



# **BSN Degree Program Student Handbook 2019**

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.

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## ***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, Tempe Campus**

1620 W. Fountainhead Parkway, Suite 110  
Tempe, AZ 85282  
Phone (480) 770-2420  
Fax (480) 530-3511

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

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

### **Arizona College, Dallas Campus**

8330 Lyndon B. Johnson Freeway, Suite 1200  
Dallas, TX 75243  
Phone: (469) 262-6500  
Fax: (972) 528-9434

## **Section 1      General**

### **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, Tempe, AZ campus is accredited by the Commission on Collegiate Nursing Education (CCNE), extending to June 30, 2022. The baccalaureate nursing program at the Las Vegas campus is also accredited by CCNE, extending to June 30, 2023.

The Commission's address is:

One DuPont Circle NW, Suite 530  
Washington, DC 2003  
Phone (202) 887-6791

### **B.      BSN Program 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.

### **C.      BSN 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.

## D. BSN Expected Program 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:

1. **Integrate** learning from the arts and sciences in the delivery of nursing care within an interprofessional team.
2. **Apply** knowledge, skills and values needed for leadership in quality improvement and patient safety.
3. **Appraise** reliable and valid evidence from multiple ways of knowing to inform practice and evaluate healthcare outcomes.
4. **Use** the information management and patient care technologies to deliver safe, effective, quality care.
5. **Analyze** the impact of healthcare policies on the healthcare system and interprofessional practice.
6. **Provide** evidence-based care informed by effective decision-making to individuals, families, communities, and populations embracing the lifespan continuum across a variety of settings.
7. **Exhibit** core competencies of interprofessional practice in the design, delivery, and evaluation of patient-centered care.
8. **Collaborate** with other healthcare professionals and populations to promote conditions, healthy behaviors, and prevention strategies that improve population health.
9. **Demonstrate** a consistent pattern of value-based behavior evident in nursing practice.

## 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 to ensure adequate time for evaluation of and response to the accommodation request.

The Dean's Administrative Assistant can provide the contact information for the campus 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 Provost, 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 Campus Dean or designee 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 to resolve their situation. Students who believe they have been discriminated against due to a disability should contact the Disability Coordinator. If the Disability Coordinator is unable to resolve the concern, the student may file a grievance as outlined in the College Catalog.



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

### **A. General Education Transfer Credits**

#### **General Education Transfer Credits**

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.

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.

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

Arizona College may accept test scores from the College Level Examination Program (CLEP) in lieu of a grade for 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**

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 unless course work is transferred into the program.

## 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 (requirement of a 2.75 GPA will be waived if applicant has successfully completed an Arizona College Allied Health program;  
**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***OR** Successful completion of an Arizona College Allied Health Program
- 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 the applicant's 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.

## Laptop Requirements

All students in the BSN program are responsible for providing their own laptop for class use. This is considered an admission requirement. 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 achieve a composite score of 60% on the following 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

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:**

- Applicants 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 and to be admitted to the BSN degree program.

## D. General Education Matriculation

### General Education Enrollment at Matriculation

Once students have matriculated (i.e., been admitted and enrolled) into Arizona College, 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 their Campus 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:

- Is in good academic standing with a minimum Cumulative Grade Point Average (GPA) of 3.0.
- Is requesting no more than one science course as one of the three courses requested.
- 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 (approximately 27 hours per week).
- Understands that he/she will be responsible for paying for the courses at the per credit tuition rate.

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

### Academic Requirements

To advance from the General Education courses into the Core Nursing curriculum (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 and math courses within the five years prior to admission to the program.
- Achieve a “B” or higher in the six required science courses (Fundamentals of Biology, Chemistry, Microbiology, Anatomy & Physiology I and II, and Pathophysiology)
- Achieve a “B” or higher in Math
- 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.

## **Background Check & Substance Screening as a Condition of Progression**

A pass status background check (including fingerprinting) and negative urine substance screen (as described subsequently) are required to progress to the core nursing component of the curriculum. Must be completed **no earlier than 3 months prior** to beginning nursing courses (Semester 5).

If both these conditions are not met, the student will be administratively withdrawn from the program.

Students are required to cover the cost of both requirements.

### **Background Check and Fingerprinting**

Students are required to provide and maintain a background check and a current valid Department of Public Safety Level 1 Fingerprint Clearance Card.

