



# **School of Nursing Student Handbook 2017**

The purpose of this handbook is to inform and guide your academic life as a student at Arizona College. From time to time substantive changes and updates will occur. Arizona College reserves the right to make those program changes and will keep students apprised.

## Table of Contents

<b>Introduction, Locations and Contact Information .....</b>	<b>1</b>
<b>Section 1 General Information.....</b>	<b>2</b>
A. Accreditation .....	2
B. BSN Program Information .....	2
Mission .....	2
Philosophy.....	2
C. Metaparadigm .....	3
D. Program Goal.....	4
E. Program Completion Outcomes.....	4
<b>Section 2 Admission, Progression, &amp; Completion Requirements ...</b>	<b>6</b>
A. Transfer and Repeated Courses.....	6
B. Program Admission Requirements .....	7
1. Admission Documents .....	7
2. Laptop Requirements.....	8
C. Admissions Testing .....	8
D. Progression into the Core Nursing Curriculum (Semester 5).....	9
1. Academic Requirements .....	9
2. Student Responsibilities .....	10
E. Non-Discrimination Policy .....	12
F. Accommodation Policy.....	13
G. Completion Requirements - Attendance and Participation .....	13
1. Time Allotment for Education .....	14
2. Attendance and Tardiness .....	14
3. Classroom Policy .....	15
4. Laboratory and Simulation Policies.....	16
5. Clinical/Simulation Practice Hours .....	16
6. Incomplete Grade Policy .....	17
7. Process for Requesting an Incomplete ("I") Grade .....	18
H. Essential Functional Abilities.....	18
I. Health Standards and Immunization Policy .....	20

**Section 3 Academic Policies .....23**

- A. Teaching Methods and Supporting Technology..... 23
- B. Academic and Professional Integrity..... 23
- C. Grading Scales:..... 24
  - 1. General Education Course Grading Scale ..... 24
  - 2. Core Nursing Course Grading Scale..... 24
  - 3. Honors Designations:..... 24
  - 4. Nursing Program Grading Scale and Arizona College Scale ..... 24
- D. Testing ..... 25
  - 1. Testing Policy ..... 25
  - 2. Testing Environment ..... 25
  - 3. Review of Exam ..... 25
  - 4. Medication Calculation Exams ..... 26
- E. Interruptions in Program Progression ..... 26
  - 1. Satisfactory Academic Progress ..... 26
  - 2. Leave of Absence (LOA)..... 26
  - 3. Return to Class or Clinical Following Health Changes..... 26
  - 4. Program Withdrawal..... 26
  - 5. Reapplication and Readmission..... 27
  - 6. Re-Entry to Nursing Major Courses ..... 27
- F. Unusual Occurrence ..... 27
  - 1. Policy..... 27
  - 2. Procedure..... 28

**Section 4 Professional Expectations, Behavior & Presentation .....29**

- A. Student Code of Conduct..... 29
  - 1. Unprofessional Behavior ..... 29
  - 2. Academic Integrity..... 29
- B. Progressive Intervention/Discipline ..... 30
- C. Grievance Procedure ..... 31
- D. Student Bill of Rights and Responsibilities..... 33

**Section 5 Dress Requirements & Guidelines .....36**

- A. BSN Dress Code..... 36

1. Requirements for General Education Students.....	36
2. Requirements for Core Nursing Students .....	36
<b>Section 6 Safety Guidelines.....</b>	<b>38</b>
A. Skills Lab.....	38
B. Safe Practice In Clinical/Laboratory Settings*.....	38
1. General Safety Policy.....	38
2. Medication Administration Policy .....	40
C. Restrictions on Nursing Students at Clinical Sites .....	40
1. Bloodborne Pathogens & AIDS Policy .....	40
D. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) .....	43
E. Technology Use Rules .....	43
F. Clinical Experience Evaluation.....	44
1. Satisfactory Clinical Performance .....	44
<b>Section 7 Services .....</b>	<b>46</b>
A. Academic Advisement.....	46
B. Change of Name or Address or Phone .....	46
C. Financial Aid.....	46
D. Student Success Services .....	46
E. Student Input for Program Development.....	46
F. Student Involvement .....	46
<b>Section 8 Completing the BSN Program .....</b>	<b>47</b>
A. Eligibility to Take the NCLEX-RN® Examination .....	47
B. Graduation Ceremony.....	47
C. Graduation Requirements .....	47
<b>Appendix A.....</b>	<b>48</b>
Student Integrity Pledge .....	48
<b>Appendix B.....</b>	<b>50</b>
Receipt of School of Nursing Student Handbook .....	50
<b>Appendix C.....</b>	<b>51</b>
Simulation Session Consent.....	51



## ***Introduction, Locations and Contact Information***

The purpose of this handbook is to introduce students to the guidelines, procedures, academic expectations, student requirements, and student resources of the Baccalaureate Nursing Program. It serves as a supplement to the Arizona College General Catalog. Information is current as of the date of publication and should be verified through the Arizona College General Catalog and/or the School of Nursing office, should there appear to be any discrepancies or need for clarification. Essential contact information is provided below. Students may also refer to the Arizona College website for additional resources.

### **Arizona College Main**

4425 W. Olive Avenue, Suite 300  
Glendale, AZ 85302  
Phone (602) 222-9300  
Fax (602) 200-8726

### **Arizona College, Mesa Campus**

163 N. Dobson Road  
Mesa, AZ 85201  
Phone (480) 344-1200  
Fax (480) 969-1466

### **Arizona College, Las Vegas Campus**

2320 S. Rancho Drive  
Las Vegas, NV 89102  
Phone (702) 831-5000  
Fax (702) 639-1971

## **Section 1      General Information**

### **A.      Accreditation**

The Accrediting Bureau of Health Education Schools (ABHES) institutionally accredits Arizona College, and is listed by the United States Department of Education (DOE) as a nationally recognized accrediting agency. Arizona College received its initial accreditation in 1994 and was awarded continuing accreditation through 2022. The Bureau's address is:

Accrediting Bureau of Health Education Schools  
7777 Leesburg Pike, Suite 314 N  
Falls Church, VA 22043  
Phone: (703) 917-9503

The baccalaureate degree in nursing program at Arizona College School of Nursing, Mesa, AZ campus is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The baccalaureate degree in nursing program at Arizona College School of Nursing, Las Vegas, NV campus is pursuing initial accreditation by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-679. Applying for accreditation does not guarantee that accreditation will be granted.

### **B.      BSN Program Information**

**Mission**      The mission of the School of Nursing at Arizona College is to prepare professional nurse leaders who are skilled in problem-solving, are responsive to the health needs of diverse cultures, and provide high quality, safe and compassionate evidence-based care that enhances the quality of life for individuals, families, groups, communities, and populations.

This mission is accomplished through the delivery of a baccalaureate nursing education program that promotes and supports student success. Faculty members are committed to evidence-based teaching and a learning-centered environment. They promote and exemplify values of altruism, autonomy, human dignity, integrity, mindfulness, and social justice, which promote personal and professional growth, lifelong learning, and competent professional practice in our graduates.

**Philosophy**      Working to create a climate of nursing education that fosters professional attentiveness, responsibility, and excellence, where students learn they have the authority, not just the responsibility, to practice nursing, the faculty and administration of the School of Nursing believe in and are committed to:

- Advancing the understanding of nursing's social contract to care for the vulnerable and suffering;
- Endorsing integration of classroom and clinical teaching and learning to capture the power of the learning experience;
- Using situated cognition and action in teaching and learning to build knowledge and develop a sense of saliency to quickly recognize what is most important;
- Engaging in reflective practice to develop knowledge, skills, ethical comportment and formation, and the development of clinical and moral imagination;
- Developing perceptual abilities and the ability to draw on knowledge and skilled know-how as a way of being and acting in practice and in the world; and

- Preparing BSN graduates with a commitment to lifelong learning with skills and dispositions to be reflective practitioners and expert learners.

## C. Metaparadigm

The faculty members of the School of Nursing endorse the following central concepts of nursing education and practice: person, environment, health, and nursing. The following definitions and assumptions relate to these concepts.

<b>Person</b>	Any recipient of nursing care who is defined as a patient, client, family member, significant other, groups, communities, and populations who engage with a nurse in a manner that is respectful of a person's subjective experiences about health, health beliefs, values, sexual orientation, and personal preferences. This also pertains to individual nurses who interact with nursing colleagues and other healthcare team members, a group of community members, or other groups. Across the life span, a person exists within a cultural and social milieu and encounters phenomena that may have an impact on optimal health, healing, and growth and development. Each person is a unique individual who has worth, rights, preferences, and inherent dignity.
<b>Environment</b>	Physical, psychological, social, spiritual, and cultural elements as well as historical, political, and economic conditions. It is the sum total of all internal and external phenomena and processes that have an impact on people. The internal environment includes a person's unique perspectives, feelings and meaning, and mental, emotional, and spiritual dimensions, and includes a person's biological being. The external environment includes physical, objective, and behavioral dimensions that can be seen and measured. Nursing is a resource in the environment that can influence health, healing and well-being of a person.
<b>Health</b>	A dynamic state of being influenced by interactions among people and their environment and is influenced by one's situation and personal growth. Individual interior and exterior experiences and shared experiences with others are influencing factors. Disease and illness may be manifest for many reasons/contributing variables. Physical, mental and spiritual health cannot be equated, as they are not the same thing. They are facets of the wholeness of health. "The nurse is an instrument in the healing process and facilitates health through her or his knowing, doing and being" (Dossey & Keegan, 2008, p. E57). "All persons are born with healing capacities; it is inherent in all living things and can take place at all levels of human experience. Healing is not predictable; it may occur with curing of symptoms, but it is not synonymous with curing" (Dossey & Keegan, 2008, p. E58). The potential for healing to occur is always present until death. Key factors in healing are intention and intentionality. Intention is the conscious determination to do; it is the mental state of being committed to planning to or trying to perform an action. Intentionality is the quality of intentionally performed action.
<b>Nursing</b>	An applied discipline whose central focus is the person. Nurses can exert both positive and negative effects on the health state of a person. Nursing includes: the teaching of health-promoting practices; care of the acutely or chronically ill; restorative care during recovery and rehabilitation; and supportive care while dying. Nursing's goal is to promote optimum levels of health of individuals, families, groups and communities, and populations; the teaching and evaluation of those who perform or are learning to perform these functions; the support and engagement in scholarship and lifelong learning; and the leadership and management of health care delivery. Nursing encompasses knowledge development and ways of knowing, ways of doing and ways of being.



Dossey, B. M., & Keegan, L. (2008). *Holistic nursing: A handbook for practice* (5<sup>th</sup> ed.). Sudbury, MA: Jones & Bartlett.

## D. Program Goal

The goal of the Nursing Program is to provide a quality, value-based program of study, which culminates in the award of a Bachelor of Science in Nursing degree. Strategies to achieve this goal are outlined below:

- Balance the integration of current and emerging technologies and compassionate evidence-based practice into the role of professional nursing.
- Create and advance an environment conducive to excellence in nursing education, practice, service, and scholarship.
- Promote an organizational culture that embodies values of respect, trust, mindfulness, innovation, and lifelong learning.
- Foster development of sound clinical reasoning and decision-making skills in support of high quality healthcare delivery.
- Support achievement of outcomes through the systematic use of assessment and evaluation to inform quality improvement efforts.
- Prepare nurse leaders for roles in the delivery of safe, high quality, cost-effective healthcare to diverse individuals, communities and populations.

## E. Program Completion Outcomes

The School of Nursing admits students into the core nursing curriculum three times a year. Once the nursing students complete their 50 pre-requisite general education course credits, they enter their fifth semester and begin the core nursing curriculum. They progress through the curriculum as full time students and can complete the core requirements of 70 credits to graduate in five 16-week semesters (90 weeks). The program completion rate is calculated by identifying the students who enroll in Semester 5 at any given time and identifying those same students who complete all required courses five semesters later at the end of Semester 9.

By the end of the Baccalaureate Nursing Program, the graduate will have achieved the following outcomes:

### Cognitive Domain

- **Integrate** learning from the arts and sciences in the delivery of nursing care within an interprofessional team.
- **Apply** knowledge, skills and values needed for leadership in quality improvement and patient safety.
- **Appraise** reliable and valid evidence from multiple ways of knowing to inform practice and evaluate healthcare outcomes.
- **Use** the information management and patient care technologies to deliver safe, effective, quality care.
- **Analyze** the impact of healthcare policies on the healthcare system and interprofessional practice.

