</tr>
<tr>
<td>Radiology Safety Policies</td>
<td>Appendix - 50</td>
</tr>
<tr>
<td>Student Agreement for the 2013-2014 Academic Year</td>
<td>Appendix - 55</td>
</tr>
<tr>
<td>Agreement to Participate in Practice Lab Procedures</td>
<td>Appendix - 57</td>
</tr>
<tr>
<td>Confidentiality Agreement and Consent for Photography and Video Recording</td>
<td>Appendix - 59</td>
</tr>
</tbody>
</table>
Functional Abilities (Technical Standards)

The Health Science and Human Services Programs require the following functional abilities with or without reasonable accommodations:

1. Visual acuity must be adequate to assess patients and their environments, as well as to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
   a. Detect changes in skin color or condition
   b. Collect data from recording equipment and measurement devices used in patient care
   c. Detect a fire in a patient area and initiate emergency action
   d. Draw up the correct quantity of medication into a syringe

2. Hearing ability must be of sufficient acuity to assess patients and their environments and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
   a. Detect sounds related to bodily functions using a stethoscope
   b. Detect audible signals generated by mechanical systems that monitor bodily functions
   c. Communicate clearly in telephone conversations
   d. Communicate effectively with patients and with other members of the healthcare team

3. Olfactory ability must be adequate to assess patient and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
   a. Detect foul odors of bodily fluids or spoiled foods
   b. Detect smoke from burning materials
   c. Detect ketones on a client’s breath

4. Tactile ability must be sufficient to assess patient and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
   a. Detect changes in skin temperatures
   b. Detect unsafe temperature levels in heat-producing devices used in patient care
   c. Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluid
   d. Perform techniques such as the insertion of urinary catheters

5. Strength and mobility must be sufficient to perform patient care activities and emergency procedures. Examples of relevant activities (nonexclusive):
   a. Safely transfer patients in and out of bed and assist them with ambulation using appropriate assistive devices
   b. Safely control the fall of a patient, by slowly lowering the patient
   c. Turn and position patients as needed to prevent complications due to bed rest
   d. Hang intravenous bags at the appropriate level
   e. Accurately read the volumes in body fluid collection devices hung below bed level
   f. Perform cardiopulmonary resuscitation

6. Fine motor skills must be sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities (nonexclusive):
   a. Safely dispose of needles in sharps containers
   b. Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
   c. Manipulate small equipment and containers, such as syringes, vials, ampoules, and medication packages, to administer medications

7. Physical endurance sufficient to complete assigned periods of clinical practice and to function effectively under stress in acute health care situations.
8. Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear and effective communication.

9. Emotional stability to function effectively under stress, to work as a part of a team and to respond appropriately to supervision; to adapt to changing situations, to respond appropriately to patients and families under stress, and to follow through on assigned patient care responsibilities.

10. Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.

11. Other abilities sufficient to demonstrate competencies such as the ability to arrive to a clinic on a timely basis; to meet the demands for timely performance of duties; to meet the organizational requirements to perform these duties in a professional and competent manner.
Bloodborne Pathogen Exposure and Prevention Policy

The HSHS Programs have developed a Bloodborne Pathogen Exposure and Prevention Policy to be in compliance with Occupational Safety and Health Administration (OSHA) Standards. The policy is intended to provide direction to students and faculty to help prevent exposure to bloodborne pathogens and guidance should such exposure occur.

The purpose of this policy is to reduce the risk of student exposure to air and body substance pathogens such as, but not limited to, Tuberculosis, Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and the Human Immunodeficiency Virus (HIV).

HIV Screening

The GBC HSHS programs will not undertake any program of screening faculty or students for antibody to HIV. Any student or faculty wishing to be tested will be referred to his/her private physician.

Standard Precautions

Standard Precautions is an approach to infection control that requires the application of blood and body fluid precautions for all patients and patient specimens regardless of diagnosis. Standard precautions will be the minimum standard of practice throughout courses offered in the HSHS programs at GBC where bloodborne pathogen exposure could occur.

Methods of Compliance

Students must become familiar and comply with the GBC HSHS Pathogen Exposure and Prevention Policy. Students must also become familiar and comply with the exposure plan (needle stick policy) of the clinical sites to which they are assigned.

Prevention of Bloodborne Pathogen Exposure

- Students are required to participate annually in Bloodborne Pathogen Exposure Prevention and Control Class. The student must also have satisfactorily demonstrated skill in using protective equipment and procedures before receiving a patient care assignment.
- Students must have documented immunity to hepatitis B, Measles, rubella, varicella, and diphtheria prior to going to any clinical site.
- The decision to exempt a student from clinical experience will be made on a case-by-case basis by the faculty responsible for the clinical course.
- All students must have medical insurance upon entering and throughout their enrollment in the HSHS programs. It is the student’s responsibility to obtain and pay for this insurance, as well as to understand the benefits and limitations of any insurance they maintain or is maintained on their behalf.

Occurrence of Exposure or Incident

Student

A student in the GBC HSHS programs who has exposure to blood, body fluid or other potentially infectious material to non-intact skin or mucous membranes from a needle stick, sharps injury or other cause must immediately:
Wash needle stick and cuts with soap and water
Flush splashes to the nose, mouth or skin with copious amounts of water
Irrigate eyes with clean water, saline or sterile irrigants
Remove soiled personal protective equipment and/or clothing as soon as possible.

After washing, flushing and/or irrigating the exposed area, the student must immediately:
• Notify the appropriate registered nurse at the clinical facility AND
• Notify clinical faculty who will then implement the process below. (If there is a witness to the incident, have them do this immediately if possible.)

Faculty

The clinical faculty will be responsible for coordinating the following procedures:
• Identify the source of the exposure.
• Obtain consent from source client, if not in chart.
• Determine who will be the health care provider for the student for counseling and treatment if needed.
• Send the student to their health care provider to obtain medical evaluation and post-exposure follow-up within 1 to 2 hours of the exposure.
• Student should bring a copy of the documents with as much completed information as possible related to the incident to their health care provider. They should also have the contact number for source information (such as employee health office) so that the health care provider may obtain results.
• Initiate the documentation needed for GBC and the clinical agency.

NOTE:
The National HIV/AIDS Center provides a PEPline, a Clinicians' Post-Exposure Prophylaxis Hotline which offers up-to the minute advice on managing occupational exposures (needlesticks, etc.) to HIV, hepatitis and other blood borne pathogens. It is offered 24 hours a day, 7 days a week at 1-888-488-4911.