The Student must achieve a "Pass status" on a supplemental background check covering the following:

- Nationwide Healthcare Fraud and Abuse Databases
- Social Security Verification
- Residency History
- Statewide Criminal Records
- Nationwide Criminal Database
- Nationwide Sexual Offender Registry
- Homeland Security Search

What would lead to a "Fail" on the supplemental background check?

- Social Security Search - Social Security number does not belong to applicant
- Any inclusion on any registered sex offender database
- Any inclusion on any of the FACIS exclusion lists or Homeland Security watch list
- Any conviction of felony no matter what the age of the conviction
- Any warrant in any state
  - Any conviction for the following (no matter the age of crime):  
<https://www.azleg.gov/ars/41/01758-07.htm>

Files of all applicants with a felony and/or a pattern of misdemeanors are submitted to the Campus Dean for review and an admission decision. The Dean will evaluate the eligibility of the applicant based on the current requirements of the campus's clinical partners, employers, and State Board of Nursing.

## **Substance Screening**

Students must complete an initial urine substance screening as directed in Health and Safety orientation.

- Only students receiving **negative results** can remain enrolled in the BSN Program. In some cases, students may be prescribed medication that is part of the screen. In these cases, a medical review officer (MRO) evaluation will be necessary. Students may be temporarily excluded from clinical until the MRO evaluation has been completed.
  - Prescribed medications can alter a student's functional capabilities (see section 2 O) Students who are determined negative from an MRO review must meet with Campus Dean or designee to determine ability to participate in clinical
- Substances screened for include: Marijuana (see section 2P on prohibition of medical marijuana), Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone Oxymorphone, PCP, Barbiturates, Benzodiazepines, Methadone. Additionally, a negative Ethanol (Alcohol) and Nicotine screen is required in Arizona.
- Students may not use any other substance or drug screens than that authorized by the college regardless of how current it is, who ordered it, or for what purpose.

## **F. Time Allotment for Education**

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

### **Time Requirements**

- Arizona College follows the Program Integrity Rules and Regulations (PIRR) required by the United States Department of Education (DOE). For degree programs, such as the BSN 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 plus additional hours per week. When this time is added to travel, sleep, and personal and home responsibilities, little opportunity remains for 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.

### **Employment**

- Research evidence suggests that working during nursing school can adversely affect success. The faculty at Arizona College highly recommend choosing school as your only job. Often when students attempt to work in addition to attending nursing school, they find that schoolwork (including both general education and nursing courses) 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 a faculty member ascertains that a student worked the night before clinical, the student will be sent home and considered absent.

### **Schedule Changes**

- 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.

## G. 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.
- Students may not arrive late or leave early as these behaviors disrupt the learning environment.
- 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 an illness or emergency, an absence may be granted at the discretion of the course instructor and Campus Dean or designee. This policy is designed for special circumstances, and it should not be considered a guarantee that a student will be granted this permission. In the event of an absence, the student must:
  - Notify the instructor in advance of the absence
  - Obtain all class notes and assignments from missed class session
- A student who is absent from clinical, 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.
- A student will be withdrawn from the program if there is no documented attendance for 14 consecutive days.

Students who miss more than 30% of the total on-ground class hours in a General Education course, or 20% of a Core Nursing course will automatically be withdrawn from the course. If the student is withdrawn by Friday of Week 6 of an 8-week session or Friday of Week 12 of a 16-week semester, he/she will receive a "W" for the course. Withdrawing after these dates will result in a course failure.

Credit Hours	Total Class Hours in an 8-week session/16-week semester	Automatic Drop Threshold: 20% missed class hours Core Nursing	Automatic Drop Threshold: 30% missed class hours General Education
1 credit course	15	3 hours	4.5 hours
2 credit course	30	6 hours	10 hours
3 credit course	45	9 hours	13.5 hours
4 credit course	60	12 hours	18 hours

## H. Course Attempts

- Clinical course grades (those designated with an L, for example NUR 355L) 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 BSN 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 BSN Program.

## I. 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.

A student will be withdrawn from the program if they do not demonstrate satisfactory (minimum) academic progress.