### Psychomotor Domain

- **Provide** evidence-based care informed by effective decision-making to individuals, families, communities, and populations embracing the lifespan continuum across a variety of settings.

### **Affective Domain**

- **Exhibit** core competencies of interprofessional practice in the design, delivery, and evaluation of patient-centered care.
- **Collaborate** with other healthcare professionals and populations to promote conditions, healthy behaviors, and prevention strategies that improve population health.
- **Demonstrate** a consistent pattern of value-based behavior evident in nursing practice.

## **Section 2 Admission, Progression, & Completion Requirements**

BSN applicants who meet the requirements below are admitted into the nursing program and enrolled into the program's general education courses, which typically take four semesters to complete. Applicants may request that general education credits earned at another nationally or regionally accredited college be evaluated for transfer to the BSN program. Credits that transfer will likely reduce the total number of semesters required for program completion.

### **A. Transfer and Repeated Courses**

Arizona College evaluates courses for transfer from other accredited institutions approved by the US Department of Education. Each course is evaluated individually based on an official course description and/or syllabus.

Transferable courses must be similar in content and credit hour requirements, and meet specific requirements for the Arizona College School of Nursing curriculum. Applicants must sign a release for Arizona College to request an official transcript from the institution where the credit was earned. A final determination for course transfer will not be made until the official transcript is received.

Arizona College may require a course syllabus or catalog from the school the applicant earned the credit. Nursing courses from other nursing programs will not be accepted by Arizona College for transfer credit.

Students who meet the admission requirements through their high school GPA or GED score and do not intend to transfer courses to Arizona College from other colleges attended must sign a waiver form indicating the college they attended and their intention to not seek credit transfer. Students who intend to transfer credits from other colleges attended must ensure that Arizona College receives their official college transcripts within six weeks of the class start. Note: VA students must submit transcripts for all colleges attended, regardless of their intention to transfer credit.

#### ***Concurrent Enrollment:***

Once students have matriculated (i.e., been admitted and enrolled) into the School of Nursing, all general education courses that did not transfer from another college previously attended must be taken at Arizona College. In rare circumstances, policy exceptions will be made based on scheduling hardship or loan gap challenges. Students who wish to earn credit at another college while enrolled at Arizona College should submit a request to the School of Nursing Dean, outlining the need.

#### ***Enrollment in More than Two General Education Courses a Session***

Students are generally encouraged to take no more than two general education courses each accelerated eight-week session. However, students seeking to take more than two courses each session will be permitted to do so under the following conditions. The student:

1. Is in good academic standing with a minimum Cumulative Grade Point Average (GPA) of 3.0.
2. Is requesting no more than one science course as one of the three courses requested.
3. Has no more than a part-time work schedule due to the amount of homework that will be required to be successful in 3 courses in our accelerated 8 week term (18-24 hours per week).

4. Understands that he/she will be responsible for paying for the courses at the per credit tuition rate.

### **Approved Tests & Proficiency Options**

Arizona College may accept test scores from the College Level Examination Program (CLEP) in lieu of a grade in the following courses:

ENG101	English Composition modular
MAT151	College Mathematics
PSY101	Introductory Psychology
PSY240	Human Growth & Development

Other credit by examination options will be reviewed for acceptance on an individual basis.

## **B. Program Admission Requirements**

### **1. Admission Documents**

- a. Completed application and enrollment agreement for the nursing program
- b. Official high school transcript with a minimum cumulative GPA of 2.75;  
**OR** One of the following official high school equivalency test results with these minimum scores:

General Equivalency Diploma (GED) minimum score

- *2014 Series and later: Cumulative score of 680 or above*
- *2002-2013 Series: Cumulative score of 3000 or above*
- *2002 Series and prior: Cumulative score of 258 or above*

High School Equivalency Test (HiSET) minimum score

- *Cumulative score of 80 or above*

Test Assessing Secondary Completion (TASC) minimum score:

- *500 in all subject areas, and*
- *At least a 2 on the written essay*

California High School Proficiency Exam (CHSPE)

- *Passing in all subject areas*

- c. A cumulative college GPA of 2.75 or higher with at least 12 college credits from a regionally or nationally accredited school will be accepted in lieu of the high school GPA or GED score requirement. College credit is defined as credit for courses that lead to a degree or program of study that leads to a degree.

- d. A composite score of 60% on the HESI A2 Admissions Exam. See "Admissions Testing" below.
- e. Signed transcript release form for all colleges and universities attended. The official transcripts for the high school and all colleges or universities attended, regardless of completion, must be submitted within six weeks of the first day of class to remain enrolled.  

NOTE: Applicants educated outside the United States will have transcripts (both high school and college) evaluated by the Arizona International Credential Evaluators, Josef Silny and Associates, Inc., the Foreign Educational Document Service, or other agencies listed on the National Association of Credential Evaluation Services (NACES) website.
- f. Proof of United States citizenship, alien status, or legal residency. Driver's licenses, passports, and birth certificates, combined with a government-issued document that contains a photograph of the applicant and or a green card (I-551), are the most common demonstrations of proof.
- g. A Passion Statement describing interest in professional nursing and reasons for choosing Arizona College
- h. Las Vegas students only: Proof of completion of the Nevada Constitution and US Constitution course only if all general education courses transferred.

## **2. Laptop Requirements**

All students in the BSN program are responsible for providing their own laptop for class use. Below are the hardware specifications:

- Wireless capability
- Intel or AMD Processor
- Windows 7.0 or above
- 1 GB RAM
- 250 GB HDD
- Microsoft Office software 2007 or higher
- Adobe Flash
- Silverlight
- Anti-virus protection installed
- Webcam and microphone (preferred)

*Note:* Students with Apple MacBooks will have limited support from the IT Department at Arizona College. Students with Apple computers will be required to purchase Microsoft Office and Flash for Mac.

## **C. Admissions Testing**

**HESI A2:** Prior to acceptance, each applicant must complete an exam consisting of five HESI Admission Assessment (A2) subtests:

- *Anatomy and Physiology*: 30-item exam. Provides coverage of general terminology and anatomical structures and systems. Recommended time: 25 minutes
- *Reading Comprehension*: 55-item exam. Reading scenarios that measure comprehension, including: identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences. Recommended time: 60 minutes
- *Vocabulary and General Knowledge*: 55-item exam. Contains basic vocabulary that is often used in health care fields. Recommended time: 50 minutes
- *Math*: 55-item exam. Focuses on math skills, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures. Recommended time: 60 minutes
- *Critical Thinking*: 20-item exam. Provides a “snapshot” of critical thinking ability in situations encountered in healthcare settings. A total score is reflective of abilities in four categories: problem-solving, biases and ethical dilemmas, and data/argument analysis. Recommended time: 30 minutes

NOTE: Four hours are allotted to complete these subtests.

**Preparation for the HESI A2:** Resources for preparing for these exams are available on line and via mobile apps.

**HESI A2 Retesting Policies:**

- For applicants enrolled prior to July 1, 2016, no retesting will be permitted.
- Applicants enrolled on or after July 1, 2016 are permitted a maximum of three (3) attempts.
- A minimum of three (3) days is required between the first two testing attempts. A minimum of 30 days is required between the second and third retakes.
- Students who fail the third attempt at the A2 exam are ineligible to retake it.

## D. Progression into the Core Nursing Curriculum (Semester 5)

### 1. Academic Requirements

To advance from the General Education courses into the Core Nursing curriculum in semester 5, the student must meet the following GPA and grade requirements:

- Achieve a cumulative GPA of 2.75 or higher in the required general education and science courses (semesters 1-4)
- Complete all science courses within the last ten years
- Achieve a “B” or higher in three of the four required science courses (Chemistry, Microbiology, Anatomy & Physiology I or II)
- Achieve a “B” or higher in Statistics
- Achieve a “C” or higher in all other general education courses

**Students enrolled prior to August 1, 2016** will be required to complete the Test of Essential Academic Skills (TEAS) as a requirement for progression into the Core Nursing curriculum:

- Achieve a minimum score of 58.7% on the TEAS on the date the exam is scored. Retesting occurs as follows:
  - A maximum of three (3) attempts is allowed to achieve the minimum score of 58.7%.
  - 30 days are required between testing attempts.

- A passing score must be achieved within 12 months prior to Semester 5 start date (i.e., Day 1 of the core nursing start date).
- Students who fail the third attempt at TEAS are academically dismissed from the program and are ineligible to re-enroll.

**NOTE:** Students **enrolled prior to August 1, 2016** and whose HESI A2 composite score on the five academic subtests was 70% or higher will be exempt from taking the TEAS for progression into the core nursing curriculum. HESI A2 retakes will not be permitted.

Students **enrolled August 1, 2016 and going forward** must pass the HESI A2 exam prior to or at the time of applying to the program. These students will not be required to take the TEAS.

## 2. Student Responsibilities

The student is responsible for all expenses associated with background clearance and fingerprinting, drug screen, physical exam, immunizations and/or titers, student malpractice insurance and personal health insurance. Certification and clearances must be maintained throughout the term of the student's enrollment.

### a. Background Check and Fingerprinting Policy

Students are required to provide and maintain a background check and a current valid Department of Public Safety Level 1 Fingerprint Clearance Card during their enrollment at Arizona College. The student is required to cover the cost of both requirements.

1. The Student must achieve a "Pass status" on a supplemental background check covering the following:
  - a. Nationwide Healthcare Fraud and Abuse Databases
  - b. Social Security Verification
  - c. Residency History
  - d. Arizona Statewide Criminal Records
  - e. Nationwide Criminal Database
  - f. Nationwide Sexual Offender Registry
  - g. Homeland Security Search
2. What would lead to a "Fail" on the supplemental background check?
  - a. Social Security Search - Social Security number does not belong to applicant
  - b. Any inclusion on any registered sex offender database
  - c. Any inclusion on any of the FACIS exclusion lists or Homeland Security watch list
  - d. Any conviction of felony no matter what the age of the conviction
  - e. Any warrant in any state
  - f. Any conviction for the following (no matter the age of crime):  
<http://www.azleg.gov/ars/41/01758-07.htm>

**b. Drug Screening Policy**

Each student completes a urine drug screening test (“Pre-Clinical”). A random drug screening can also be required “For Cause” as described below. Whether required as Pre-Clinical or For Cause testing, the cost of the screening is the responsibility of the student.

1. Pre-clinical screen must be completed by the date designated by the Nursing Program.
2. Random Screening
  - a. Core nursing students may be randomly tested throughout their enrollment at Arizona College, including when in the Nursing Program, and will be re-tested only For Cause.
  - b. If a student provides a diluted screen, an additional test must be performed.
  - c. Only students receiving negative screens as reported by the Medical Review Officer (MRO) can remain enrolled in the Nursing Program. Students may be temporarily excluded from the Program until the MRO evaluation is complete.
  - d. Students may not be allowed to use previous drug screens requested by any other person or facility.
  - e. Students failing to test during the date and time documented on drug test email do not meet requirements of program and will be withdrawn from the program.
  - f. Student is responsible for cost of screen and Medical Review Officer’s review.

**c. Drug Screen**

The faculty and students have a responsibility to strive for high quality patient-centered care and nursing education. To fulfill that responsibility, students must devote their full faculties and abilities to their academic and clinical work, free from the effects of alcohol and other performance-enhancing substances. The College has a zero-tolerance policy regarding the use, possession, distribution, or sale of illegal drugs.

1. Students are subject to screening if the faculty and/or an agency nursing staff member suspects the student is impaired at any time on campus, or during any health care experience or any other college or work-related activity.
  - a. This includes but is not limited to: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.
  - b. The student will submit to immediate drug and alcohol screening as directed by the faculty or Arizona College staff. Upon student’s oral consent, the faculty will contact a transportation service and arrange for student transport to a designated medical service facility.
2. Any student who refuses testing will be removed from the classroom or clinical area and will be transported home by an Arizona College designated transportation company.
3. Students will remain out of the clinical area until an investigation is completed, and the SON Dean or designee has made recommendations. Student may be subject to dismissal from the Nursing Program.
4. A negative result is required to continue in the Nursing Program.
  - a. The student must meet with the SON Dean or designee to discuss perceptions of impaired behavior and steps to avoid similar occurrence.
  - b. Medical documentation of any medical condition or treatment may be requested.