Documentation and Follow-up:

Student and Faculty
• Notify the Dean of Health Science and Human Services of the incident as quickly as possible
• Complete an incident report at the clinical facility, if required; and be aware of and follow any reporting and follow-up requirements of the clinical facility.
• Complete a GBC HSHS Exposure to Bloodborne Pathogens form.
• It is the student’s responsibility to make his/her healthcare provider aware of the result of any blood panel drawn as a result of an exposure.

The National HIV/AIDS Center provides a PEPline, a Clinicians’ Post-Exposure Prophylaxis Hotline which offers up-to the minute advice on managing occupational exposures (needlesticks, etc.) to HIV, hepatitis and other blood borne pathogens. It is offered 24 hours a day, 7 days a week at 1-888-488-4911.
Department of Health Science and Human Services

HEALTH SCIENCE ADMISSIONS AND PROGRESSION COMMITTEE

Membership:
1. Six (6) Faculty:
   a. One (1) teaching in the AAS Nursing Program, one (1) teaching in the RN-BSN Program, one (1) teaching in the AAS Radiology Technology Program, one (1) teaching in the EMS/Paramedic Program, one (1) teaching in the Human Services Program, and one (1) at-large Health Science and Human Services Department faculty member.
   b. At least one of the faculty must be tenured.
   c. Faculty members of the committee will be elected spring semester at the last departmental faculty meeting.
   d. In the event that a committee member cannot attend an Admission and Progression meeting, that member shall find a representative from within their program, if possible, to serve as proxy for that meeting. If there are no student appearances expected for the meeting, written proxy of vote(s) on the issues addressed on the agenda for that meeting is also an acceptable substitute.
2. The Dean will serve as an ex-officio member of the committee with voting privileges.
3. The Administrative Assistant for the department will service as an ex-officio member of the committee without voting privileges and will coordinate staff support for the committee.

Term of Service:
1. Faculty serve a two-year term and may serve additional terms.

Functions:
1. Make recommendations to Department of Health Science and Human Services faculty regarding policies and procedures for student admission to department health science degree programs.
2. Review applications and select students for admission to departmental health science degree programs, including review of appeals for admission.
3. Review and make decisions related to progression or reinstatement of individual students in health science degree programs.
4. Assure the collection and dissemination of formative and summative data for evaluation of admission and progression; use relevant data admission and progression decisions.
Writing Expectations for Great Basin
Health Science and Human Services Students

Purpose:

- Articulate writing competencies required of HSHS students.

Expectations for Written Assignments:
All written assignments are to be in APA 6th Edition format and submitted by Word document on the due date, unless otherwise specified by faculty. Writing competencies to be demonstrated by students are as follows:

- Use terminology, sentence construction, citation style, formatting, grammar, and punctuation consistent with scholarly writing.

- Write content that is purposeful, logically sequenced, organized, and, derived from evidence-based materials such as peer reviewed journals, course textbooks, best practice guidelines, outcomes management reports or other scientifically based literature.

- Reference scholarly content consistent with APA 6th Edition; refrain from using web sites intended for layman, medical consumers, marketing sites, or references less rigorously reviewed for scientific merit, unless appropriate for specific purposes such as patient education. Deviation from required APA formatting will be indicated by faculty when warranted.

- Document reflective thought, thinking, reasoning and judgment when responding to specific questions and assignments such as patient education, journaling, and peer evaluations.

- Pursue academic writing in a manner consistent with the standards of academic integrity adopted by Great Basin College. This includes scrutinizing written materials to assure that authors, sources and websites are properly cited.

- Acknowledge late assignments will not be accepted or will be penalized unless prior arrangements are made with faculty.

- If the writing requirements are not met for an assignment then points may be deducted, the assignment may need to be rewritten, or the assignment may receive a failing grade.
NATURAL STUDENT NURSES’ ASSOCIATION

Nursing students are encouraged to belong to the National Student Nurses Association. This program offers the student many opportunities. Dues for the 2009-2010 year are: New membership $20, Renewal $30 and two-year membership $50. Review the Bill of Rights and Responsibilities for Students of Nursing (Appendix F-4).

What is the National Student Nurses’ Association (NSNA)? The NSNA is a pre-professional association for nursing students. Involvement in NSNA prepares students for involvement in professional associations upon graduation.

The mission of the NSNA is to:

- Organize, represent and mentor students preparing for initial licensure as registered nurses, as well as those nurses enrolled in baccalaureate completion programs
- Promote development of skills needed to be responsible and accountable members of the nursing profession
- Advocate high quality health care
- Advocate for and contribute to advances in nursing education
- Develop nursing students who are prepared to lead the profession in the future

Why People Join Professional Societies
There are several reasons why people join associations. The American Society of Association Executives conducted a survey of professional membership associations to determine why members join. The top answers, in order of preference, were:

- The ability to make professional contacts and the opportunity to network with people who can impact your profession and give you access to new opportunities, friends, jobs and information.
- Being part of the profession and peer recognition.
- Specific member benefits.

Why Students Join NSNA
NSNA conducted a comprehensive survey of its membership to find out why students joined NSNA, what programs members liked best, and what new services and benefits members would like to receive. The following reasons for belonging to NSNA were ranked high by respondents:

- Receiving Imprint magazine.
- Availability of low-cost malpractice insurance, group health insurance and student education loan program.
- Participation in Breakthrough to Nursing, community health, legislative and recruitment projects
- Discounts on nursing-related items, state board review courses, publications, textbooks and journals
- Reduced registration fees for the Annual Convention and MidYear Conference
- NSNA Foundation Scholarship Program that offers scholarships annually.

NSNA members were asked to indicate the value of membership. NSNA:

- Gives nursing students the opportunity to meet and exchange ideas with other nursing students from around the country.
- Increases nursing students’ awareness of issues confronting the nursing profession today.
- Provides information about changing political and career trends in nursing.
- Prepares students for entry into the profession by providing access to state board reviews, study tools while still in school, involvement in projects which enhance knowledge gained in class (ie. Community Health).
- Promotes student interaction with professional and student leaders from across the country at conventions and conferences.
GBC STANDARDS OF CONDUCT
FOR HEALTH SCIENCE AND HUMAN SERVICES STUDENTS

All HSHS students are held to the GBC and NSHE Student Conduct Policies as published in the GBC Catalogue.