## J. Leave of Absence (LOA)

- Students may request an LOA if they are experiencing a temporary condition inhibiting/restricting their activities. Request must be submitted with a written explanation from a health care provider.
- Students may also request an LOA for an emergency or an unanticipated life event.
- The Campus Dean makes the final determination regarding granting an LOA
- Readmission from an LOA is granted only for the next semester.
- If the student is unable to continue within the required timeframe, he/she must follow the policy as identified in Section 2L Program Readmission/Re-entry.
- Any student whose LOA was the result of an illness, hospitalization, 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 for readmission. The release must be signed and dated by the healthcare provider.
- The Campus Dean makes the final determination on readmission following LOA.
- Curriculum changes may occur during any interruption of study. If curriculum changes occur during the absence, students must meet new curriculum requirements even they include taking additional credit hours upon readmission.

## K. Program Withdrawal

- **Withdrawal initiated by student** – Any student electing to withdraw from the program should discuss the situation with his or her advisor. The student must also meet with the Campus Dean or designee to complete the required withdrawal paperwork. Students may only withdraw before completing 75% of course term.
- **Withdrawal initiated by the College** – A student may be withdrawn from the program for a number of reasons iterated throughout this handbook.



## L. Program Readmission/Re-entry

### Readmission and Re-entry for General Education Students

#### *Terms and Definitions*

- **Readmission** – students with more than 365 days between their last day attending classes and the next day they will attend class.
- **Re-entry** – students enrolling in a program they were previously enrolled in at AZC with less than 365 days between their last day attending classes and the next day they will attend class.

Curriculum changes may occur during any interruption of study. If curriculum changes occur during a student's absence, the student may be required to repeat courses. The Dean or designee reserves the right to approve a re-entry 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.

#### **Readmission**

Readmission may be granted if the applicant:

1. Completes an application as a new student and meets all admission requirements.
2. Has satisfied any outstanding balance with the college.
3. Was not dismissed for issues relating to academic integrity, Satisfactory Academic Progress (SAP), or inappropriate conduct.
4. Has not failed more than 2 General Education courses.

The Dean or designee may deny a request for readmission based on a student's record with the college.

#### **Re-entry**

Students in "drop" or "terminated-attendance" status who wish to seek re-entry to the College of Nursing must submit a letter to the Chair explaining the reason for the withdrawal, describing what has changed or what circumstances now exist that will ensure the student's success in the program, and requesting re-entry into the program.

Re-entry may be granted if the student:

1. Has satisfied any outstanding balance with the college.
2. Was not dismissed for issues relating to academic integrity, Satisfactory Academic Progress (SAP), or inappropriate conduct.
3. Has not failed more than 2 General Education courses.

The Dean or designee may deny a request for re-entry request based on a student's record with the college.

If the student is granted re-entry and is unable to start classes prior to 365 days from their last day of attendance (LDA), the student must follow the readmission policy.

### Readmission and Re-entry for Core Students

#### *Terms and Definitions*

- **Readmission** – students with more than 365 days between their last day attending classes and the next day they will attend class.

- **Re-entry** – students enrolling in a program they were previously enrolled in at AZC with less than 365 days between their last day attending classes and the next day they will attend class.

Curriculum changes may occur during any interruption of study. If curriculum changes occur during a student's absence, the student may be required to repeat material previously completed.

### **Readmission**

Readmission may be granted if the applicant:

1. Completes an application as a new student and meets all admission requirements including a new background check, drug test, and an updated record of immunizations.
2. Has satisfied any outstanding balance with the college.
3. Was not dismissed for issues relating to academic integrity, Satisfactory Academic Progress (SAP), unsafe patient care, inappropriate conduct, or for more than one failure of any nursing course.
4. The student has not had more than one Core course failure.
5. Demonstrates competency as determined by the Provost

The Dean or Provost may deny a request for readmission based on a student's record with the college.

### **Re-entry**

Students in “drop” or “terminated-attendance” status who wish to seek re-entry to the College of Nursing must submit a letter to the Dean explaining the reason for the withdrawal, describing what has changed or what circumstances now exist that will ensure the student's success in the program, and requesting re-entry into the program.

A student may be granted re-entry if:

1. A seat is available at the beginning of the next semester.
2. Any outstanding balance with the college has been satisfied.
3. Was not dismissed for issues relating to academic integrity, Satisfactory Academic Progress (SAP), unsafe patient care, inappropriate conduct, or for more than one failure of any nursing course.
4. The student has not had more than one Core course failure.
5. There has not been a previous re-entry in Core.

The student is returning the next semester. If the scheduled return is greater than one semester, the re-entry must be approved by the Provost.