- c. The student will NOT be counted as absent from clinical.
5. Positive For Cause Screen – Evaluated as negative by the MRO, the student:
- a. Must meet with the SON Dean or designee
  - b. Las Vegas students may be required to undergo at student's expense an evaluation for drug use/prescription use/impairment by neuropsychiatrist recommended by the Nevada State Board of Nursing
  - c. Must follow recommendations deemed necessary by the SON Dean or designee
  - d. Must provide a NEGATIVE screen PRIOR to return to clinical and or a medical clearance if undergoing substance abuse treatment
  - e. May be subject to periodic screens at student's expense
  - f. More than one incident of a For Cause test that is positive but ruled negative by the MRO may result in withdrawal from the program.
6. Positive For Cause Screen
- a. May result in withdrawal from the Nursing Program for up to 12 months and be reported to the state Board of Nursing.
  - b. Acknowledge continuance in a 12-step program or aftercare.
  - c. May re-apply to the nursing major after the withdrawal period has been satisfied and must submit evidence of satisfactory participation in a rehabilitation program for alcohol or substance abuse from an approved provider.
  - d. Must provide a Negative screen BEFORE readmitted to program
  - e. The SON Dean or designee will review materials and make final decision on re-admittance.
  - f. Any readmitted student who later screens positive will be permanently dismissed from the Nursing Program.

## **E. Non-Discrimination Policy**

Arizona College is dedicated to establishing and maintaining a safe, inclusive learning, and working community that is free of harassment and fosters integrity, inclusivity and diversity. Arizona College does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of disability, race, age, religion, sex, sexual orientation, gender, identity, or expression, national origin, ancestry, color, creed, pregnancy, veteran status, or other legally protected classifications.

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Gender/sex harassment, including gender/sex violence, is a form of prohibited gender/sex discrimination. Examples of covered acts are found in the College's policies on Sexual Misconduct found in the college catalog.

Questions regarding Title IX or Disability Accommodations may be referred to:

Matthew Calhoun,  
Director of Compliance & Regulatory Affairs

Title IX/SaVE & Corporate Disability Coordinator  
Phone: (602) 222-9300  
Email: [mcalhoun@arizonacollege.edu](mailto:mcalhoun@arizonacollege.edu)  
Mailing Address: 4425 W. Olive Ave, Ste. 300, Glendale, AZ 85302

or to the Office of Civil Rights at Office of Civil Rights (OCR), United States Department of Education, Washington, DC 20201, and/or a criminal complaint with local law enforcement.

## **F. Accommodation Policy**

In compliance with Section 504 of the Rehabilitation Act of 1983 and the Americans with Disabilities Act of 1990, Arizona College is committed to providing reasonable accommodations to qualified students with documented disabilities. A reasonable accommodation is one that is consistent with the academic standards of the college and does not fundamentally alter the nature of a course or program.

To receive an academic adjustment or other accommodation, students should submit a completed Disability Declaration and Request for Accommodations form along with current substantiating documentation. Documentation must be from applicable professionals, provide a specific diagnosis, and recommend specific accommodations. All costs associated with documenting a disability are the responsibility of the student. Forms are available from the campus Disability Coordinator and once completed, will be submitted to the same office, when reasonably possible, four to six weeks prior to the session in which the accommodation is needed in order to ensure there is adequate time for evaluation and response of the accommodation request.

The Core Nursing Chair can provide the contact information for the Disability Coordinator.

Students must take responsibility for proactively providing substantiating documentation for requested accommodations with the Disability Coordinator in order for the disability declaration to be properly evaluated. The Disability Coordinator will review the request for accommodation and supporting documentation and, after consulting with the Chief Operating Officer of Nursing or Executive Director of Allied Health, make a determination of the request. If approved, the Disability Coordinator will work with the student and college personnel to implement the accommodation. If the request is denied, the Disability Coordinator will continue to work with the student to explore alternative accommodations.

Notification detailing the approval or denial of the accommodation request will be created by the Disability Coordinator and be provided to the student within four weeks of receiving a completed Disability Declaration and Request for Accommodations form and supporting documentation. Accommodations are not granted on a retroactive basis.

All students receiving accommodations are to make appointments to meet individually with the Program Dean or Director at the beginning of each session to review the approved accommodations for the classes. Students are also welcome to contact the Disability Coordinator throughout each session to review their needs and receive assistance in collaborating with the faculty and staff.

If students experience difficulty with the implementation of the approved accommodations, they should contact the Disability Coordinator in order to resolve their situation. If a student believes that they have been discriminated against due to a disability, they should contact the Disability Coordinator. In the event the Disability Coordinator is unable to resolve the student concern, they may file a grievance as outlined in the College Catalog.

## **G. Completion Requirements - Attendance and Participation**

## **1. Time Allotment for Education**

The School of Nursing delivers an extremely rigorous program of study, and each nursing course requires a significant commitment of the student's time and focus to be successful.

Arizona College follows Program Integrity Rules and Regulations (PIRR) required by the United States Department of Education (DOE). For degree programs, such as the Nursing Program, a student is expected to spend a minimum of one (1) to three (3) hours on outside work for every one (1) hour he/she is in class, dependent on the type of class (theory, lab, or clinical). This can equate to 30-40+ additional hours per week. When this time is added to travel, sleep, and personal and home responsibilities, it leaves very little free/leisure time during the week.

PIRR hours are based on the average; therefore, it may take some students greater than or less than 1:1 to 3:1 hour ratio.

Research findings on successful completion of Registered Nursing Programs support limiting outside employment to no more than twenty (20) hours per week. The faculty at Arizona College highly recommend choosing Nursing School as your only job. Often when students attempt to work in addition to attending nursing school, they find that schoolwork suffers and that their hours dedicated to working may even contribute to failure in the program.

If a student is employed, it is recommended he/she inform his/her employer about enrollment in the full-time Nursing Program and attempt to negotiate an alternate work schedule, especially during final exams. There will be no excused absences related to a student's work schedule.

Students may not work the night shift prior to clinical days. Attending clinical without proper rest could lead to error when the student is providing patient care. Students deemed not safe due to either not being adequately prepared and/or behavior that can result from inadequate sleep will be sent home and will be considered absent for the day. If faculty ascertains that a student worked the night before clinical, then the student will be sent home and considered absent.

Every attempt is made to provide students with ample notice of any changes to class and clinical schedules; however, it is possible that adjustments may occur without significant warning. Situations sometimes present themselves that are beyond the control of the school. Students must be prepared to accommodate those changes even when substantial notice is not possible. This must be considered when accepting work schedules, making child care arrangements, and making commitments that do not allow flexibility.

## **2. Attendance and Tardiness**

Nursing education prepares students to develop professional and clinical competence and to assume professional accountability. Attendance and professional behavior are expected in all classroom (General Education and Core Nursing), laboratory, and clinical settings. Attendance, prompt arrival, preparedness, and participation correspond to professionalism and professional accountability.

As attendance is mandatory, students should not make plans to be away during a session or semester. Students should not expect to be excused from required coursework for personal/family events, such as attending family gatherings, presenting at conferences, or vacations. Absence may result in dismissal from the Nursing program.

In extraordinary circumstances, such as a personal emergency, an absence may be granted at the discretion of the course instructor and Program Chair. This policy is designed for special circumstances, and it should not be considered a guarantee that a student will be granted this permission.

If a student must miss time due to illness or personal emergency, he or she must call the instructor prior to the start of the class.

Students who miss more than 20% of the total class hours will automatically be withdrawn from the course. If the student is withdrawn by Friday of Week 4 of an 8-week session or Friday of Week 8 of a 16-week semester, he/she will receive a “W” for the course. If the student is withdrawn after that date, a grade of “W/F” will be awarded.

Credit Hours	Total Class Hours in an 8-week session/16-week semester	Automatic Drop Threshold: 20% missed class hours
1 credit course	15	3 hours
2 credit course	30	6 hours
3 credit course	45	9 hours
4 credit course	60	12 hours

### Didactic/Clinical Course Attempts

- Clinical course grades are evaluated on a Pass/Fail basis.
- If a student fails a clinical course, he/she must retake both the clinical and the co-requisite didactic course even if the student receives a passing grade in the didactic course. Conversely, if a student fails the didactic course and passes the co-requisite clinical course, he or she must retake both courses. Students are allowed ONE (1) core nursing course failure (D and F are failing grades). A second failure in any nursing course will result in automatic dismissal from the Nursing Program.
- Students are allowed TWO (2) General Education course failures (D and F are failing grades). A third failure in any General Education course will result in automatic dismissal from the Nursing Program.

### NO Call/NO Show

- A student who is absent from clinical, classroom, or lab/simulation without giving proper notice is a "no call/no show" and must meet with faculty. A second "no call/no show" may result in program dismissal.

### 3. Classroom Policy

Students are expected to attend all classes. If an absence does occur due to serious illness of the student or a family member:

- Students are responsible to obtain all class notes and assignments as well as notify faculty in advance of absence.
- Students may not arrive late or leave early as these behaviors disrupt the learning environment. Faculty have the right to deny entrance to the class if students arrive after the start of class.

### Discussion Questions

- Students are expected to post their initial discussion question (DQ) three days after the class meeting by 23:59. They are also expected to post two responses to postings from classmates by 23:59 two days from their original posting.  
Example: Your class is on Tuesday and you have a DQ assigned for that class. Your initial post is due by 23:59 on Friday. Your response to a minimum of two classmates is due by 23:59 on Monday.
- A minimum of two substantive posts is expected, replying to two separate classmates' initial discussion posts prior to 23:59 the day before the next class meeting.
  - A substantive post --
    - Contributes to the content of the discussion while stimulating further discussion by presenting another point of view or providing greater depth to the original post.
    - Provides additional information on the topic, supported with professional resources.
    - Is scholarly in nature using a professional tone.
    - Includes proper academic writing such as spelling, grammar, and sentence structure
  - Responses should be posted directly onto the discussion board; a Word document attachment including the response should also be posted. The word document should be in APA format.
- Assignments are to be turned in on time. Failure to do so will result in a penalty consistent with the policy stated in the course syllabi. A penalty of 10% may be deducted for each calendar day late for a total of three days. Failure to submit the assignment after the three- day period will result in a grade of zero. No points will be given for assignments submitted three (3) days past due date, but submission is still required.
- All asterisked skills listed on the Psychomotor Skills Checklist must be completed and with a passing grade by the end of the course.
- EXTRA credit points are NOT awarded for nursing coursework.

#### **4. Laboratory and Simulation Policies**

Students should make arrangements to attend open lab to practice skills missed due to an absence.

- Students will be graded on successful demonstration of skills and procedures learned and practiced in laboratory sessions and must review skills prior to patient care.
- When absence results in the inability to demonstrate achievement of lab and/or simulation practice objectives, and to meet the required hours for credit, the student cannot receive a passing grade.

#### **5. Clinical/Simulation Practice Hours**

Clinical practice hours include pre-clinical labs, pre- and post- conferences, all scheduled clinical days, alternative learning experiences, and simulation.

- All students must attend the required agency-specific orientation prior to clinical rotations. Any student absent on a day of orientation may not continue in the rotation without prior approval of the absence by the faculty.
- Late arrival to clinical experiences may place the student at risk for not achieving course competences, including professional behaviors. Early dismissal may only occur with prior faculty approval.

- In case of serious illness or emergency situations, a student may find an absence unavoidable. Students must notify the clinical faculty IN ADVANCE of time expected at the clinical site. Students must notify the faculty by cell phone and email within the required time frame as stated in the course syllabus.
- Any absence from a clinical experience may jeopardize successful achievement of clinical course competencies.
- Due to clinical space limitations, the Nursing Program does not routinely provide makeup clinical hours.
- Any make-up opportunity will be subject to faculty availability, clinical site availability, and approval of the SON Dean or designee.
- When absence results in the inability to develop and demonstrate clinical practice objectives and meet the required credit hours, the student will receive a failing grade.