It is expected that HSHS students will come to class, practice lab, clinical assignment and/or testing sessions in a condition conducive to competent and safe performance. Faculty are held legally and professionally accountable for taking prompt, appropriate, and decisive action if a student is unable to perform the essential functional abilities required for satisfactory completion of all aspects of the program.

Examples of physical, cognitive, behavioral problems and lack of competency which may be questioned include, but are not limited, to:

- Frequent absenteeism and/or tardiness (no documented medical reason for absence).
- Drowsiness or sleepiness.
- Smell of alcohol on the breath/body.
- Increased inability to meet schedules and deadlines.
- Slurred/incoherent speech or speech pattern different from normal speech.
- Unusually aggressive behavior.
- Unexplained change in mood.
- Change in appearance.
- Lack of manual dexterity.
- Lack of or decreased coordination in body movement.
- Inappropriate responses to stimuli.
- Unexplained work-related accident or injury.
- Inattentiveness to work.

Students who arrive to class, practice lab, clinical assignment and/or testing sessions who are considered by their instructor to be unable to safely or effectively carry out required program related activities may be subject to:

1. having their work performance and behavior witnessed and documented
2. questioning in private as to the nature of the problem
3. meeting with the Dean
4. referral to the appropriate GBC administrative staff member
5. receiving a failing grade and dismissal from the program.
6. possible ineligible for readmission.
CODE of ETHICS for NURSES

The ANA House of Delegates approved these nine provisions of the new *Code of Ethics for Nurses* at its June 30, 2001, meeting in Washington, DC. In July 2001 the Congress of nursing Practice and Economics voted to accept the new language of the interpretive statements, resulting in a fully approved revised *Code of Ethics for Nurses with Interpretive Statements*, as follows.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS
CODE OF ETHICS

1. The Radiologic Technologist conducts himself/herself in a professional manner, responds to patient needs, and supports colleagues and associates in providing quality patient care.

2. The Radiologic Technologist acts to advance the principle objective of the profession to provide services to humanity with full respect for the dignity of humankind.

3. The Radiologic Technologist delivers patient care and service unrestricted by concerns of personal attributes or the nature of the disease or illness, and without discrimination, regardless of sex, race, creed, religion, or socioeconomic status.

4. The Radiologic Technologist practices technology founded upon theoretical knowledge and concepts, utilizes equipment and accessories consistent with the purpose for which it has been designed, and employs procedures and techniques appropriately.

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

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

7. The Radiologic Technologist utilizes equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in minimizing the radiation exposure to the patient, self and other members of the health care team.

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

9. The Radiologic Technologist respects confidences entrusted in the course of professional practice, respects the patient’s right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individuals or the community.

10. The Radiologic Technologist continually strives to improve knowledge and skills by participating in educational and professional activities, sharing knowledge with colleagues and investigating new and innovative aspects of professional practice. One means available to improve knowledge and skills is through professional continuing education.

11. Any student acting individually or in concert with others, who violates any part of the code of ethics, shall be subject to disciplinary procedures, including possible termination from the program.
Code of Ethics for EMS Practitioners

Professional status as an Emergency Medical Services (EMS) Practitioner is maintained and enriched by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professionals, and the EMS profession. As an EMS practitioner, I solemnly pledge myself to the following code of professional ethics:

to conserve life, alleviate suffering, promote health, do no harm, and encourage the quality and equal availability of emergency medical care.

to provide services based on human need, with compassion and respect for human dignity, unrestricted by consideration of nationality, race, creed, color, or status; to not judge the merits of the patient’s request for service, nor allow the patient’s socioeconomic status to influence our demeanor or the care that we provide.

to not use professional knowledge and skills in any enterprise detrimental to the public well being.

to respect and hold in confidence all information of a confidential nature obtained in the course of professional service unless required by law to divulge such information.

to use social media in a responsible and professional manner that does not discredit, dishonor, or embarrass an EMS organization, co-workers, other health care practitioners, patients, individuals or the community at large.

as a citizen, to understand and uphold the law and perform the duties of citizenship; as a professional, to work with concerned citizens and other health care professionals in promoting a high standard of emergency medical care to all people.

to maintain professional competence, striving always for clinical excellence in the delivery of patient care.

to assume responsibility in upholding standards of professional practice and education.

to assume responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and to know and uphold the laws which affect the practice of EMS.

to be aware of and participate in matters of legislation and regulation affecting EMS.

to work cooperatively with EMS associates and other allied healthcare professionals in the best interest of our patients.

to refuse participation in unethical procedures, and assume the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.

CONDUCT OF NURSING

(Adopted from the Nevada State Board of Nursing 2002, Nevada Administrative Code)

Definition: Nursing behavior (acts, knowledge, and practices) which fails to conform to accepted standards of the nursing profession and which could jeopardize the health and welfare of people constitutes unprofessional conduct and includes but is not limited to the following:

1. Discriminating on the basis of race, religious creed, color, national origin, age, disability, ancestry or sex in the rendering of nursing services.
2. Performing acts beyond the scope of the practice.
3. Assuming duties and responsibilities without adequate training.
4. Assigning or delegating functions, tasks or responsibilities to unqualified persons.
5. Failing to safeguard a patient from the incompetent, abusive or illegal practice of any person.
6. Practicing nursing while, with or without good cause, his physical, mental or emotional condition impairs his ability to act in a manner consistent with established or customary nursing standards, or both.
7. Practicing nursing, if any amount of alcohol or a controlled substance or dangerous drug that is not legally prescribed is present in the body of the nurse as determined by a test of the blood, saliva, breath or urine of the nurse while on duty.
8. Failing to respect and maintain a patient’s right to privacy.
9. Violating a patient’s confidentiality.
10. Failing to document properly the administration of a controlled substance.
11. Soliciting services or soliciting or borrowing money, materials or other property, from a:
   (a) Patient
   (b) Family member of a patient;
   (c) Person with significant personal ties to a patient
12. Diverting supplies, equipment or drugs for personal or unauthorized use.
13. Inaccurate recording, falsifying or otherwise altering or destroying records.
14. Leaving an assignment without properly notifying the appropriate personnel or abandoning a patient in need of care.
15. Failing to collaborate with other members of a health care team as necessary to meet the health needs of a patient.
16. Failing to observe the conditions, signs and symptoms of a patient, to record the information or to report significant changes to the appropriate persons.
17. Failing to perform nursing functions in a manner consistent with established or customary standards.
18. Causing a patient physical, mental or emotional harm by taking direct or indirect actions or failing to take appropriate actions.
19. Engaging in sexual contact with a patient or client.