Remediation or competency requirements may be mandated. The Dean or Provost may deny a request for re-entry based on a student's record with the college.

## **M. Clinical Laboratory**

- Students will be evaluated on successful demonstration of skills and procedures during laboratory sessions. Demonstration is evaluated on a Pass/Fail basis.
- Clinical laboratory skills and procedures are evaluated as a component of the clinical course grade (those designated with an L, for example NUR 355L)
- Specific skills may be indicated in some courses that must be successfully demonstrated in order to pass the course.
- Students should successfully demonstrate a skill in lab prior to performing it in clinical during patient care. Students must inform clinical instructors if they are requested to perform a skill or

procedure that they have not practiced in lab. The clinical instructor uses professional judgement to determine if they student can safely perform the skill under supervision after reviewing it and practicing it onsite in the clinical agency.

- Students should attend open lab to practice skills and may be required to do so by an instructor for review or remediation, including cases of unsafe clinical practice (see section below on unsafe practice).
- When absence results in the inability to demonstrate achievement of lab objectives or to meet the required number of clinical contact hours, the student cannot receive a passing grade.

## N. Clinical Practice & Simulation

### Required Hours

Clinical practice hours include clinical laboratory time, pre- and post- conferences, patient and client care hours, 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. Prior approval is granted as described in the following bullet and is dependent upon the ability for the student to be appropriately and safely oriented to the agency at an alternative time.
- In case of illness or emergency situations, a student may find an absence unavoidable. Students must notify the clinical faculty by cell phone and email **in advance** of time expected at the clinical site.
- Due to clinical space limitations, the BSN 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 Campus Dean or designee.
- When absence results in the inability to develop and demonstrate clinical practice objectives and meet the required number of clinical contact hours, the student will receive a failing grade.
- Late arrival to and removal from (due to behavior or safety concerns) clinical experiences may place the student at risk for not achieving course competencies, including professional behaviors, and could result in course failure.
- Early dismissal from clinical experiences is not permitted.
- 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.
- 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 (see section 5) with appropriate equipment including, a watch with a second hand, stethoscope, penlight, two black ink pens, and Arizona College picture ID. Students who do not adhere to dress codes will be removed from clinical, counted absent, and sent to meet with the Campus Dean or designee. Continued violations will include further discipline, which may include dismissal from the program.
- 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.

## Unsafe Practice

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, ethnicity, culture, religion, sexual orientation, gender identity or expression, disability, or 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 on 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, or clinical experiences.
- Falsifying documentation on a health 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, program 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 in a clinical experience is considered unsafe 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 student will enter the progressive intervention/discipline process with all available consequences including course failure and dismissal from the BSN 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 BSN 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

## O. Essential Functional Abilities

Students are expected to participate fully in activities required by the program. The following are the essential functional abilities required by all BSN students; however, Arizona College is committed to providing reasonable accommodations to qualified students with documented disabilities (see section 1F of this handbook for accommodation policy and process).

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 tracheostomy suctioning and insert urinary catheters.

Ability	Standard	Examples Of Required Activities
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.
Behavioral/Interpersonal/Emotional	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. Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds. Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism. Negotiate interpersonal conflict. Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.	Establish rapport with patients/clients and colleagues. Work with teams and workgroups. Emotional skills sufficient to remain calm in an emergency situation. Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients. Adapt rapidly to environmental changes and multiple task demands. Maintain behavioral decorum in stressful situations.
Safe environment for patients, families and co-workers	Ability to accurately identify patients. Ability to effectively communicate with other caregivers. Ability to administer medications safely and accurately. Ability to operate equipment safely in the clinical area. Ability to recognize and minimize hazards that could increase healthcare associated infections. Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.	Prioritizes tasks to ensure patient safety and standard of care. Maintains adequate concentration and attention in patient care settings. Seeks assistance when clinical situation requires a higher level or expertise/experience. Responds to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner.

Ability	Standard	Examples Of Required Activities
Communication	<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>
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>



## P. Health Standards and Clinical Compliance

Students must complete a health screening and physical exam, required immunizations (demonstration of immunity where indicated), TB screening, and CPR certification prior to participating in clinicals (Semester 5).

Students must **continuously demonstrate compliance** with these standards where indicated (for example, TB screening and influenza vaccine are annual and CPR certification expires every two years).