If a student in a clinical experience is considered unsafe (potential harm to patient, self or others) for any reason by the supervising clinical faculty:

- The student will be removed from the clinical setting.
- Faculty will meet with the student to discuss unsafe behavior and provide guidance for improvement.
- Together the student and faculty will develop an action plan and set a date for completion of remediation. Such remediation agreements may include the need for the student to undergo evaluation by a healthcare provider to determine fitness to practice.
- Students must remediate unsafe practice to the satisfaction of the supervising faculty prior to return to clinical setting.
- Depending on the severity of unsafe behavior, the consequences may range from a "Performance Improvement Agreement" to probation, course failure, or dismissal from the Nursing Program.
- Failure to follow through with suggested referrals and/or interventions to correct areas of unsafe practice, which may result in harm to self or others, may result in immediate dismissal from the Nursing Program.
- If the student's clinical performance jeopardizes patient safety, the grade will be determined PRIOR to the formal end of the course and the student will NOT be allowed to finish the course.

## **6. Incomplete Grade Policy**

An Incomplete ("I") is a temporary grade that may be given at the faculty member's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing.
- Attendance has been satisfactory through at least 80%% of the 8-week session or 16-week semester.
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date.
- Required work may reasonably be completed in an agreed-upon time frame and no longer than 30 days after the start of the next session/semester.

- The Incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time.
- No more than one semester/session of Incomplete grades will be awarded to a student within the course of his or her nursing studies.
- The student is not on probation (i.e., Satisfactory Academic Progress).

## 7. Process for Requesting an Incomplete (“I”) Grade

- The student initiates the request for an Incomplete grade before the end of the session/semester.
- The Instructor and student complete the Application for Incomplete Grade form before the end of the session/semester.
- The Instructor and Program Chair approve the Application for Incomplete grade before the end of the session/semester.
- Students who do not satisfactorily complete the work defined in the Incomplete agreement by the agreed upon due date (not to exceed 30 days) will be given a grade of “F” for the course.

## H. Essential Functional Abilities

Students are expected to participate fully in activities required by the program. See the Essential Skills and Functional Abilities for Nursing Students below.

Ability	Standard	Examples Of Required Activities
Motor Abilities	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.	Mobility sufficient to carry out patient care procedures such as assisting with ambulation of clients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces such as treatment room or operating suite.
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe nursing care.	Motor skills sufficient to handle small equipment such as an insulin syringe and administer medications by all routes, perform tracheotomy suctioning and insert urinary catheters.
Perceptual/Sensory Ability	Sensory/perceptual ability to monitor and assess clients.	Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc. Visual acuity to read calibrations on 1 cc syringe, assess color (cyanosis, pallor, etc.) Tactile ability to feel pulses, temperature, palpate veins, etc. Olfactory ability to detect smoke, odor, etc.

Ability	Standard	Examples Of Required Activities
<b>Behavioral/Interpersonal/Emotional</b>	<p>Ability to relate to colleagues, staff, and patients with honesty, civility, integrity and non-discrimination. Capacity for development of mature, sensitive and effective therapeutic relationships.</p> <p>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds.</p> <p>Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</p> <p>Negotiate interpersonal conflict.</p> <p>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</p>	<p>Establish rapport with patients/clients and colleagues.</p> <p>Work with teams and workgroups.</p> <p>Emotional skills sufficient to remain calm in an emergency situation.</p> <p>Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients.</p> <p>Adapt rapidly to environmental changes and multiple task demands.</p> <p>Maintain behavioral decorum in stressful situations.</p>
<b>Safe environment for patients, families and co-workers</b>	<p>Ability to accurately identify patients.</p> <p>Ability to effectively communicate with other caregivers.</p> <p>Ability to administer medications safely and accurately.</p> <p>Ability to operate equipment safely in the clinical area.</p> <p>Ability to recognize and minimize hazards that could increase healthcare associated infections.</p> <p>Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</p>	<p>Prioritizes tasks to ensure patient safety and standard of care.</p> <p>Maintains adequate concentration and attention in patient care settings.</p> <p>Seeks assistance when clinical situation requires a higher level or expertise/experience.</p> <p>Responds to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner.</p>
<b>Communication</b>	<p>Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).</p> <p>Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy</p> <p>Communicate professionally and civilly to the healthcare team including peers, instructors, and other professional staff. .</p>	<p>Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care.</p> <p>Elicits and records information about health history, current health state and responses to treatment from patients or family members, accurately.</p> <p>Conveys information to clients and others to teach, direct and counsel individuals in an accurate, effective and timely manner.</p> <p>Establishes and maintain effective working relations with patients and co-workers.</p> <p>Recognizes and reports critical patient information to other caregivers.</p>



Ability	Standard	Examples Of Required Activities
Cognitive/Conceptual/Quantitative Abilities	<p>Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.</p> <p>Ability to gather data, to develop a plan of action, establish priorities, and monitor and evaluate treatment plans, modalities, and outcomes.</p> <p>Ability to comprehend three-dimensional and spatial relationships.</p> <p>Ability to react effectively in an emergency situation.</p>	<p>Calculates appropriate medication dosage given specific patient parameters.</p> <p>Analyzes and synthesizes data and develop an appropriate plan of care.</p> <p>Collects data, prioritizes needs and anticipate reactions.</p> <p>Comprehends spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths.</p> <p>Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers.</p> <p>Transfers knowledge from one situation to another.</p> <p>Accurately processes information on medication container, physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals.</p>
Punctuality/work habits	<p>Ability to adhere to policies, procedures and requirements as described in the Nursing Student Handbook, college catalog and course syllabi.</p> <p>Ability to complete classroom and clinical assignments and submit assignments at the required time.</p> <p>Ability to adhere to classroom and clinical schedules.</p>	<p>Attends class and clinical assignments punctually.</p> <p>Reads, understands and adheres to all policies related to classroom and clinical experiences.</p> <p>Contacts instructor in advance of any absence or late arrival.</p>
Environment	<p>Recognize the personal risk for exposure to health hazards.</p> <p>Use equipment in laboratory or clinical settings needed to provide patient care.</p> <p>Tolerate exposure to allergens (chemical, etc.).</p> <p>Tolerate wearing protective equipment (e.g. mask, gown, gloves).</p>	<p>Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex.</p> <p>Uses person protective equipment (PPE) appropriately.</p>

## I. Health Standards and Immunization Policy

It is essential that students be able to perform a number of physical and cognitive activities in the clinical practice portion of the program, often under stressful conditions. At minimum, students may be required to lift, stand for several hours at a time, and perform bending activities. The clinical experience places students under considerable mental and emotional stress as they undertake responsibilities and duties affecting patients' lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Students who have a chronic illness or condition including potentially infectious or contagious disorders must be maintained on current treatment and be able to implement direct patient care. Students must complete a physical exam prior to the beginning of Semester 5.

1. The student must turn in to the SON the results of the physical exam and immunization titers.
2. The cost of these examinations is the responsibility of the student.

Requirement	Description
Physical Exam	Arizona College Health History Form signed and dated by your healthcare provider within six months prior to admission.
Negative Substance Screen	Negative substance screen within 3 months of start of the 5 <sup>th</sup> semester. Items screened for include: Marijuana, Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone Oxymorphone, PCP, Barbiturates, Benzodiazepines, Ethanol urine, Methadone. Additionally, a negative Nicotine screen is required in Arizona.
Tuberculosis (TB)	Prior to 5 <sup>th</sup> semester, a one-time, 2-step PPD is required. Submit documentation showing test date, date read, and result for each test. A positive result requires documentation of a negative chest X-ray and physician follow-up documenting no evidence of active Tuberculosis (TB).  An annual 1-step PPD is required. If result positive, annual documentation of TB symptom-free status by completing Tuberculosis Screening Questionnaire (must be signed by provider).
Measles, Mumps, Rubella (MMR)	One of the following must be demonstrated: <ul style="list-style-type: none"> <li>• Completion of one series of MMR Immunizations. The series includes two immunizations for each disease on separate dates at least 28 days apart.</li> <li>• Positive titers showing immunity to each disease</li> </ul>
Varicella	One of the following must be demonstrated: <ul style="list-style-type: none"> <li>• Proof of two doses of Varicella vaccine administered at least 28 days apart</li> <li>• Proof of positive Varicella titer</li> <li>• HISTORY OF DISEASE IS NOT ACCEPTED</li> </ul>
Hepatitis B	One of the following must be demonstrated: <ul style="list-style-type: none"> <li>• Completion of one Hepatitis B series. The series includes three inoculations of the following sequence: first dose, second dose 1 month later, and third dose 5 months or more after the second dose</li> <li>• Positive titer</li> <li>• Signed Declination form</li> </ul>
Hepatitis A	Recommended but NOT required.
Tetanus, Diphtheria, Acellular Pertussis (Tdap)	Proof of Tetanus, Diphtheria, Acellular Pertussis (Tdap) immunization within the past ten (10) years.

Requirement	Description
Influenza	One of the following must be demonstrated: <ul style="list-style-type: none"> <li>• Influenza vaccine administered prior to or at the start of the current influenza season</li> <li>• Student may decline the annual influenza vaccination and sign a waiver. However, the declination may result in an inability to progress or continue enrollment in clinical programs</li> <li>• Must be renewed annually</li> </ul>
Professional Liability Insurance	Evidence of Student Professional Liability Insurance due at the start of 5 <sup>th</sup> semester. This insurance must be renewed annually.
Health Care Insurance	Evidence of health insurance coverage or other proof of medical benefits such as Veterans Administration or Indian Health Service coverage must be provided at the start of 5 <sup>th</sup> semester and kept current throughout the nursing program.
CPR	CPR Certification for Healthcare Providers through the American Heart Association. This is a two-year certification. Class is offered during the orientation to the Core Nursing curriculum for those who need it.

NOTE: If the clinical facility requirements for immunizations differ from the SON policies, Student will need to comply with the requirements for the clinical facility as well.

## **Section 3      Academic Policies**

### **A.      Teaching Methods and Supporting Technology**

Teaching methods for the nursing program will vary across the nursing courses with emphasis on selection of evidence-based approaches that support achievement of student learning outcomes. These methods may include active learning including interactive lecture; interactive audio-visual presentations; facilitated class dialogue; independent learning activities; group learning activities; online modules; video clips; situated transformative learning with unfolding case studies; self-reflection activities; group presentations; use of standardized patients; and simulated patient situations.

A learning management system will be utilized for course management, selected online assignments, and communication with students. Other supporting technologies include onsite computer work stations, patient simulation equipment, computer testing, and web-based resources that support and enhance evidence-based nursing practice address patient care quality and safety. Information technology support is provided to assist students in successfully navigating these resources.

Courses within the Nursing Program use online resources for learning and communication between students and instructors. Students will need access to a computer and network devices.

The program will be delivered using a variety of instructional formats, which may include lecture, slide presentations, simulation scenarios, demonstration and return demonstration, role playing, and other critical thinking activities. Students will participate in individual and interactive group learning activities in the classroom, clinical lab environment, and online dialogue via email. Computer labs, PDAs, smart classrooms, virtual learning environments, simulation mannequins, and other multimedia equipment provide the technological support for various teaching methodologies.

### **B.      Academic and Professional Integrity**

#### ***Integrity***

Academic:            Encompasses honesty in classroom and practice settings, and is a way of believing and acting that fosters a climate of trust, honesty, openness, consistency, and respect for oneself and others.

Professional:        Encompasses characteristics of consistently sustaining ethical principles, judgment, and actions in client and colleague interactions.

Students, together with faculty, assume as part of their obligation to themselves, their peers, the college, the nursing profession, and society the responsibility to uphold standards of academic and professional integrity. Integrity is essential to accountability in nursing education and practice. Breaches of integrity lead to demoralization and lack of trust. The School of Nursing's standards are firm due to the nature of professional responsibilities and accountability to the client and nursing profession. Professional development not only includes theoretical knowledge and clinical competence, but the cultivation of integrity and sound judgment.

Preparing graduates for practice as responsible and accountable professional nurses is a primary goal of the Arizona College School of Nursing. To this end, the faculty and students of the School of Nursing endorse the values identified in the Code for Nurses with Interpretive Statements (American Nurses

Association, 2015) and those of the American Association of Colleges of Nursing (AACN) as essential to professional nursing. These values provide the foundation for guiding professional behavior and fostering academic and professional integrity in Arizona College.