In addition to the Conduct of Nursing requirements of the Nevada Administrative Code, dismissal can result from misconduct in either or both of the following areas:

- **Academic misconduct**: cheating, fabrication, plagiarism, interference with the work or progress of another student, violation of course rules, and academic dishonesty.
- **Personal misconduct**: false accusation against other students or faculty, release of computer passwords, physical or verbal abuse, damage to university property, failure to comply with university regulations, possession or distribution of illegal drugs, and possession of weapons against university regulation.
BILL OF RIGHTS AND RESPONSIBILITIES FOR STUDENTS OF NURSING (NSNA)

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

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the Institution’s acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.
NSNA CODE OF ACADEMIC AND CLINICAL CONDUCT

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

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

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and the proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001
GREAT BASIN COLLEGE
HEALTH SCIENCE AND HUMAN SERVICES PROGRAMS
INJURY REPORT

Name of Person(s) Injured: ____________________________________________________

Person Completing this Form (if different from above): ___________________________

Date & Time of Incident/Accident: _____________________________________________

Exact location of the Incident/Accident: ________________________________________

Description of the injury: ____________________________________________________
__________________________________________________________________________

Were there witnesses to this accident?  If yes, list below:

Describe the circumstances in which the incident/accident occurred:

Describe follow-up care:

Was person injured referred for follow-up care?  If yes, which facility? _____________
__________________________________________________________________________

Any further comments:

________________________________  _________________________________
Signature of Injured/Person Completing Form  Signature of Dean

NOTE:  Emergency first aid treatment may be given by the clinical faculty.  However,
neither the affiliated clinical agencies nor the college assumes the cost of the treatment
and students should report to their own physician for care as needed.
GREAT BASIN COLLEGE
DEPARTMENT OF HEALTH SCIENCE AND HUMAN SERVICES

EXPOSURE TO BLOODBORNE PATHOGEN FORM

Complete the following form and return it to the Dean of Health Science and Human Services.

Student Name: ________________________________ Faculty Name: _________________________

Exposed Individual’s Name: _______________________________ Date of Birth: ________________

Address: __________________________________________________________________________

Telephone number  Home: _____________________________ Cell: __________________________

Source of exposure (state name of person if applicable): ____________________________________

Date of occurrence: _________________Time occurred: ___________ Time reported: ____________

Name and title of person initially notified: _________________________________________________

Location of occurrence: ______________________________________________________________

Check the following that apply to the occurrence:

___ percutaneous exposure (break in the skin that causes bleeding)
___ Mucous membrane contact (eyes, mouth, nose)
___ chapped skin, abraded skin, dermatitis
___ exposure to chemical
___ other, explain: _________________________________________________________________

Were bloodborne pathogens (blood, saliva, body fluids, contaminated solutions, etc…) involved?

Yes  No  (circle 1)

Explain: ________________________________________________________________________

Describe the incident precisely: ______________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
What did you do after being exposed? ___________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

How do you feel this incident can be prevented in the future? _________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Signature of person making report: ___________________________________________ Date: ______________

Signature of faculty if applicable: _______________________________________ Date: ______________

Dean of Health Science & Human Services ________________________________________ Date: ______________
GREAT BASIN COLLEGE
HEALTH SCIENCE AND HUMAN SERVICES PROGRAMS

Student Test Item Query Form

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am protesting the test item:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale: (Explain why you believe the test item is incorrect)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference Source: (Cite three published resources, including the page number, to validate your protest.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
Great Basin College
Department of Health Science and Human Services

CONFIDENTIAL NOTIFICATION OF UNSATISFACTORY STUDENT PROGRESS

Student Name: ___________________________ Date: ____________ Advisor: ___________________________
Course: _______________ Grade: _______________ Instructor(s): ___________________________

Use the continuation sheet if more space is required

Areas Needing Improvement (documentation required):

Instructor Recommendations/Student Remedial Plan:

Student Response: (Optional):

Follow-up appointment with Instructor (date/time): Date/Time
Follow-up appointment with Advisor (date/time): Date/Time

Student Signature: __________________________________ Date: ___________________________
(Signature signifies acknowledgement of this notification only)

If a student believes that he/she is being treated unfairly or that an injustice of substantial proportion has occurred, the student should refer to the student handbook for information regarding grievance of this notice.

Instructor Signature: __________________________________ Date: ___________________________

Instructions:
1. Instructor prints two (2) copies.
2. Instructor and student sign both copies. Instructor gives one copy to the student and one copy to the Administrative Assistant for the student’s records.
3. The Administrative Assistant will notify the student’s advisor and the Admission/Progression Committee Chair.
4. If the student is not in Elko, the Faculty or, if requested, the Administrative Assistant will mail the form to the student for their signature or fax it to their location for their signature.
5. THIS INFORMATION IS HIGHLY CONFIDENTIAL. In the event this form must be emailed, the email subject line must contain the wording CONFIDENTIAL DOCUMENT. The form must be attached to the email and the email must contain the following confidentiality notice: Confidentiality Notice: This message and any attachments are for the sole use of the intended recipient and may contain confidential and privileged information that is exempt from public disclosure. Any unauthorized review, use, disclosure or distribution is prohibited. If you have received this message in error please contact the sender immediately (by phone or reply electronic mail) and then destroy all copies of the original message.
GREAT BASIN COLLEGE  
RADIOLOGY STUDENT CLINICAL EVALUATION FORM

The supervising technologist or clinical instructor is to evaluate the student’s clinical performance by completing this form. It will be used to determine the student’s clinical grade.