Failure to initially and **continuously demonstrate compliance** with these requirements will result in a student being administratively withdrawn from the program.

Students are required to cover the cost of all these requirements.

Students must submit all required results (in the required formats) by the due date specified in written notification.

### Health Screening & Physical Exam

- Students must complete a health screening and physical exam by a licensed health care provider.
- The Arizona College Health History Form must be signed and dated by your health care provider.
- The screening and exam must be completed no earlier than 6 months prior to entering the core nursing courses (Semester 5).

### TB Screening

- A documented 2-step PPD is required is required to participate in clinicals.
  - Documentation must include: test date, date read, and results for **both** steps.
  - A negative result is required or a positive result requires a negative Chest x-ray or TB blood test and health care provider documentation that the student has no evidence of active TB.
- An annual 1-step PPD is required (following the initial 2-step PPD).
  - Documentation must include: test date, date read, and results.
  - A negative result is required or a positive result requires a negative Chest x-ray or TB blood test and health care provider documentation that the student has no evidence of active TB.

### Immunizations and Proof of Immunity

Requirement	Description
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>



Requirement	Description
Varicella	One of the following must be demonstrated: <ul style="list-style-type: none"> <li>• Completion of two doses of Varicella vaccine administered at least 28 days apart</li> <li>• Positive Varicella titer</li> <li>• <b>History of disease is not accepted</b></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 anti-HBs antibody titer</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.
Influenza	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>• <b>Must be renewed annually</b></li> <li>• If vaccine is medically contraindicated as in the case of known allergy, additional infection control measures may be required at clinical sites. Students in this circumstance must meet with Campus Dean or designee to establish an appropriate plan.</li> </ul>

## CPR Certification

CPR Certification for Healthcare Providers through the American Heart Association (AHA) is required. This is a two-year certification.

Note that there are other types of CPR certification and other certifiers. Only AHA Healthcare provider certification will be accepted.

## For Cause Substance Screening

Students are subject to screening if a faculty and/or an agency nursing staff member suspects the student is impaired at any time on campus or during any clinical experience or college-sponsored activity.

- 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 the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.
- The student will submit to immediate substance screening as directed by the faculty or Arizona College staff. Upon the student's oral consent, the faculty will contact a transportation service and arrange for student transport to a designated medical service facility.
- Substances screened for include: Marijuana (see below section on prohibition of medical marijuana), Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone Oxymorphone, PCP, Barbiturates, Benzodiazepines, Methadone, Ethanol (Alcohol), and in Arizona, nicotine.
- Any student who refuses testing will be removed from the campus or clinical area and will be transported home by an Arizona College designated transportation company.

- Students will remain out of the clinical area until an investigation is completed and the Campus Dean or designee has made recommendations.
- Students will be dismissed from the BSN program if there is a positive For Cause screening result.
- A negative result is required to continue in the BSN program.
  - The student must meet with the Campus Dean or designee to discuss perceptions of impaired behavior and steps to avoid similar occurrence
  - Medical documentation of any medical condition or treatment may be requested
  - The student will NOT be counted as absent from clinical
- In some cases, students may be prescribed medication that is part of the screen. In these cases, a medical review officer (MRO) evaluation will be necessary, students may be temporarily excluded from clinical until the MRO evaluation has been completed.
  - Prescribed medications can alter a student's functional capabilities (see section 2 O)
  - Students who are determined negative from an MRO review must meet with Campus Dean or designee to determine ability to participate in clinical
  - 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

## **Medical Marijuana**

Arizona College prohibits the possession and use of marijuana, including medical marijuana prescribed by a health care provider, at any time on campus or during any clinical experience or college-sponsored activity.

Marijuana or its metabolite is a part of required and For Cause substance screening and will result in a positive screen. A negative result is required to continue in the BSN program.

Students with a prescription for medical marijuana are not exempt from this requirement.

## **Return to Class or Clinical Following Health Challenges**

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.

## **Clinical Facility and State Board of Nursing Health and Clinical Compliance Requirements**

All BSN students must meet all the requirements regardless of the policies of State Boards of Nursing or the clinical agencies to which they are assigned. However, in some cases State Boards of Nursing or clinical facilities may have additional requirements (for example, immunizations or the manner in which immunity must be demonstrated).

Students **must** comply with all State Board of Nursing and clinical facility requirements in addition to those contained here. Students will be informed of these in writing in adequate time to assure compliance.