## C. Grading Scales:

### 1. General Education Course Grading Scale

Letter Grade	Baccalaureate Nursing Major Definition	Point Scale	GPA Value
A	Excellent	90-100	4.0
B	Above Average	80-89	3.0
C	Average	70-79	2.0
D	Below Average - Not Passing	60-69	1.0
F	Failure - Not Passing	59 or below	0.0

### 2. Core Nursing Course Grading Scale

Letter Grade	Baccalaureate Nursing Major Definition	Point Scale	GPA Value
A	Excellent	93-100	4.0
B	Above Average	85-92	3.0
C	Average	77-84	2.0
D	Below Average - Not Passing	69-76	1.0
F	Failure - Not Passing	68 or below	0.0

### 3. Honors Designations:

#### Semester Honors

3.0 – 3.49 Honor Roll  
3.5 – 4.0 Dean's List

#### Graduation Honors:

3.4 – 3.59 *Cum Laude*  
3.6 – 3.79 *Magna Cum Laude*  
3.8 – 4.0 *Summa Cum Laude*

### 4. Nursing Program Grading Scale and Arizona College Scale

Because of the nature of course work and clinical application in the Nursing Program courses, nursing students are held to a high standard by virtue of the scope of responsibility and accountability for people's lives in their care.

Arizona College adheres to the following policies:

- No Rounding Policy for any courses. All grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 92.99 would be a **B**, not an A).
- Passing a class requires a minimum 77% cumulative weighted average on test grades for all core nursing courses **BEFORE** additional assignments are calculated into the grade. A course average below 77% constitutes failure of the class.
- No more than 10% of final course grade in each class will be for participation. Participation can include, but is not limited to:
  1. pop quizzes

2. pre-class quizzes related to readings
3. case studies
4. group activities

Students who are late for class will be unable to accrue participation points for that class day.

## D. Testing

### 1. Testing Policy

- Students will be held to the Honor Code they signed upon Admission:  
***"On my honor as an Arizona College Student I have neither given nor received unauthorized aid on this academic work."***
- Nursing Program tests and quizzes are to be taken on the day and time scheduled.
- A student who is tardy on a test day may be admitted to the test, but will not be allowed extra time to complete the test.
- A make-up test or exam must be taken on the designated make-up test day/time. The exam will be taken outside of class time.
- An alternate form of the exam may be given as a make-up exam.

### 2. Testing Environment

- Students may only use scratch paper issued by the test proctor.
- Backpacks, purses, phones, and other mobile devices, computers/l-Pads, snacks, and water bottles/drink containers must be placed in front of classroom.
- All phones must be silenced.
- Students may use only calculators issued by Arizona College.
- Students will be issued paper to cover answers during exam.
- No talking is permitted.
- Students must keep their eyes on their own exam.
- Once the exam has begun, students may not approach faculty to ask questions.
- Students may not leave the room once exam has begun.
- After completing an exam, students will leave the classroom and not re-enter until instructed by faculty.

Students who are observed to violate any of the above criteria will be asked to leave the exam, given no credit, and reported for a violation of the Code of Conduct.

### 3. Review of Exam

- At the discretion of the instructor, exams may be reviewed in class and focus on questions selected based on item analysis and response frequency. Students who wish to discuss additional question(s) may schedule an appointment with the faculty.
- Based on review of the exam by the instructor and analysis of test items, and at the discretion of course faculty, selected items may be nullified or alternative answers accepted. Exam scores would then be recalculated.

#### **4. Medication Calculation Exams**

To ensure client safety and quality of care related to medication administration in the clinical setting, nursing students will demonstrate ongoing math competency throughout the Nursing Program.

A Medication Exam is given prior to semesters 6, 7, 8, and 9. A passing score of 100% must be achieved to progress to the next semester.

- A retake exam, different from the original exam, is administered outside of class time for those who do not achieve 100%.
- Remediation is required PRIOR to retakes. Faculty members will guide the remediation once contacted by the student.
- Failure to achieve 100% on the third attempt will result in the student being unable to progress to the next semester.

#### **E. Interruptions in Program Progression**

##### **1. Satisfactory Academic Progress**

Arizona College, its accrediting agency, and the U.S. Department of Education require that students make satisfactory academic progress toward graduation. Students are expected to pass all courses. Arizona College's Satisfactory Academic Progress Policy is the same for all students regardless if they are receiving Financial Aid or not. Policies that govern satisfactory academic progress at Arizona College are in the College catalog.

##### **2. Leave of Absence (LOA)**

- Any student experiencing a temporary medical condition inhibiting/restricting his or her activities must submit a written explanation from a physician. Should a student become unable to participate fully in the program's activities, he or she may be asked to withdraw. Readmission is granted only for the next traditional semester.
- If the student is unable to continue within the required timeframe, he/she must complete an application at the time as a new student for readmission. A student must meet all admission requirements. The Dean makes the final determination. Curriculum changes may occur during an interruption of study. Medical clearance must be provided prior to returning to class.

##### **3. Return to Class or Clinical Following Health Changes**

Any student who has experienced an emergency room visit, hospitalization, or acute illness, trauma, or pregnancy/delivery must submit a completed release from a healthcare provider stating that the student is physically and mentally/emotionally able to provide direct nursing care to patients without restrictions. The release must be signed and dated by the healthcare provider.

##### **4. Program Withdrawal**

- **Withdrawal initiated by student** – Any student electing to withdraw from the program should discuss the situation with his or her course faculty. The student must also meet with the Dean or designee to complete the required withdrawal paperwork.
- **Withdrawal initiated by the College** - The College or School of Nursing will administratively withdraw a student if there is no documented attendance for 14 consecutive days during a semester or if the student is absent for 20% of the total class hours.

- ▶ Faculty members are to provide students with written course or program attendance policies. If a student fails to comply with a stated policy, the SON may administratively withdraw the student from the course. Students are responsible for all tuition and fees.
- ▶ The School of Nursing will also administratively withdraw a student who fails to meet minimum academic progression standards.

## **5. Reapplication and Readmission**

Students with a course failure, withdrawal, or Leave of Absence (LOA) and who wish to seek readmission to the School of Nursing must submit a letter to the SON Dean explaining the reason for the withdrawal, LOA, or failure, describing what has changed or what circumstances now exist that will ensure the student's success in the Program, and requesting readmission to the program.

A student may be granted ONE (1) readmission if:

- A seat is available in the next cohort
- Student has no previous readmissions
- Student meets current admission criteria and compliance with any criteria specified in the exit documentation
- The SON Dean reserves the right to deny a request for readmission if the student was dismissed for issues relating to academic integrity, unsafe patient care, inappropriate conduct, and for more than one failure from any Nursing Program.
- The SON Dean reserves the right to approve an admission or readmission for a student in good standing who has to defer or withdraw for an unexpected event such as illness/injury, military deployment, or another unforeseen event.
- A readmission is granted only for the next traditional semester. If the student is unable to continue within the required timeframe, he or she must complete an application as a new student and complete all admission requirements. The SON Dean makes the final determination.
- Curriculum changes may occur during any interruption of study. If curriculum changes occur during a student absence, student may be required to repeat courses containing content previously completed if students have been in the program for longer than required to complete the program.

## **6. Re-Entry to Nursing Major Courses**

- No student is guaranteed readmission. The decision is based on evidence demonstrating that the student is ready to continue, has potential to complete the program, and is in compliance with College and School of Nursing standards and regulations. The student will be readmitted if space is available in the course.

## **F. Unusual Occurrence**

### **1. Policy**

An unusual occurrence is any event that poses potential for harm to any person while in the School of Nursing classes, laboratories, or clinical agencies. The student is responsible for informing the faculty member of the occurrence as soon as possible after the occurrence.

- Upon notification, the faculty member and student will meet to determine the nature of the occurrence. The faculty member will determine the necessary actions required for follow-up of the occurrence.
- A School of Nursing *Report of Unusual Occurrence* form must be completed to document the occurrence.



- Any student failing to notify the instructor immediately upon discovery of an unusual occurrence as defined will be subject to disciplinary actions including course failure and/or dismissal from the program.
- When a behavior occurs that could jeopardize life, impede recovery, or interfere with maintenance of the patient's current health status, a conference will be held as soon as possible with the nursing student, nursing faculty, and SON Dean.
- Any student unable to demonstrate safe and competent patient care, fails to maintain compliance with health and safety requirements, or has excessive absences from the clinical experience will be removed from the clinical assignment and will receive a failing grade in the course

## **2. Procedure**

The following procedure is to be followed when an Unusual Occurrence happens that involves a student.

1. The faculty member arranges for immediate care of the student as necessary. The student is to be referred to the student's healthcare provider of choice. The student is responsible for all healthcare costs incurred in the treatment of the injury. The student's healthcare costs cover both immediate care and any necessary follow-up care. The School of Nursing is not financially responsible for costs incurred by the student.
2. A Report of Unusual Occurrence form, which may be obtained from either the Student Services Office or the SON Office, should be completed. The Report of Unusual Occurrence form is to be forwarded to the SON for review. In addition, one copy of this report is to be kept by the student, and one copy is to be sent to the student's file in Student Services Office.
3. If the student or person harmed declines immediate care or referral for follow-up care, this declination is to be noted on the Report of Unusual Occurrence form under "Other" with an explanation.
4. If the student does not sign the form, the faculty member should complete it, note that the student has refused to sign, and provide the student with a copy.
5. Upon notification by the student of an unusual occurrence that involves potential or actual harm to the student, another person, or to agency product/property, the faculty member will contact the nursing supervisor at the clinical site to complete the appropriate agency incident report.

## **Section 4      Professional Expectations, Behavior & Presentation**

### **A.      Student Code of Conduct**

The Student Code of Conduct incorporates all related policies including Academic Integrity: Professional Conduct (classroom and clinical); Substance Abuse; Network and Responsible Computing Policy; and Social Networking Policy.

The Student Code of Conduct is designed to foster a fair and impartial set of standards by which alleged violations of the policy will be judged. All students are required to adhere to these standards.

#### **1.      Unprofessional Behavior**

Students shall maintain professional behavior at all times. The following are examples of behaviors that violate the Arizona College Code of Conduct:

- Behavior that disrupts the learning environment and makes concentration and/or learning difficult for others.
- Curse words or vulgar language either verbal or written in the learning environment.
- Physical violence or abuse of any person(s) on campus or clinical sites.
- Conduct that threatens or endangers the health or safety of others.
- Forcible interference with the freedom of movement of any staff, student or guest of the school.
- Use or possession of firearms, ammunition or other dangerous weapons, substances, material, bombs, explosives or incendiary devices.
- Theft of or damage to College property or the property of Arizona College staff or students.
- Gambling on the premises.
- Failure to comply with the verbal or written direction of any official acting in the performance of his/her duties and in any scope of his/ her employment.
- Unauthorized entry or use of College facilities.
- Use, possession, or distribution of, any illegal narcotic or illicit drug.
- Being under the influence of alcohol, or in possession of alcoholic beverages and/or other chemical intoxicants while at the College facilities or any clinical site.

To ensure a safe and non-disruptive classroom educational experience, children are not permitted to attend class while in session.

#### **2.      Academic Integrity**

Violations of academic integrity are those that permit a student to gain an unfair advantage over other students. Any purposeful deception in the preparation and/or submission of papers and assignments and completion of exams, tests or quizzes is considered cheating and is a violation of academic integrity.

This list is not all-inclusive, and instructors may establish additional standards based on the nature of the course or the setting in which the course takes place. The following actions can subject a student to disciplinary action up to and including dismissal from the College and program:

- Copying from others during an examination
- Communicating exam answers with another student during an exam, including cell phone, talking, passing notes
- Taking an exam for another student or having someone take an exam for you

- Using unauthorized materials, prepared answers, search engines, written notes or information during an exam
- Tampering with an examination AFTER it has been corrected then returning it for more credit
- Removing tests from classroom or duplicating tests or test review answers during any test review session
- Offering another's work as one's own (plagiarism)
- Collaborating or sharing answers for a take-home exam or assignment UNLESS it is specifically authorized by the instructor
- Submitting written material that is fraudulent and/or untruthful
- Offering money, gifts, or any service to a faculty member or any other person to gain academic advantage for oneself
- Lying by deliberately misrepresenting by words, actions, or deeds any situation or fact in part or in whole, for the purposes of enhancing one's academic standing or for the purpose of avoiding or postponing the completion of any assignment, duty, or test, in a course or clinical experience

### **Sanctions for Violations of Academic Integrity**

Mandatory sanctions are minimum consequences required for violation of the Academic Integrity Policy. Discretionary sanctions may be also imposed if deemed appropriate by Dean.