Student Name_______________________ Date_____________ Clinical Site__________________

3= Above Average    2= Average        1=Below Average

Grading Scale:  >57pts=A    50-57pts=B     44-50pts=C   <44pts=failing

<table>
<thead>
<tr>
<th><strong>Skills</strong></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Properly identifies patients, exams and evaluates orders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Obtains patient history</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates knowledge of exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates good patient relationships and education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Completes proper documentation for medical records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Adheres to college and facility’s repeat policy (should be supervised on all repeats)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Applies standard precaution measures consistently</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Critical Thinking Skills</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates proper positioning techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Selects appropriate technical factors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Practices radiation protection principles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Modifies exams according to patient condition</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Qualities</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates initiative and effort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Follows instructions and is always prepared to work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses time efficiently and responsibly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Appropriately interacts with staff and patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Punctual and dependable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Accepts and learns from constructive criticism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Maintains a clean and professional appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Communicates effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Sensitive to patient needs and modesty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Conducts self in a professional manner</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total (63 pts. Possible)**

Technologist Signature___________________________________     Date ______________

Technologist Comments:________________________________________

________________________________________________________________________

________________________________________________________________________

Area of Excellence: ____________________________________________

________________________________________________________________________
Areas of Improvement:
GREAT BASIN COLLEGE—RADIOLOGY STUDENT COMPETENCY FORM

Student___________________   Date____________________  Pt. MR#________________________
Evaluator_________________________(Must be registered tech)         Exam____________________


Passing Criteria: If all starred items are marked ‘yes’ (or N/A) the competency is passed. If repeat
is necessary due to student error, competency is failed.

The following is only to be completed by Technologist:
Were you asked to evaluate this exam for competency prior to the beginning of the exam?
   (   )Yes  (   )No

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Patient/ Room Prep
1. *Two identifiers were used in identifying the patient
2. *Patient was asked for possibility of pregnancy
3. *Patient history was obtained
4. Properly identified self to patient
5. Patient was properly dressed for the exam
6. Room was clean
7. Appropriate equipment was prepared
8. Clear directions were given to the patient

ALARA
1. *Shielding was used
2. *ALARA technique was selected
3. Collimation was used

Technical Factors
1. *Proper marker placement
2. Proper technique selected (Sensitivity or exposure index is within acceptable parameters)

Positioning
1. *Proper SID and Central Ray position used
2. *All required images obtained
3. *Adjustments were made for patient condition
4. *All required anatomy was imaged

Patient Care
1. *Student interaction with patient and team members was courteous and professional.
2. *Post procedure instructions/expectations were explained
3. Proper breathing instructions were given
4. Patient was observed for physical changes

Image Evaluation
1. *Diagnostic quality images were produced
2. Were any repeat films necessary? (If due to student error comp is failed, if due
to patient, it may be passed)
   Please specify reason for repeat here:

   3. *Student can identify appropriate anatomy and quality points on image
   4. Image is free of artifacts

Technologist’s Signature _________________________      I was present for the entire exam (yes/no)
Technologist Remarks

For Student Use

Patient History

( ) AEC   ( ) Manual Technique    Technical Factors Used    ____mAs   ____kVP   DI or SI Value ____

Remarks
GBC RADIOLOGY STUDENT ORIENTATION

It is the student’s responsibility to use this tool when starting a new clinical rotation. It is to be completed by the second week of the clinical rotation and kept in the student clinical handbook.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>DATE</th>
<th>STUDENT INITIALS</th>
<th>EDUCATOR INITIALS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Telephone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Portable Machines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. C-Arms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Imaging Receptors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Darkroom (if applicable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Wheel chairs/Stretchers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Technique Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Scheduling / Procedures:**            |      |                  |                   |          |
| a. Knows where protocol book is for procedures and scheduling | |       |                   |          |
| b. Knows where to find preps            |      |                  |                   |          |
| c. Knows where to locate orders and what has to be on a patient’s order to be valid. | |       |                   |          |
| d. Patient: Confidentiality / HIPAA Guidelines | |       |                   |          |
| e. Obtaining previous exam results, films, etc. | |       |                   |          |

| **Introduction of Personnel:**          |      |                  |                   |          |
| a. Dept. Director                       |      |                  |                   |          |
| b. Radiologist                          |      |                  |                   |          |
| c. Front office staff                   |      |                  |                   |          |
| d. Technologists                        |      |                  |                   |          |
| e. Other                                |      |                  |                   |          |

| **Helping Families and Public:**        |      |                  |                   |          |
| a. Nearest public restroom location     |      |                  |                   |          |
| b. Nearest public telephone            |      |                  |                   |          |
| c. Nearest public waiting area         |      |                  |                   |          |
| d. Directions to public elevators      |      |                  |                   |          |
| e. Directions to the main entrance     |      |                  |                   |          |
| f. Directions to the cafeteria         |      |                  |                   |          |
| g. Other                                |      |                  |                   |          |

<p>| <strong>Department:</strong>                         |      |                  |                   |          |
| a. Nearest fire alarm and extinguisher  |      |                  |                   |          |
| b. Describe emergency evacuation route  |      |                  |                   |          |
| c. Location of the oxygen and medical gas shut-off valve | |       |                   |          |
| d. Shortest route to stairwell          |      |                  |                   |          |
| e. How to call a code or procedure for medical | |       |                   |          |</p>
<table>
<thead>
<tr>
<th>emergencies</th>
<th>f. Policy and procedure location</th>
<th>g. MQSA information location</th>
<th>h. Substance abuse information</th>
</tr>
</thead>
</table>

**Facility Specific Areas:**
<table>
<thead>
<tr>
<th>Date of Exam</th>
<th>Accession Number</th>
<th>Description of Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time In / Out</td>
<td>Technologist’s Signature</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GREAT BASIN COLLEGE
RADIOLOGY STUDENT VOLUNTARY DECLARATION FORM

I, ________________________________, understand there may be times throughout the Radiology Technology Program in which I may be presented with the opportunity to work more than 10 (10) clinical hours in any one day; and I declare that I voluntarily will choose to work more than ten (10) hours a day if given the opportunity.

I also understand that there may be occurrences during the semester where didactic and clinical hours combined may exceed forty (40) hours per week and I gladly volunteer to participate in all of those hours if given the opportunity.

_________________________________________   ___________________________
Student Signature      Date
I, _________________________________, understand that graduation from the GBC Radiology Technology program does not guarantee certification as a Radiology Technologist. Certification is granted by the American Registry for Radiology Technologists and they have the final determination of eligibility or ineligibility to take the ARRT examination for radiographers.

I also understand that prior felony or misdemeanor conviction(s) may affect my eligibility status and that it is my responsibility to request and submit a pre-application screening by the ARRT regarding prior felony or misdemeanor conviction(s).

_________________________________________   ___________________________
Student Signature      Date
I, ______________________________________, give the R.T. program permission to do the following:

(Please print name)

- Post the radiation exposure record which will include my name and ID number in the clinical online course.

- Release my training information (OSHA, HIPPA, Blood Borne Pathogens), immunization information, CPR, and insurance verification to the clinical education facilities as mandated by the facility contract.