## **Q. 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 Campus Dean or designee in advance of the date on which they will take the exam. Both the notification to the Campus Dean and receipt of the exam should be submitted to the Campus Dean for reimbursement. The College 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.

## **R. Graduation Requirements**

The student must satisfactorily complete:

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

## **S. 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.

## Section 3      *Academics*

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

Teaching methods for the BSN program 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 is 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 and address patient care quality and safety. Information technology support is provided to assist students in successfully navigating these resources.

Courses within the BSN Program use online resources for learning and communication between students and instructors. Students will need access to a computer and network devices. A personal laptop computer is an admission requirement (see section 2B)

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 the learning management system or email. Computer labs, smart phones, smart classrooms, virtual learning environments, simulation mannequins, and other multimedia equipment provide the technological support for various teaching methodologies.

### B.      **Grading Scales:**

#### **General Education Course Grading Scale**

<u>Letter Grade</u>	<u>Baccalaureate Nursing Major Definition</u>	<u>Point Scale</u>	<u>GPA Value</u>
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

#### **Core Nursing Course Grading Scale**

<u>Letter Grade</u>	<u>Baccalaureate Nursing Major Definition</u>	<u>Point Scale</u>	<u>GPA Value</u>
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

## Honors Designations:

Full-time Core students who successfully complete all required courses in a semester (12 or more credits) are eligible for the following semester honors:

3.5 – 4.0 Dean's List

BSN program graduates with the following cumulative GPAs are eligible for the following graduation honors:

### Graduation Honors:

3.5 – 3.69 *Cum Laude*

3.7 – 3.89 *Magna Cum Laude*

3.9 – 4.0 *Summa Cum Laude*

## C. Grading Standards

- No Rounding 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 course requires a minimum 77% cumulative weighted grade average.
  - Core nursing courses also require a cumulative weighted exam grade average of 77% **before** additional assignments are calculated into the grade. Therefore, a core nursing course can be failed if:
    - The weighted exam average is below 77% or
    - The final weighted course grade average is below 77% even if the weighted exam average was above 77%
- No extra credit is allowed in any course
- Grades are final when filed with the Office of the Registrar by the instructor.
  - A grade can be changed only if a clerical or procedural error can be documented
  - Student work cannot be reassessed for a new outcome, but faculty can change the grade if a documented clerical or procedural error is verified
- Grades cannot be the subject of a grievance

## D. Incomplete Grades

### Allowable Instances

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.
- 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 the BSN Program.
- The student is not on probation (i.e., Satisfactory Academic Progress).

Students awarded a grade of “Incomplete” for a course in one semester have until the last day of the subsequent semester to complete the work defined in the “Incomplete” agreement approved by the course instructor and Campus Dean or designee.

### **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 Campus Dean or designee 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 specified due date will be given a grade of “F” for the course.

## **E. Testing**

### **General**

- 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.

### **Testing Environment**

- All belongings including but not limited to backpacks, purses, phones, smart watches, water bottles, and hats must be placed in front of the classroom.
- All phones must be on mute (and at the front of the classroom).
- Students may use only calculators issued by Arizona College of Nursing.
- Faculty or designee will monitor all exams.
- No talking is permitted.
- Faculty have the right to move students.
- Once the exam has begun, students may not approach faculty to ask questions.
- If a student leaves the room once the exam has begun, the exam is over for the student and faculty will collect it.
- After completing an exam, students will leave the classroom and not return until instructed by faculty.
- Students who are observed to violate the above criteria will be asked to leave the exam, given no credit, and reported for a violation of the Student Code of Conduct.

### **Review of the Exam**

Faculty will review challenging concepts with the class based on exam scores. An individual item review will not be conducted in class. The following outlines the process for reviewing an exam:

- Individual exam reviews are to be scheduled with the instructor giving the exam.
- The exam review may be conducted by the instructor and/or delegate.
- Each exam may be reviewed only once.

- Exams are available for review for (5) school days following the administration of the exam.
- Only questions that are marked wrong will be shown during the review.
- Students are not permitted to bring any items into the exam review. This includes but is not limited to backpacks, purses, phones, smart watches, water bottles, and hats (same as testing conditions)
- Based on review of the exam by the instructor and analysis of test items, and in consultation with the Program chair, selected items may be nullified or alternative answers accepted. Exam scores would then be recalculated.