## **B. Progressive Intervention/Discipline**

The School of Nursing follows a progressive intervention and discipline policy that typically consists of 4 steps. Depending on the seriousness of any situation, any step may be skipped with the approval of the Chair of the SON. A student will enter progressive intervention/discipline whenever he/she fails to meet the expectations of the department including but not limited to:

- 1) Academic Performance – maintaining
- 2) Attendance and Tardiness – including no call/no show
- 3) Academic Integrity
- 4) Professional Integrity
- 5) Safe Practice – including medication errors
- 6) Code of Conduct
- 7) Dress Code
- 8) Technology Rules

In order to be successful in the Arizona College School of Nursing program, learners must hold themselves accountable for their learning as well as their conduct. Through this program, the goal is to clearly communicate concerns, violations, or barriers to success early. Typically, progressive intervention/discipline adheres to the following progression:

**Step One: Verbal Warning/Counseling** – Students will be counseled regarding the need to improve in a specific area. Counseling will be documented on the progressive intervention/discipline intervention communication record. Documented verbal counseling and outlined expectation will be agreed upon by faculty and student.

**Step Two: 1<sup>st</sup> Written Warning** – Students will be counseled regarding the need to improve in a specific area and has failed to demonstrate improvement or performance from counseling in Step One. A performance improvement plan will be implemented including expectations and potential due dates.

**Step Three: 2<sup>nd</sup> Written Warning** – This occurs when the student has already received a 1<sup>st</sup> written warning and new issues or unresolved issues continue;

**Step Four: 3<sup>rd</sup> /Final Written Warning-** This warning follows the 2<sup>nd</sup> written warning if new issues arise or unresolved issues continue. The Final Written Warning may include a **Recommendation for Dismissal or Course Failure** – this recommendation may be made when the student has received a 3<sup>rd</sup> written warning, continues to fail to meet the standards of the department and does not demonstrate the ability, desire, or willingness to change the behavior. If the student requires additional intervention/discipline after the third warning, he/she will automatically fail the course and/or be dismissed from the program.

Although these steps usually follow a progressive pattern, **please note that at the discretion of the Department Chair, any step may be skipped depending on the seriousness of the situation.** Please refer to the following section, which describes specific criteria that constitute dismissal from the program. **Dismissal from the Program** The decision to dismiss a student from the program may result from a combination of behaviors, listed below, that may have caused the student to enter the progressive discipline process.

- Failure to maintain a minimum of 77% on assignments, exams, or project grade;
- Failure to successfully complete any nursing course required in the nursing curriculum;
- Unauthorized possession, use, sale or distribution of alcoholic beverages or any controlled substance;
- Verbal, physical and/or psychological abuse, threat or harassment of any client, visitor, agency staff, student or faculty member;
- Theft, abuse, misuse or destruction of another person's or agency's property;
- Unauthorized disclosure, removal or misuse of confidential information about any client, student or agency staff;
- Violation of any policies as stated in the Nursing Handbook;
- Leaving the clinical agency without authorization from clinical faculty;
- Being on clinical agency property, in a student capacity, without proper authorization;
- Failure to contact clinical faculty to give notice of lateness or absence from assigned clinical rotation.
- Unsafe practice in the clinical area;
- Inappropriate/unprofessional use of social networking, pertaining to the Nursing Department, clinical facilities, or patients.
- Violation of any professional nursing ethics and standards as listed by the National Student Nurses Association (NSNA) and the American Nurses Association (ANA) Guidelines.

## C. Grievance Procedure

Students or other parties with complaints or grievances against Arizona College should first seek to resolve their complaint or grievance with the institution. To better serve students and open lines of communication with the administration of Arizona College, the following prompt and equitable procedure for registering a complaint/grievance has been developed. If a student has a complaint(s) he would like addressed, the procedure is:

1. Student-Instructor Discussion. Many problems can be resolved by an open discussion between the student and the faculty member. If a student has a grievance with a faculty member, the student needs to meet with the faculty member to discuss the concern or issue, when reasonably possible.

2. Program Chair/Program Director Meeting with Student. If the student-instructor discussion does not resolve the issue, or if such a discussion is not reasonably possible, the student should contact the appropriate Program Chair/Program Director to seek a solution. If the issue can be resolved at this level, the case is then closed. If the issue cannot be resolved to the student's satisfaction, the student may file a written grievance using the Grievance Form provided by the Program Director.

3. Submission of Grievance Form. The completed Grievance Form should be submitted to the Program Chair/Program Director within 20 business days of the initial student instructor discussion (#1 above). The Grievance Form will include the following information: Summary of decision that is being appealed; Basis for challenging the decision; Identification of faculty or staff member who made the decision; Description of prior attempts made to resolve the issue; Specific remedy requested; and Student signature.

4. Grievance Committee Investigation. A grievance committee will be formed once a grievance is submitted. In each Committee instance involving a disability grievance, the Committee will consult with a Disability Coordinator or other individual who is trained on ADA/504 compliance.

Once the Program Chair receives the completed Grievance Form, he or she will organize a Grievance Committee made up of two faculty members (one each from the Mesa and Las Vegas campuses), and two nursing staff/faculty members, who will investigate the grievance. If a member of the committee is involved with the student's grievance, a substitute faculty member with no known conflict in the matter will be appointed for the consideration of the grievance. Grievance Committee members sign a confidentiality agreement, committing to discuss the grievance only in the context of committee deliberations.

The Grievance Committee's responsibilities are to interview all involved parties, review the verbal and written documentation, develop recommendations in writing with a supporting rationale, and submit their recommendations to the Program Dean, who will make the. When the student is interviewed, he or she may not be accompanied by legal counsel or family members unless the case relates to a Title IX complaint or disability matter.

Within 10 business days from the date the grievance was filed, the Program Dean or Director of Education will notify the student in writing of the decision.

## 5. Appeal

Appeal for non-disability related grievances. The student may appeal the Program Dean/ Director of Education's decision to the Chief Operating Officer of Nursing (COO)/ Executive Director of Allied Health under certain conditions. The appeal must be submitted in writing within 10 business days of receipt of the Dean's/ Director of Education's written decision and state a basis for the appeal. Basis on which a student may appeal are the following:

- There is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision.
- There were procedural irregularities in the grievance process that affected the outcome.
- The proposed resolution was not reasonable based on the evidence compiled during the investigation.

The decision of the COO or Executive Director of Allied Health on the appeal is final. Students not satisfied with the final disposition of the grievance process may contact:

**Arizona State Board for Private Postsecondary Education**

1400 W. Washington, Room 260  
Phoenix AZ 85007  
(602) 542-4709  
<http://azppse.state.az.us>

**Arizona Board of Nursing**

4747 N. 7th Street, Suite 200  
Phoenix, AZ 85014  
(602) 771-7800  
<https://www.azbn.gov>

**Nevada Commission on Postsecondary Education**

8778 South Maryland Parkway Suite 115  
Las Vegas, Nevada 89123  
(702) 486-7330  
<http://www.cpe.state.nv.us/>

**Nevada State Board of Nursing**

4220 S. Maryland Pkwy., Building B, Suite 300  
Las Vegas, NV 89119-7533  
(702) 486-5800  
<http://nevadanursingboard.org/>

Appeal for disability-related grievances. The student may appeal the Program Dean/ Director of Education's decision to the Director of Regulatory Affairs & Compliance. The appeal must be submitted in writing within 10 business days of receipt of the Dean's/ Director of Education's written decision and state a basis for the appeal. The Director of Regulatory Affairs & Compliance will make a final decision and notify the student within 10 days. Students not satisfied with the final disposition of the grievance process may contact:

The above-referenced entities or the Office of Civil Rights at Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201

This policy in no way impedes Arizona College's open door policy in regard to questions or comments regarding Arizona College. The above policy is to assist each student in understanding his/her rights and responsibilities under those policies. The administration will not, under any circumstances, see an entire class for this procedure.

## **D. Student Bill of Rights and Responsibilities**

### **Background**

The student Bill of Rights offers students guidelines for professional behavior and academic expectations throughout the educational experience. This document offers a framework and process by which students can collaborate with the educational institution. The responsibilities of the educational institution in meeting the unique needs of each student are addressed.

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991) and revised in 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, lifestyle, 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 her/his 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 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.

National Student Nurses Association. (2006). Bill of Rights and Responsibilities for Students of Nursing. Retrieved from:

<https://www.dropbox.com/s/4z3f18l3knxehw0/Nursing%20Student%20Bill%20of%20Rights%20and%20Responsibilities.pdf?dl=0>



## Section 5 Dress Requirements & Guidelines

### A. BSN Dress Code

As healthcare providers, nursing students are expected to demonstrate conservative, safe, modest, and professional dress and grooming. This policy is to be observed by ALL nursing students.

Students also must wear their Arizona College picture ID at all times while on campus or at any clinical site. They may also be required to wear the ID of the clinical facility while on site.

#### 1. Requirements for General Education Students

Dress Code Item	Description
The following is unacceptable attire on campus or for any college-sponsored event:	<ul style="list-style-type: none"> <li>• See-through clothing</li> <li>• Sun dresses</li> <li>• Halter tops</li> <li>• Tank tops</li> <li>• Shorts</li> <li>• Miniskirts or mini-dresses</li> <li>• Jogging suits</li> <li>• Hats</li> </ul>

#### 2. Requirements for Core Nursing Students

Core Nursing Dress Code Item	Description
Uniform	<ul style="list-style-type: none"> <li>• Students are to wear the official nursing program uniform in ALL clinical settings unless the setting requires other attire. Faculty will inform students of any such exceptions</li> <li>• Uniform must be clean, neat and non-wrinkled</li> <li>• Undergarments must be worn at ALL times and cannot be visible. Plain, long-sleeved white t-shirt may be worn under the uniform top</li> </ul>
ID Badge	<ul style="list-style-type: none"> <li>• Students must wear their Arizona College picture ID at all times while at any clinical site. They may also be required to wear the ID of the clinical facility while on site</li> </ul>
Jewelry	<ul style="list-style-type: none"> <li>• The only jewelry that may be worn is:               <ul style="list-style-type: none"> <li>▶ Plain ring band</li> <li>▶ Small post earrings</li> <li>▶ Wrist watch</li> <li>▶ Medical Alert jewelry</li> <li>▶ Necklaces are not permitted</li> </ul> </li> </ul>
Tattoos, Body Piercing	<ul style="list-style-type: none"> <li>• No visible facial tattoos and no body piercing jewelry, other than small post earrings, are allowed</li> </ul>

Core Nursing Dress Code Item	Description
	<ul style="list-style-type: none"> <li>• No objects may be worn in the tongue</li> <li>• If necessary, a small beige bandage is permitted to cover a visible piercing</li> <li>• Tattoos must be covered if possible</li> <li>• Tattoos that cannot be covered must be conservative and must not convey a message that is contrary to Arizona College professional standards</li> <li>• Tattoos must not pose a potential for interfering with patient, healthcare professional, or other collaboration and delivery of care</li> <li>• Visible tattoos that are lewd, obscene, and crude or that portray nudity, vice, crime or contain profanity are STRICTLY forbidden</li> </ul>
Hair	<ul style="list-style-type: none"> <li>• Hair must be clean, normal color (no pink, blue etc.), worn off collar and worn away from the face. No hair ornaments are permitted except a hair clip that matches the hair color. No ponytail hanging down back.</li> <li>• Eccentric hair styles (i.e., Mohawk) are not permissible in lab or clinical settings</li> <li>• No hats are permitted</li> <li>• Closely trimmed beards, sideburns, and mustaches are permitted, but must meet facility policy for client safety</li> </ul>
Make-up	<ul style="list-style-type: none"> <li>• Make-up should be minimal, neutral, and in good taste. No false eyelashes</li> </ul>
Fingernails	<ul style="list-style-type: none"> <li>• Fingernails must be clean and short. No polish</li> <li>• Artificial nails, nail wraps, or extenders are NOT permitted in clinical settings or on campus</li> </ul>
Grooming	<ul style="list-style-type: none"> <li>• Students will maintain personal hygiene including oral care</li> <li>• Students must be free of offensive body odor and cigarette smoke</li> <li>• No cologne, aftershave, scented lotions and/or perfumes are permitted</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>• Chewing gum is not permitted while in uniform</li> </ul>
Shoes	<ul style="list-style-type: none"> <li>• Uniform-style shoes and laces must be clean and white</li> <li>• No open toes, backless shoes or sandals can be worn</li> <li>• White socks or neutral nylons must be worn with the uniform</li> </ul>
When going to a hospital/clinical agency BEFORE clinical to see a patient:	<ul style="list-style-type: none"> <li>• Uniform and scrub jacket, or white lab coat as identified by the Core Nursing Chair</li> <li>• Name badge</li> <li>• When in a social setting, students should not wear their clinical uniform</li> </ul>

## Section 6      **Safety Guidelines**

### A.      **Skills Lab**

#### ***Experiences Guidelines***

- The nursing lab is used to explain, clarify, and demonstrate nursing procedures. Assigned activities such as readings and homework are to be completed PRIOR to lab or simulation to enable the student to take full advantage of in-lab time to discuss and clarify assigned material.
- Students are required to demonstrate competency in designated nursing procedures as determined by faculty assessment.
- Students MAY NOT perform skills in the clinical setting until the skills have been satisfactorily performed in the lab, and the faculty has given approval.
- Students are expected to attend ALL lab classes, arriving on time and having completed appropriate preparation for each class as assigned.
- Students are required to utilize lab time to practice and master skills to meet criteria that demonstrate completion of course outcomes.
- Excessive absences (as defined in the course syllabus) may result in failure of the entire clinical course.
- Tardiness or failing to remain present during the entire lab session will be addressed and may result in failure of the clinical course (see course syllabus for specifics).
- Students may use open lab to practice skills they learned during skills lab sessions. The course instructor will announce days and times the lab will be open for use.