- Release my name and social security number to the clinical education site when needed for clinical site security access.

- Post clinical schedules in the clinical site which will include my name, initials, and clinical hour.

- Include my name with other students on clinical education site schedules which will be released to other RT program students, RT program clinical sites, and RT program faculty. Include my name and contact information for class information contacts.

________________________________________________________________________    ____________________________
Student Signature              Date

________________________________________________________________________    ____________________________
Program Faculty Signature      Date
GREAT BASIN COLLEGE
RADIATION MONITORING INFORMATION REQUEST

1. (Last Name)        (First Name)        (Middle)        (Maiden)        2. Birth date        3. SSN

4. Have you previously had a film badge or been on a radiation monitoring program at the University of Nevada System / GBC?

5. Have you worked with or have you received occupational exposure to non-ionizing radiation?

6. Have you worked with radioactive materials or with radiation producing equipment or in areas requiring the wearing of a radiation measuring device at locations other than at the University of Nevada System / GBC?

7. If you checked YES above list the organization(s) where radioactive work was done. Please print and provide COMPLETE mailing address including zip code. Do not abbreviate.

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>MAILING ADDRESS / ZIP CODE</th>
<th>Period of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>From</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that the above information is correct and complete to the best of my knowledge. I HEREBY AUTHORIZE, RELEASE MY FORMER EMPLOYERS OF MY OCCUPATIONAL RADIATION EXPOSURE HISTORY (FROM INTERNAL AND/OR EXTERNAL SOURCES) TO GREAT BASIN COLLEGE.

Signature _________________________________                Date __________________________

The above information is used to develop a data of your exposure history. The information is used for your protection, is confidential and is released to others under controlled circumstances. Personal information (name, age, Social Security Number, etc.) will be used to develop an accurate and unique identification.
Complete this form only if you have had previous occupational exposure to radiation.

Date: ________________________________

To Whom It May Concern:

You are hereby authorized to release my radiation exposure records to the Nevada System of Higher Education, Great Basin College, Radiology Technology Program, 1500 College Parkway, Elko, NV 89801.

Please include any records of radiation exposure you may have accumulated concerning my previous employment.

Please supply the radiation exposure records for the individual indicated below. He/She has reported working at your installation for the period _____________________ to _____________________.

Thank you for your cooperation.

Sincerely,

____________________________________________  ___________________________
Signature       Date

Name: ___________________________________________________________________________
Social Security Number: ____________________________   Birthdate: ________________________
Date(s) of employment at your institution: From ________________    To _________________
Department in which employed: ______________________________________________________
GREAT BASIN COLLEGE
Radiology Clinical Documentation Checklist

All of the below must be completed prior to start of clinical rotation.

Student Name: _______________________________________________
Date: ______________________________________________________

FILES:
1. □ CPR: Copy of card. Expiration Date: _____________________
2. □ Background and Drug Screening Reports completed. Do not hand in a copy to the college. Please Note: Banner will have a separate background and drug screening.
3. □ Immunization Record: Copies of TB, Hepatitis B, MMR, Tetanus, Chicken Pox
4. □ Health Insurance: Copy of card.
5. □ Health Physical Form
6. □ Ordered Uniforms: Put down date ordered.
7. □ Malpractice Insurance Proof. This can be purchased through ASRT online.
8. □ Sexual Harassment Education
9. □ Hospital Orientation
10. □ Banner Churchill County Hospital (This is only needed if you are schedule for a Fallon rotation)
11. □ Small passport photo
12. Emergency contact information
   Name: _____________________________________________________
   Relationship: _____________________________________________
   Contact Phone Number: ________________________________
   Address: ________________________________________________

This form with accompanied documentation must be submitted to the Program Director by May 1 prior to clinical assignment.
GREAT BASIN COLLEGE
RADIOLOGY TECHNOLOGY PROGRAM
STUDENT HEALTH FORM

To Be Completed by Student:

NAME ___________________________ DOB ____________________
ADDRESS __________________________________________________________________________
CITY ___________________________ STATE __________ ZIP __________

If you answer ‘yes’ to any of the following, please give an explanation.

<table>
<thead>
<tr>
<th>DO YOU NOW OR HAVE YOU EVER HAD:</th>
<th>NO</th>
<th>YES</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholism or drug dependency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allergies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic headaches or migraines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicable disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes mellitus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypertension or hypotension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric illness or mental health issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seizure disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoking habit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuberculosis or positive skin test</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I consider my general health status to be:  ☐ Excellent  ☐ Good  ☐ Fair  ☐ Poor

STUDENT'S SIGNATURE: ____________________________________________________________
To be completed by Physician:

If you answer ‘yes’ to any of the following, please give an explanation.

<table>
<thead>
<tr>
<th>Does this patient now have or ever had:</th>
<th>NO</th>
<th>YES</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholism or drug dependency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allergies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic headaches or migraines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicable disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes mellitus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypertension or hypotension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric illness or mental health issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seizure disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoking habit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuberculosis or positive skin test</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following requirements must be validated:

<table>
<thead>
<tr>
<th>Is able to:</th>
<th>NO</th>
<th>YES</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulate equipment necessary to assist the individual, family and/or group to desired outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform cardiopulmonary resuscitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform independently of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possess cognitive abilities to measure, calculate dosages, reason, analyze and synthesize</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________

PHYSICIAN’S SIGNATURE: ________________________  DATE____________________
RADIATION ADVISORY STATEMENT

The GBC Radiology Technology Program would like to inform female students using ionizing radiation of the radiation hazard to the fetus in cases of pregnancy. The following excerpt from the National Council on Radiation Protection and Measurements (NCRP) report #105, *Radiation Protection for Medical and Allied Health Personnel*, outlines the hazard more completely:

3.6 Embryonic and Fetal Effects
The embryo or fetus is comprised of large numbers of rapidly dividing and radiosensitive cells. The amount and type of damage which may be induced are functions of the stage of development at which the fetus is irradiated and the absorbed dose.

Radiation received during the pre-implantation period can result in spontaneous abortion or resorption of the conceptus. Radiation injury during the period of organogenesis (2-8 weeks) can result in developmental abnormalities. The type of abnormality will depend on the organ system under development when the radiation is delivered. Radiation to the fetus between 8 and 15 weeks after conception increases the risk of mental retardation (Otake and Schull, 1984) and has more general adverse impact on intelligence and other neurological functions. The risk decreases during the subsequent period of fetal growth and development and, during the third trimester, is no greater than that of adults.