## Medication Calculation Exams

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

A Medication Exam is given prior to semesters 6 and 8. 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.

## F. Late Assignments

- All assignments are due on the date indicated in this syllabus
- Late assignments will have a 10% grade reduction for each calendar day late for a total of three (3) days.
- No points will be given for assignments submitted three (3) days past the due date.

## G. Discussion Questions in Blended General Education Courses

**Initial posts** are due by Wednesday of the assigned week, and **two reply posts to two separate classmates** are due by Friday of the assigned week. To earn full points, the initial and reply posts must be substantive. Each post needs to be content-rich, and must add value to the conversation. All posts must be respectful and should help encourage additional dialogue about the course content.

- 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.

## H. Technology Use Rules

### Official Program Communication

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.

### 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:

- Smart phones, tablets, mobile devices, laptops or other electronic devices may only be used when authorized by faculty.
- Students must follow clinical agency policies related to Smart phones and other electronic devices.
- Smart 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.
- 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.
- Clinical agency 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 College.

## I. Incident Reports

An incident that needs to be reported is any event that poses potential for harm to any person while on campus or at a clinical agency or college sponsored events.

- Students are responsible for informing a faculty member of the incident as soon as possible after the occurrence. The student may be involved or a witness.
- Upon notification, the faculty member and student will meet to determine the nature of the incident. The faculty member will determine the necessary actions required for follow-up of the occurrence.
- An *Incident Report* form must be completed to document the event.
- Any student failing to notify the instructor immediately upon discovery of a reportable incident 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 a patient's current health status, a conference will be held as soon as possible with the nursing student, nursing faculty, and Campus Dean or designee.

## Procedure

These five steps are to be followed when a reportable incident occurs that involves a student:

1. If the student is injured or at risk of injury. 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 college is not financially responsible for costs incurred by the student.
2. An *Incident Report* form must be completed. The *Incident Report* form is to be forwarded to the Campus Dean or designee for review. In addition, one copy of this report is to be kept by the student, and one copy is to be placed in the student's file.
3. If the student or any involved person harmed declines immediate care or referral for follow-up care, this declination is to be noted on the *Incident Report* form 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. If the occurrence takes place at a clinical agency the faculty member will contact the appropriate administrator at the clinical site to complete the appropriate agency incident report/paperwork.

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

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

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.

#### **Professional Behavior**

Students shall maintain professional behavior at all times. Unprofessional behavior will subject a student to progressive intervention/disciplinary (described subsequently) up to and including dismissal from the program. 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.
- Bullying and harassment or any other behavior that serves to intimidate, humiliate, or lessen another person.
- 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 or illicit substance or 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.
- Social network postings must conform to expected professional behavior and not violate confidentiality of any individual or the HIPAA Privacy rule (see below section regarding HIPAA).

To ensure a safe and non-disruptive educational experience, children are not permitted to attend class or to be present at clinical sites.

#### **Academic Integrity**

Academic integrity means that students conduct themselves in honest ways in relation to their schoolwork. Violations of academic integrity are those that permit a student to receive a grade that they did not earn through dishonesty and cheating. 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 additional standards based on the nature of the course or the setting in which the learning takes place will be in place and communicated appropriately. The following actions will subject a student to progressive intervention/disciplinary action (described subsequently) up to and including dismissal from the program:

- Copying from others during an examination
- Communicating exam answers to 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). This includes others' published and unpublished works as well as another or former student's work
- 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

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

By law and ethical standards, students are obligated to protect patient confidentiality as defined under the HIPAA Privacy Rule.

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: <https://www.hhs.gov/hipaa/index.html>

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

The program 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 Campus Dean or designee. A student will enter progressive intervention/discipline whenever he/she fails to meet the expectations of the program including but not limited to:

- Academic Integrity
- Professional Behavior
- Safe Practice
- Dress Code
- Responsible Computing
- Social Networking

Typically, progressive intervention/discipline adheres to the following progression:

**Step One: Verbal Warning/Counseling** – Student 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** – Student will be counseled regarding the need to improve in a specific area when he/she 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 Action-** This follows the 2<sup>nd</sup> written warning if new issues arise or unresolved issues continue. The final action may include a **Recommendation for Dismissal or Course Failure** – this recommendation is made if the student continues to fail to meet the standards of the program and does not demonstrate the ability, desire, or willingness to change the behavior. If the student requires additional intervention/discipline after the final action, 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 Campus Dean or designee, any step may be skipped depending on the seriousness of the situation.** The section below defines the 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 that may have caused the student to enter the progressive discipline process.