**Students are not permitted to practice invasive procedures on themselves or other persons under any circumstances. Invasive procedures are only to be practiced on non-human equipment such as simulation mannequins and other non-human learning tools.**

Labs are **NOT** latex-free; however, non-latex/powder free non-sterile gloves are available. Non-latex, powder free gloves will be provided to latex allergic students/faculty as needed with adequate notice.

### B.      **Safe Practice In Clinical/Laboratory Settings\***

#### **1.      General Safety Policy**

The nursing student is expected to demonstrate safe behavior while promoting the actual or potential well-being of clients, healthcare workers, and self in the biological, psychological, sociological, and cultural realms and demonstrating accountability in preparation for and provision of nursing care.

Guidelines Indicators to be used as guidelines for educating students and determining safe performance described below:

- A. ***Regulatory:*** Students practice within the boundaries of the relevant State Nurse Practice Act, the American Nurses Association (ANA) Code of Ethics; the guidelines, objectives and policies of Arizona College; and the rules and regulations of the healthcare agency where they are assigned for learning experience. Students are also required to obey all applicable laws.

Examples of **unsafe** practice include but are not limited to the following:

1. Failure to notify the instructor of clinical absence.
  2. Failure to follow School of Nursing and/or agency policies and procedures.
  3. Suspected impairment during clinical practicum
- B. ***Ethical***: The student performs according to the guidelines of the American Nurses Association Code for Nurses, Standards of Practice, and the State Nurse Practice Act. Students must be able and accept professional supervision from faculty and other supervisors and effectively integrate feedback from such supervision.

Examples of **unsafe** practice include but are not limited to the following:

1. Failure to consult with instructor prior to refusing assignment.
  2. Denial, cover-up, or failure to report own errors in clinical practice.
  3. Failure to report unethical behavior of other healthcare persons in the clinical setting which affects client welfare.
- C. ***Biological, Psychological, Social, and Cultural Realms***: The student's performance recognizes and meets the needs of the client from a biological, psychological, sociological, and cultural standpoint at the nursing course objectives.

Examples of **unsafe** practice include but are not limited to the following:

1. Display of mental, physical, or emotional behavior(s) which may adversely affect others' wellbeing.
  2. Failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others.
  3. Omission or commission in the care of clients in hazardous positions, conditions, or circumstances; mental or emotional abuse; and medication errors.
  4. Inappropriate interaction with agency staff, co-workers, peers, patients/clients, families, faculty resulting in miscommunication and disruption of client care and/or unit functioning.
  5. Lack of physical coordination essential to perform nursing procedures.
  6. Lack of information processing ability necessary to make appropriate clinical judgments or decisions.
- D. ***Accountability***: The student's performance demonstrates consistency in responsible preparation, documentation, and promotion for the healthcare of clients, according to course objectives.

Examples of **unsafe** practice include but are not limited to the following:

1. Failure to provide inclusive written communication on appropriate documents or verbal communication to faculty and/or appropriate agency personnel.
  2. Failure accurately record essential client behaviors.
  3. Failure to report incompetent, unethical or illegal practice of any person.
  4. Participation in activities without adequate orientation, theoretical preparation or appropriate assistance.
  5. Dishonesty in clinical practice and/or written work.
  6. Habitual tardiness to clinical practicum.
- E. ***Human Rights***: The student's performance demonstrates respect for the individual, client, health team member, faculty, and self, including but not limited to the legal, ethical, and cultural realms.

Examples of **unsafe** practice include but are not limited to the following:

1. Failure to maintain confidentiality of interactions.
2. Failure to maintain confidentiality of records.
3. Dishonesty in relationships with peers, faculty, clients/patients and/or agency personnel.
4. Failure to recognize and promote every patient's rights.

\*Adapted from the SAFE PRACTICE IN CLINICAL/LABORATORY SETTINGS Policy of the University of Arizona College of Nursing and the Arizona State University College of Nursing and Health Innovation.

## 2. Medication Administration Policy

- Students may not administer medications or treatments unless designated to do so by a clinical instructor.
- The ability of students to administer medications in clinical settings depends on successful demonstration of competence in drug knowledge and calculation and administration as required by the School of Nursing and per course requirements.
- Once assessed competent, under supervision of the faculty, the student may administer the following
  - ▶ Oral, rectal, topical, subcutaneous, intradermal and intramuscular medications
  - ▶ Pre-mixed continuous IV solutions
  - ▶ IV piggyback and IV push medication, per clinical facility policy

A medication error is defined as any situation in which one or more of the seven rights of medication administration are violated. If a faculty and/or staff member intervenes, it is still considered a medication error on the part of the student. If an error occurs, the patient's safety is of utmost importance. Students must report a medication error to the clinical instructor soon as the error is recognized.

## C. Restrictions on Nursing Students at Clinical Sites

In Clinical, students are restricted from the following behaviors:

- Leaving the unit without faculty approval
- Taking verbal or phone orders of any kind
- Witnessing consents or blood products cross checks
- Inserting or removing central lines
- Being responsible for ECG or fetal monitoring
- Carrying narcotic keys
- Performing procedures or administering medications independently
- Transfusing blood products
- Pushing IV ACLS drugs

### 1. Bloodborne Pathogens & AIDS Policy

#### A. Infection Control - General

All nursing personnel and students are professionally and ethically obligated to provide client care with compassion and respect for human dignity. Hence, they may not ethically refuse to care for clients solely because the client is at risk of contracting, or has, an infectious disease such as HIV, AIDS, HCV, or HBV. All rules of confidentiality are followed when working with patients.

**Standard precautions:**

- All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV, and other blood-borne pathogens.
- Contaminated sharps shall not be bent, recapped, or removed. Shearing or breaking of contaminated needles is prohibited.
- Contaminated sharps must be placed in an appropriate container as soon as possible.
- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.
- When exposure is possible, personal protective equipment shall be used. Personal protective equipment includes:
  - ▶ Gloves shall be worn when it can be reasonably anticipated the individual may have contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin, when performing vascular access procedures, and when touching contaminated items or surfaces.
  - ▶ Masks, eye protection, and face shields shall be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
  - ▶ Gowns, aprons, and other protective body clothing shall be worn in occupational exposure situations and will depend upon the task and the degree of exposure anticipated.
  - ▶ Surgical caps or hoods and shoe covers shall be worn in instances when gross contamination can be reasonably anticipated.
  - ▶ Wash hands immediately after removal of gloves or other personal protective equipment. Contaminated gloves should be removed and disposed of in the appropriate receptacle before leaving a patient's room.

**B. Exposure Guidelines**

- Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids.
- Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the clinical instructor.
- Students exposed to body fluids shall follow this protocol:
  - ▶ Wash the area immediately with a disinfectant agent; for eye splashes rinse the area with copious amounts of clean water.
  - ▶ Report the incident to the clinical instructor.
  - ▶ The student should immediately go to an Emergency Department or Urgent Care to seek triage and treatment. The student is responsible for all costs related to exposure, triage, and treatment.
  - ▶ The clinical instructor and student will notify the agency department supervisor and Arizona College's Core Nursing Director.
  - ▶ The student will complete an agency site incident report and an Unusual Occurrence Report
- Information from the U.S Department of Labor, Occupational Safety & Health Administration (OSHA) is available at: <http://www.osha.gov/SLTC/bloodborne pathogens/index.html>

### **C. Infection control - TB**

When a student has been exposed to TB the student should immediately go to their primary care provider or urgent care to seek triage and treatment. The student is responsible for all costs related to exposure, triage, and treatment.

- A student with a previous reactive tuberculin skin test (TST) should have baseline symptom screening and repeated in 12 weeks.
- A student diagnosed with active pulmonary or laryngeal TB will not be able to return to class until he or she is noninfectious.
- Any such student must provide documentation from health provider of that status.
- After the student returns to school and remains on anti-TB therapy, additional documentation from the healthcare provider may be required to show effective drug therapy is being maintained for the recommended period and sputum acid-fast bacilli (AFB) remains negative.
- The student is responsible for all costs of treatment.

### **D. Latex Allergy**

Healthcare workers are at risk for developing latex sensitivity or latex allergy which may be life threatening. Dry, itchy, irritated areas on the hands from wearing latex gloves or exposure to the powders on the gloves may be symptoms of a contact dermatitis rather than a latex allergy. The symptoms of latex allergy include skin rash, hives, flushing, itching, and nasal, eye or sinus symptoms, and asthma.

For students with a latex allergy or sensitivity, it is important to understand that there is an increased risk of exposure to products that contain natural rubber in healthcare settings. Students allergic to latex should take special precautions to prevent further exposure to latex-containing products. The faculty of record and Skills Lab staff should be notified, and the health care provider for follow up.

### **General Statements Regarding Clinical Sites**

Clinical hours vary with facility placement and may include 12-hour blocks of time, weekends, and evenings. Flexibility is required given that there are limited numbers of available clinical sites for student experiences.

Transportation to all clinical experiences is the responsibility of the student who is also responsible for all parking fees. Students who do not drive must arrange their own transportation, such as carpool with students who have a car or use public transportation.

Specific clinical expectations and learning outcomes for each nursing course are stated in the course syllabi. Successful completion of the course depends on satisfactory demonstration of these outcomes.

Students are expected to attend ALL clinical and pre-clinical experiences, including home visits, and pre- and post-conferences to meet learning outcomes.

Students must arrive on time, professionally attired according to dress code with appropriate equipment including, a watch with a second hand, stethoscope, penlight, two black ink pens, and Arizona College picture ID (See section on Professional Appearance). Students who do not adhere to dress codes will be removed from class or clinical, counted absent, and sent to meet with the Program Director. Continued violations will include further discipline, which may include dismissal from the program.

In each clinical rotation, faculty will review the dress code. Non-compliance with the dress code will be reflected in the clinical evaluation and may result in disciplinary action up to and including dismissal from the program.

## **D. The Health Insurance Portability and Accountability Act of 1996 (HIPAA)**

The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to assure the confidentiality, integrity, and availability of electronic protected health information.

Additional information about HIPAA can be found at the U.S. Department of Health & Human services website: <http://www.hhs.gov/ocr/privacy>

All electronic communications will be transmitted to students via Arizona College issued student email. Students are expected to have access to a computer and are expected to access their Arizona College email accounts on a daily basis.