Special limits have been established for occupationally exposed pregnant women to ensure that the probability of birth defects is negligible.

The NCRP recommends the dose equivalent to the fetus not exceed 0.5 mSv (0.05 rem) in a month and the total dose equivalent not exceed 5 mSv (0.5 rem). These recommendations are easily achievable if the pregnant individual practices the “Cardinal Principles of Radiation Protection” of time, distance, and shielding. This should include but is not limited to:

1. Keeping the time of exposure to radiation as short as possible. This can be achieved by not holding patients, and limiting time spends in the radiographic room during fluoroscopy.

2. Maintaining a large distance between the source of radiation and the exposed individual. The technologist should stand as far from the radiographic table as possible during fluoroscopic examinations. Increasing the distance between the patient and self during portable and surgical examinations will reduce exposure as well.

3. Using appropriate shielding material between the source of radiation and the exposed person. Standing behind a primary protective barrier or using lead protective apparel when unable to leave the area of radiation (fluoroscopy, surgery, etc.) are means of reducing overall exposure.

4. Fetal radiation exposure is most frequently monitored by issuing the individual a second radiation monitoring device (known as the fetal monitoring device) to be worn under the apron at the waist when a protective apron is needed. This monitor reading shall not exceed

Also, female student disclosure of suspected or confirmed pregnancy is strictly voluntary and may be withdrawn at anytime during pregnancy.
GBC RADIOLOGY TECHNOLOGY PROGRAM
RADIATION SAFETY PROGRAM

Great Basin College (GBC) will implement the following radiation safety program and maintenance:
The following will be provided to workers/faculty (workers and faculty involved will be those who a
radiation dosimeter has been issued) and students who will be working within the radiology lab (Health
Sciences and Human Services Building, room 102).

STUDENTS:

Students who have been accepted into the Radiology Technology (RT) Program will be educated
upon acceptance to the program, during the orientation meeting and throughout their time in the
GBC Radiology Technology Program. The following information is also obtained within the R.T.
program student handbook:

ALARA—As Low As Reasonably Achievable (R.T. Student Handbook)

“ALARA—All students when working with ionizing radiation must adhere to the ALARA
concept, which means as low as reasonably achievable. All students must make the
attempt to minimize the time or duration of an exposure, maximize distance for personnel
and others in the exposure area, and shield patient or others when possible (time,
distance, shielding). This is a concept the students will learn, be evaluated on and utilize
during the education process of becoming a Radiology Technologist. At no time should a
student hold an image receptor or patient during clinical rotation.”

RADIATION MONITORING—(R.T. Student Handbook)

“The Radiation Monitor/Film Badge is a part of the student uniform and must be worn at collar
level at all times during clinical rotation. If wearing a lead apron, the monitor should be worn at the
collar level outside the lead apron. See Radiation Monitor Policy.”

RADIATION MONITOR POLICY—(R.T. Student Handbook)

“A copy of the radiation monitoring report will be filed in the clinical coordinator’s office for
confidentiality. It is the student's responsibility to review report. The students are notified through
the clinical online course the report is available for the student to review.

The radiation monitoring report will be reviewed upon arrival by the clinical coordinator. If the a
student’s radiation limits are outside of the programs designated exposure limit of 5 mSv (0.5
rem), the clinical coordinator is to notify the Program Director, verbally and in writing immediately.
The Program Director will notify the student. At this time the student upon direction from faculty
may be asked to:
1. cease clinical assignment until investigation into the radiation monitoring report is
completed to insure accuracy.
2. schedule an appointment to meet in person with the Program Director, Clinical
Coordinator, and/or Dean of Health Sciences and Human Services for necessary course of
actions and radiation counseling. At this time a radiation physicist will possibly be contacted for
input depending on the radiation exposure amount.
A course of action and documentation of the meeting outcome will be given to the student and
placed into the student’s file to insure the health and safety of the student.”

RADIATION MONITORING DEVICE—(In the R.T. Student Handbook)
“Students cannot participate in any clinical experience or energized laboratory experience without the radiation monitoring device on their person. The student will be issued a radiation monitoring device (film badge) for use in the clinical education setting.

If a student becomes pregnant and discloses pregnancy, an additional fetal monitor will be ordered. The fetal monitor should be worn at the waist level. Please see radiation advisory statement located inside this handbook for further information.”

RADIATION MONITORING DEVICE — LOST—(In the R.T. Student Handbook)

“Students who have lost their radiation monitoring device are required to do the following: Report the loss to a program faculty member (not the clinical instructor). A new radiation monitoring device will be provided. The lost radiation monitoring device will be replaced at the student's expense (a $30.00 fee).

Prepare and deliver a letter addressed to the GBC Radiology Technology Program Director explaining how the radiation monitoring device was lost. A statement regarding the proper way to handle and store the radiation monitoring device must be addressed as well as the steps that will be taken to assure the incident will not happen again.

Pick up the replacement radiation monitoring device as directed by the faculty. Once step three is completed, the student will be allowed to return to clinical. Time missed during this process will be made up at the end of the program if applicable.

The student's GBC radiation monitoring device cannot be worn if the student is working for pay.

PREGNANCY POLICY—(R.T. Student Handbook)

Student disclosure of suspected or confirmed pregnancy is strictly voluntary. Students choosing to inform the program faculty of a pregnancy MUST DO SO IN WRITING and must include the projected delivery date. It is recommended the student meet with program faculty to discuss program completion options, and appropriate personal radiation protection methods (See Radiation Advisory Statement).

RADIATION ADVISORY STATEMENT—(R.T. Student Handbook)

Please see statement attached at the end of the policy.

RELEASE OF INFORMATION FORMS FOR RADIATION MONITORING RECORDS

Radiology Technology Program Release Form (R.T. Student Handbook)
Radiation Monitoring Information Request- (R.T. Student Handbook)

PROVISION OF RADIATION PROTECTION DEVICES

The student will receive a dose monitoring device during the first semester when lab work begins.

Lead aprons are available for use, but mainly as a student prop. The students are not to be in the radiology lab room during an exposure.

OTHER EDUCATION PROCESSES FOR ALARA

Completion of RAD238, Radiation Protection in the Fall of the first year of the Radiology Technology Program.
Clinical Competency –documented by the clinical competency form and student evaluation form completed in clinical rotations during RAD225, RAD226, and RAD227.