- Unauthorized possession, use, sale or distribution of alcoholic beverages or any controlled substance;
- Verbal, physical and/or psychological abuse, threat or harassment, or bullying 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 college, program, clinical facilities, or clients.
- Violation of any provision of the *Code for Nurses* (ANA, 2015).

## 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. Please see section 3C for the circumstances under which a student may seek a grade change. To serve students and open lines of communication with the administration of Arizona College, the college adheres to the following procedure for registering and resolving a complaint/grievance:

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 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 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 Chair.

3. **Submission of Grievance Form.** The completed Grievance Form **should be submitted to the Program Chair within 20 business days of the initial student instructor discussion (#1 above)**. The Grievance Form includes the following prompts: 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 from another campus) 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 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 documentation, develop recommendations in writing with a supporting rationale, and submit their recommendations to the Program Dean, who will make determinations. 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 15 business days from the date the grievance was filed**, the Program Dean will notify the student in writing of the decision.

NOTE: Student work will not be reassessed or re-evaluated. Only documented clerical or procedural errors will alter the grade.

### **5. Appeal**

Appeal for non-disability related grievances. The student may appeal the Program Dean decision to the Chief Operating Officer of Nursing (COO) under certain conditions. **The appeal must be submitted in writing within 10 business days of receipt of the Dean's written decision** and state a basis for the appeal. Bases 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, Nursing 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**

1740 W Adams Street, Suite 2000  
Phoenix, AZ 85007  
(602) 771-7800  
<https://ppse.az.gov/>

**Nevada Commission on Postsecondary Education**

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

**Nevada State Board of Nursing**

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

**Texas Workforce Commission**

(512) 463-2222  
<https://twc.texas.gov/contact-information>

**Texas State Board of Nursing**

(512) 305-7400  
[https://www.bon.texas.gov/contact\\_us.asp](https://www.bon.texas.gov/contact_us.asp)

Appeal for disability-related grievances. The student may appeal the Campus Dean'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 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.

## 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.

#### Requirements for Campus

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> <li>• Clothing that depicts or contains:               <ul style="list-style-type: none"> <li>○ Obscene, lewd, nudity, criminal activity, or sexual images</li> <li>○ Vulgarity</li> <li>○ Images or words that demean, degrade, humiliate, or attempt to dehumanize any individual, group, or segment of the community</li> </ul> </li> </ul>

#### Requirements for Clinical and Skills/Simulation Laboratory

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. A plain, short-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 and bracelets 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> <li>• No objects may be worn in the tongue</li> <li>• If necessary, a small bandage is permitted to cover a visible piercing</li> <li>• Tattoos should be covered if possible (however infection control standards dictate nothing worn below the elbow for patient care) <ul style="list-style-type: none"> <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>○ Visible tattoos that are lewd, obscene, and crude, or that portray nudity, vice, crime, or contain profanity are forbidden</li> </ul> </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 <b>not</b> 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</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 generally should not perform skills in the clinical setting until the skills have been satisfactorily performed in the lab and the clinical 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 (see Section 2G) 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 Section 2G).
- 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 Settings**

#### **General Safety\***

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.

- 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 program 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 of Ethics 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 to 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.

## 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 program 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 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.

## 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

## C. Infection Control

### Blood borne Pathogens

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, 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.

### **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 the Campus Dean or designee.
  - ▶ The student will complete an agency site incident report and an Arizona College Incident Report (see section 3 I)
- Information from the U.S Department of Labor, Occupational Safety & Health Administration (OSHA) is available at: <https://www.osha.gov/SLTC/bloodborne pathogens/index.html>

### **Tuberculosis – TB**

When a student has been exposed to TB the student should immediately go to his/her 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.

## **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 campus-specific processes and will be communicated to students during orientation.

### **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 Learning resource 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 Learning Resource Center Coordinator.

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

The BSN leadership and faculty value input from the students regarding the nursing program. Students hold positions on both the BSN Program Curriculum Committee and the College Policy and Standards Committee. All students will be invited to attend meetings with the Campus Dean and other leaders 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, courses, clinical experiences, and the overall program at the end of each semester 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.