## **E. Technology Use Rules**

### **Criteria for use of mobile devices during clinical and classroom sessions.**

Mobile devices can be a valuable tool for healthcare education when used appropriately. The following guidelines apply:

- Cell phones, I-pods, mobile devices, laptops or other electronic devices may only be used when authorized by faculty.
- Cell phones and mobile devices must be on "airplane mode" or "silent" during class or clinical experiences.
- No photos may be taken by students in clinical agency or lab environments. The exception is taking pictures or videos in the laboratory environment when it is an assignment.
- No personal phone conversations or texting allowed at any time while in a patient area. A clinical probation will be given for the first violation of using the mobile device for socializing during clinical time. A second violation will result in course failure.
- For combined cell phone/mobile device appliances, students are expected to have equipment turned off if agency policy requires it and to go to an area designated for cell phones when accessing information on their mobile device.
- Students must be respectful to the patient at all times and ensure focused attention on the patient when in the room. If using the mobile device at the bedside to augment patient care, the student should apologize for the interruption in care and explain how this will help their care.
- Facility or hospital staff have the right to ask to see what programs students are using at any time. Use of facility computers for personal use is prohibited.
- Students must protect the confidentiality of patient information at all times in accordance with HIPAA.
- Students who violate patient privacy with the mobile device will be subject to HIPAA infractions of the clinical agency and disciplinary actions by the Nursing Program.

Social network postings that violate professional conduct or confidentiality can be subject to disciplinary action.



## F. Clinical Experience Evaluation

Ongoing formative evaluation of clinical performance will occur during clinical experiences. Students will receive a mid-semester assessment and a final evaluation at the end of their rotation. Students identified as being at risk for failure will be referred to the Faculty for remedial activities.

Clinical faculty will be actively working with students guiding their learning during clinical time. Students do not work "under the license" of another nurse. A student enrolled in a Nursing Program under the supervision of faculty is able to practice without a license as stated in provisions in the applicable state's Nurse Practice Act. The student remains accountable for his or her own behavior.

### 1. Satisfactory Clinical Performance

Students are expected to demonstrate professional nursing behavior and follow all standards outlined in the Arizona College School of Nursing Student Handbook while fulfilling the clinical requirements.

Unsafe practice is any situation arising from a student's contact with a patient or family that places the patient, patient's family, student, staff, health care facility or college at risk. Patterns of behaviors of unacceptable risk and/or a single event of a serious nature are considered unsafe practices.

This list is not all-inclusive, but does provide examples of unsafe practice, and some may also be violations of the Code of Conduct as well:

- Exhibiting dishonesty
- Refusing a patient assignment based on patient's race, culture, religious or sexual preference or medical diagnosis
- Breaching confidentiality
- Failing to respect client dignity and patient rights
- Denying or covering up one's own errors or failure to report errors in clinical practice
- Practicing or performing skills:
  - ▶ Beyond the level of appropriate Scope of Practice
  - ▶ Without instructor supervision
  - ▶ Outside the College or Clinical site
- Causing a patient unnecessary suffering or harm
- Failing to follow College and/or agency policies and procedures
- Showing up unprepared for clinical, as evidenced by:
  - ▶ Incomplete paperwork
  - ▶ Missing nursing supplies
  - ▶ Not dressed in clinical uniform and shoes according to Dress Code
  - ▶ Lacking basic understanding of assigned patient diagnosis and care
  - ▶ Inability to perform any skill that you have been checked off in lab including physical assessment
- Violating student-patient boundaries
  - ▶ Misappropriating a patient's property
  - ▶ Seeking to obtain personal gain at a patient's expense
  - ▶ Sexual conduct with a patient
  - ▶ Conduct or verbal behavior that is reasonably interpreted as threatening, seductive or sexually demeaning to a patient

- Falsifying attendance at required agency, home visit, professional meeting, and clinical experiences.
- Falsifying documentation on a medical record
- Failing to report abnormal data in a timely manner to the appropriate person
- Failing to follow instructor guidance
- Failing to notify agency/instructor of a clinical absence and/or unexcused absence
- Being tardy, and/or failure to notify faculty/staff of tardiness
- Using cell phone or electronic device in clinical area for personal/social business
- Any Fitness to Practice Concern:
  - ▶ Displaying mental, physical, or emotional behavior(s) which may adversely affect others' well being
  - ▶ Lacking physical coordination essential for carrying out nursing procedures
  - ▶ Lacking information processing ability necessary to make appropriate clinical judgments or decisions
  - ▶ Interacting inappropriately with agency staff, co-workers, peers, patients/clients, families faculty, SON staff, and/or administration, resulting in miscommunication, disruption of learning and/or patient care environment
  - ▶ Failing to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others
  - ▶ Demonstrating impairment and being under the influence of alcohol or drugs at a clinical site
  - ▶ Removing drugs, supplies, equipment or medical records from a clinical setting

If a student is considered unsafe for any reason by the supervising clinical faculty or agency personnel, the Progressive Intervention/Discipline process will be implemented.

### **Procedure**

Any member of the Arizona College staff, students, members of the community, or healthcare personnel in clinical settings may report a violation of the Code of Conduct:

- Once a report is filed, the appropriate Instructor and Program Chair will discuss the allegation with the student. The student may present evidence regarding the allegation. The student may admit or deny the allegation. At all times, the Instructor and Program Chair will conduct the investigation in a manner that protects the rights of the student.
- Upon investigation, if the Instructor/Chair finds no merit to the allegation, the charges will be dismissed.
- If the student admits to the behavior or if the Instructor/Chair discovers through investigation that the allegation is supported, then sanctions must be determined. The Instructor and Dean will consider the intent of the violation when determining the consequences.
- If action is to be taken, the Instructor and Chair must meet with the student to inform him/her of the actions.
- In certain circumstances, the Chair may impose an interim suspension prior to the hearing before a review committee. Suspension can be imposed:
  - ▶ to ensure safety and wellbeing of Arizona College community
  - ▶ to ensure student's own physical and mental safety
  - ▶ to prevent potential disruption or interference to normal operations

## **Section 7      Services**

### **A.      Academic Advisement**

Academic advisement is the process of providing information, guidance, and encouragement in student decision making regarding educational and career goals. Students may request academic advisement throughout the program of study. Appointments for advisement are made through the School of Nursing.

### **B.      Change of Name or Address or Phone**

It is important for students to assure the SON has accurate contact information on record. All changes in name, address, telephone number or personal email are to be reported to the School of Nursing.

### **C.      Financial Aid**

See the Arizona College Catalog for Financial Aid procedures.

### **D.      Student Success Services**

Students should seek out their course faculty for initial clarification of course materials. In the event additional help with course material is needed, tutoring is available at the Student Success Center. While the Center is always open for students to come in to obtain additional study information, arrangements to receive specific tutoring can be made by contacting the Student Success Coordinator.

### **E.      Student Input for Program Development**

The School of Nursing Dean and the nursing faculty value input from the students regarding the nursing program. To facilitate an open line of communication, each cohort will nominate and elect a student representative to attend the designated College and SON regular committee meetings. All students will be invited to attend meetings with the Dean once a semester to provide feedback on policies, procedures, or other issues students feel are pertinent to their studies at Arizona College. Students will have the opportunity to anonymously evaluate faculty, nursing courses, clinical experiences, and the overall nursing program at the end of each trimester of their studies.

### **F.      Student Involvement**

As part of the profession of nursing, students are expected to take an active role in organizations and leadership positions. Students at Arizona College have the opportunity to participate in the Student Nurses Association (SNA), as a member and potentially as an officer.

## **Section 8      *Completing the BSN Program***

### **A.      Eligibility to Take the NCLEX-RN® Examination**

To ensure public protection, the National Council of State Boards of Nursing (NCSBN) Member Board jurisdictions require a candidate for licensure to pass an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry-level nurse. NCSBN has developed the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), which is used by boards of nursing to assist in making licensure decisions.

Taking the NCLEX-RN® is a capstone experience in the student's studies. Passing the exam demonstrates the student's competence to launch a nursing career. Graduates are eligible to sit for the NCLEX-RN® after they have completed the BSN program of study, their degree is conferred, and they are given State Board of Nursing approval.

Arizona College will reimburse graduates the cost of NCLEX-RN application fee provided that they pass on the first attempt and they notify the SON Dean in advance of the date on which they will take the exam. Both the notification to the Dean and receipt of the exam should be submitted to the Dean for reimbursement. The SON highly encourages graduates to be prepared before taking the exam because their success on the first attempt contributes to the public perception of their alma mater and makes them highly desirable for employment.

### **B.      Graduation Requirements**

The student must satisfactorily complete:

- All coursework in the BSN Program of Study
- All financial obligations with Arizona College

### **C.      Graduation Ceremony**

It is a nursing tradition to culminate a nursing program with a pinning ceremony. At Arizona College, we hold a combined graduation-pinning ceremony which occurs at the end of the final semester.

# ***Appendix A***

## **Student Integrity Pledge**

### **Academic and Professional Integrity**

*Academic* Encompasses honesty in classroom and practice settings, and is a way of believing and acting that fosters a climate of trust, honesty, openness, consistency, and respect for oneself and others.

*Professional* Encompasses characteristics of consistently sustaining ethical principles, judgment, and actions in client and colleague interactions.

Students, together with faculty, assume as part of their obligation to themselves, their peers, the university the nursing profession, and society, the responsibility to uphold standards of academic and professional integrity. Integrity is essential to accountability in nursing education and practice. Breaches of integrity lead to demoralization and lack of trust. The College standards are firm due to the nature of professional responsibilities and accountability to the client and nursing profession. Professional development not only includes theoretical knowledge and clinical competence, but the cultivation of integrity and sound judgment.

Preparing graduates for practice as responsible and accountable professional nurses is a primary goal of Arizona College. To this end, the faculty and students of the College endorse the values identified in the Code for Nurses with Interpretive Statements (American Nurses Association, 2001) and those of the American Association of Colleges of Nursing (AACN) as essential to professional nursing. These values provide the foundation for guiding profession behavior and fostering academic and professional integrity in Arizona College.

### **Student Integrity Pledge**

I, \_\_\_\_\_ have read, understand, and will abide by the Academic and Professional Integrity Policy of Arizona College as stated above.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

Signature \_\_\_\_\_

## ***Appendix B***

### **Receipt of School of Nursing Student Handbook**

This Handbook prescribes standard of conduct for students enrolled in the Nursing Program. Violation of any such standards may serve as grounds for program suspension, dismissal, or other discipline.

Every student is expected to know and comply with all current policies, rules and regulations as printed in the Nursing Student Handbook. Copies are available if requested, from the Administrative Assistant in the School of Nursing.

A direct link to the Nursing Student Handbook is available on the AZC website: <http://www.arizonacollege.edu/nursing/nursing-student-handbook/>. Policy changes subsequent to the latest version will be noted as links beneath the handbook on the Arizona College website.

I have received a copy of the Nursing Student Handbook. I understand this handbook contains information about the guidelines and procedures of the Nursing Program. I also understand that I can find information about the general college policies in the College Catalog and Nursing Student Handbook.

I also understand that Arizona College can revise the Nursing Student Handbook, at any time, to incorporate or discontinue policies.

I will receive an email at my Arizona College address notifying me of any changes to the Student Handbook.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

# Appendix C

## Simulation Session Consent

### High-Fidelity Simulation-based Training Consent

Participating in high-fidelity simulation-based training at Arizona College is for the purpose of improving knowledge, skills and attitudes as a professional provider of care, professional manager of care, and professional member within the nursing discipline. The simulation-based scenarios are intended to challenge participants. High-fidelity simulation-based training is a safe environment where mistakes are expected and opportunities are provided for all participants to learn from these mistakes. To ensure the continued effectiveness of this safe learning environment, it is essential that strict confidentiality of the performance of all participants be maintained, as failure to do so could result in unintentional defamation of character. High-fidelity simulation-based training sessions are videotaped for use during guided debriefing with the scenario participants at the end of a simulated scenario. These recordings will be saved after the guided debriefing. All participants are expected to give written permission to save the recording for later viewing purposes.

I understand that as a participant in high-fidelity simulation-based training:

- I will be expected to be an active or observational participant as assigned by the instructor during simulated scenarios. The role will be as any member of the healthcare team or family member.
- I will participate and contribute in the high-fidelity simulation-based training experience in every respect as a professional.
- I will treat both the simulator and simulation environment as a realistic patient care experience.
- I will maintain strict confidentiality regarding the performance of all the participants during my high-fidelity simulation-based training experience.
- I will be videotaped while participating in a high-fidelity simulation-based training session.

I acknowledge that I have read and understand the high-fidelity simulation-based training consent and agree to fully participate and maintain strict confidentiality regarding this high-fidelity simulation-based training experience.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Time