WORKERS/FACULTY-PEOPLE WHO ARE ISSUED DOSE MONITORING DEVICES

**Personnel Monitoring equipment** will be supplied to workers, to include the radiation monitoring device, who may be exposed to radiation over the 10% of the annual dosage limit of occupation exposure of 5 Rem annually.

**Radiology Technology Faculty**-All faculty working in the lab with students will be ARRT registered technologists who have documentation of radiation protection knowledge through the ARRT registry process. Documentation of current ARRT registry is required and updated annually.

All faculty will need to obtain their life-time maximum dosage from previous employment within the first semester of employment.

PUBLIC

GBC will prevent any member of the public from entering the radiology lab without a radiology technology faculty.

Radiology maintenance/engineer by the company who installed the equipment is not included in the “public”.

GENERAL INFORMATION

**GBC Radiology Technology Faculty and Students** will adhere to radiation safety guidelines as follows:

ALARA concept of exposures to be “as low as reasonably achievable.”

DISTANCE-all personnel should be behind a lead shield or as far away from the radiation source as possible.

TIME-Use the lowest exposure time as possible.

SHIELDING-Lead shield (Aprons) should be worn anytime personnel are in the radiology room during an exposure.

Radiographic room doors must be closed during an exposure.

Annual review of the radiation safety program will be completed annually by the Radiology Technology Program Director and will be documented in a sign off sheet on the front of this radiation safety book.

All student and faculty radiation monitoring reports will be reviewed with each individual at a minimum, annually. The students monitoring report should be reviewed at each clinical site visit with the most current report. Each student should sign the report. Annually, a State of Nevada, Cumulative Occupational Dose History will be given to the students and faculty. This will be signed by the individual and a copy will be made for the program and individual records.
GREAT BASIN COLLEGE

HEALTH SCIENCE AND HUMAN SERVICES PROGRAMS

STUDENT AGREEMENT FOR THE 2017-2018 ACADEMIC YEAR

_____ I have read, understand and agree to abide by the policies and guidelines stated in the Great Basin College Health Science and Human Services Programs 2017-2018 Student Handbook.

_____ I understand that as a condition of enrollment in a program offered through the Great Basin College Health Science and Human Services Department, I agree that a clinical facility/agency may, at any time, require a “for cause” drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the clinical facility/agency should they request such information.

_____ I authorize Health Science and Human Services Department to release my immunization, CPR, background and drug screening reports to the clinical education facilities as mandated by the affiliation contract.

_____ I understand and acknowledge that once admitted to one of programs offered by the Great Basin College Health Science and Human Services Department, failure to maintain the professional and/or ethical standards of the program may result in dismissal from the program. I also understand that the Health Science and Human Services Department Admission and Progression committee may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.

_____ I understand and acknowledge that no resources or information from any Health Science and Human Services course can be shared outside the classroom or lab.

My emergency contact person(s) are listed below. I understand that this individual or individuals are responsible for ensuring that I am transported home in the event one of my faculty or the Health Science and Human Services Department Dean determines that I am not able to continue being present in the classroom, lab, or clinical setting.

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Printed Name                      Student Signature    Date

Witness: (Faculty / Dean)  Date

*Complete this copy of the Agreement and return to the GBC Health Science and Human Services Department.*
GREAT BASIN COLLEGE
HEALTH SCIENCE AND HUMAN SERVICES DEPARTMENT
Agreement to Participate in Practice Lab Procedures

For the 2017-2018 Academic Year

During my enrollment in one of the programs offered by the GBC Health Science and Human Services Department and under the direct supervision of a faculty member, I agree to allow a student classmate to perform the following procedures on my person:

6. Subcutaneous injection  (For Nursing and Paramedic Programs Only)
7. Intradermal injection  (For Nursing and Paramedic Programs Only)
8. Intramuscular injection  (For Nursing and Paramedic Programs Only)
9. Intravenous catheterization (peripheral)  (For Nursing and Paramedic Programs Only)
10. Positioning  (For Radiology Program Only)

I agree to hold harmless and waive the liability of the student and/or students performing the procedure(s), the supervising instructor and Great Basin College for any injuries incurred as a result of my agreeing to have these procedures performed on my person.

________________________________________       ____________________________________       ______
Printed Name                                    Student Signature                        Date

________________________________________       ________________________________
Witness: (Faculty / Dean)                             Date

Complete this copy of the Agreement
and return to the
GBC Health Science and Human Services Department.
During your participation at the Great Basin College Practice Labs, you will be an active participant and observer of the performance of other individuals in the management of acute medical, surgical, and other health care events in simulated experiences.

The objective of the simulation experience program is to educate pre-licensed and licensed health care practitioners to better assess and improve their performance in evolving health care situations. Simulations are designed to challenge a healthcare professional's response and judgment in stress environments.

Due to the unique aspects of this form of training, you are required to maintain and hold confidential all information regarding the performance of specific individuals and the details of the scenarios.

There is continuous audiovisual digital recording during all simulations which will be used for educational purposes. This video recording is considered a QUALITY ASSURANCE TOOL and is protected by Federal Law.

By signing this agreement, you agree to maintain strict confidentiality regarding both your and others' performance, whether seen in real time, on video, or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants.

To maintain optimal simulation experiences for other learners who will be following you in the center, you are to maintain strict confidentiality regarding the specifics of the scenarios. A breach of confidentiality may result in loss of privileges in the Practice Labs.

By signing below, you acknowledge you have read and understand this statement and agree to maintain the strictest confidentiality about the performance of individuals and the simulation scenarios you observe.

________ I agree to maintain strict confidentiality about the details of the scenarios and the performance of other participants during scenarios at Great Basin College Practice Labs.

________ I authorize the Great Basin College Practice Labs to use the video recording(s) and photographs made in the Practice Labs for the following purposes:

______ 1) Debriefing scenario participants,
______ 2) Administrative review,
______ 3) Educational research,
______ 4) Commercial purposes, which can include public relations, promotional advertisements, and/or fund raising activities. I understand that, unless otherwise approved by me, I will not be specifically identified.

__________________________________________  ____________________________________
Last Name, First Name                        (Please Print)               Date
__________________________________________      _____________________________________
Signature                                                                Witness

Complete this copy of the Agreement and return to the GBC Health Science and Human Services Department.
Notes