

Nursing Student Guide



*Associate in Applied Science
(A.A.S)*

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Forms Available online at <http://www.azwestern.edu/nursing>

Readmission Request
Petition for Instructional Issues
Student Learning Agreement

Disclaimer

The provisions in the Nursing Student Guide are not to be regarded as a contract between the student and Arizona Western College Nursing Program. The program reserves the right to change any provisions or requirements when such action will serve the interest of the Program or the students.

Several sections of this guide are hereby declared to be independent and severable; and, if any section, subdivision, word, sentence, or clause in this guide be held void or non-enforceable, such holding shall not effect the validity of enforcement of any other part of this guide which can be given effect without the invalid or non-enforceable portion.

1. PROGRAM INFORMATION

A. Associate Degree Nursing Program – The Healing Community

The AWC Nursing Program is part of a group of five community colleges and Northern Arizona University known as The Healing Community. The Healing Community has designed a curriculum to provide a practical nurse exit, an associate degree exit, and a baccalaureate degree in nursing. Upon completion of the associate degree, the graduate will be eligible to seek licensure as a registered nurse.

As an associate degree nurse from the Healing Community the graduate will be prepared to:

- use knowledge and skills to provide safe and effective nursing care to clients in well defined practice settings;
- apply critical thinking in making nursing clinical judgments;
- implement caring behaviors for self and clients;
- recognize the impact of diversity on self and others;
- communicate effectively with clients and other members of the health care team;
- implement learning-teaching to address client needs;
- practice nursing within the established ethical and legal framework; and
- collaborate with other health care team members to manage client care.

The Healing Community is approved by the Arizona State Board of Nursing. The Arizona Western College nursing program is accredited by the National League for Nursing Accreditation Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, Phone: 404.975.5000, Fax: 404.975.5020, <http://www.nlnac.org/>

Application packets are available from the Department of Nursing at 317-6049 for the admission packet.

B. Program Outcomes

Program Outcomes are performance indicators that reflect the extent to which the purposes of the nursing education unit are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. Examples include but are not limited to: program completion rates, job placement rates, licensure/certification pass rates, and program satisfaction. (NLNAC Accreditation Manual 2008 Glossary, <http://www.nlnac.org/>)

The AWC Nursing Program faculty have established the following Program Outcomes:

- 1) 75% of students will graduate within 3 years of enrollment (Class cohort data based on 45th day class roll).
- 2) 90% or greater of graduates will pass the National Council Licensure Examination (NCLEX) on their first attempt.
- 3) Responses on a new graduate program satisfaction survey, administered annually, will be at an average of 3.5 or above, on a scale of 1 to 5.
- 4) Responses on an employer survey measuring satisfaction with program graduates will be at an average of 3.5 or above, on a scale of 1 to 5.

- 5) The graduate employment rate will be at or above the local employment rate.
(Source: AWC Nursing Program, Systematic Evaluation Plan, update 6/11)

2. MISSION, PHILOSOPHY, AND CONCEPTUAL FRAMEWORK

- A. **Mission:** The faculty of the Department of Nursing upholds the mission of Arizona Western College by supporting educational and lifelong learning needs of the community through innovative partnerships. The faculty is dedicated to (1) providing excellence in nursing education and practice, (2) incorporating changes aimed at current and emerging healthcare trends with a focus on the rural southwest.
- B. **Philosophy:** We believe that excellent nursing education requires current health and nursing information, incorporates nursing research, and advanced technology using multiple teaching modalities. We also believe the practice of nursing must be in accordance with established standards of clinical nursing practice and the American Nurses Association Code of Ethics. --- We believe that the students take ownership of their learning and that faculty members facilitate that learning through a commitment to providing learning activities that meet the needs of a diverse student population, including both traditional and nontraditional learners. Additionally, the faculty embraces the idea that using educational methods that are supportive of students in teaching/learning situations is essential and that recognition of the unique worth of each student requires individualized attention to assist students as they develop and work toward the attainment of their individual goals. --- We respect and value the dignity of all human life and its cultural diversity. We view nursing practice as holistic, with a focus on the health and illness experiences of individuals, families, and groups.
- C. **Program Purpose:** Graduates will demonstrate (1) knowledge and skills to provide safe care as an entry level nurse, (2) basic knowledge in nursing that will prepare them for the registered nurse licensure examination, and (3) competency in communication, critical thinking, quantitative analysis, and technological applications.
- D. **Conceptual Framework**
- 1) Metaparadigm Concepts: The following concepts guide the implementation of the organizing framework for the Healing Community's curriculum. The nurse educators within the Healing Community agree upon these concepts.
- a. Client: Members of the Healing Community faculty define client as being the individual, family, groups and community. Faculty places a high value on culturally diverse human life and dignity. All life experiences involve dynamic and complex processes of human development and achievement of personal growth through learning. Recognizing these processes, faculty view each client as a unique, dynamic being which is more than and different from the sum of bio-psycho-social, cultural, spiritual, and developmental dimension and which is interdependent with an ever-changing environment. --- People come from diverse cultural backgrounds which influence the ways in which each client constructs reality, sets personal goals and assigns meaning to life's experiences. Individuals have the right to choose from multiple options that are available in daily living experiences but must also accept responsibility for their choices.
- b. Environment: The environment is comprised of internal and external forces which affect individuals, families, groups and communities. Environmental forces influencing everyday life include, but are not limited to bio-psycho-social, cultural, spiritual, and

developmental dimensions, political and economic structures, physical surroundings, and human relations.

- c. Health: Health is a dynamic process that is self-defined by individuals, families, groups and communities and is influenced by personal, family, cultural and societal norms.
- d. Transitions: Transition denotes a passage or change of, from one condition to another. Nurses may deal with developmental, situational, health/illness and organizational transitions. Transitions are multifaceted and potentially complex processes, which occur over time and involve multi-directional movement from one state to another and changes in life patterns. Nurses assess meanings and expectations ascribed to transitions and evaluate environmental forces and the level of skill/knowledge and planning associated with transitions. Outcomes of transitions include, but are not limited to, subjective well being, role development and mastery, and well being within relationships. Nursing therapeutics facilitate healthy transitions.
- e. Nursing Therapeutics: As a practice discipline, nursing strives to gain knowledge about the clients' experiences and meanings associated with health and illness. Nursing therapeutics are concerned with assessing health patterns, implementing, evaluating activities and actions that promote, maintain, or restore the health of individuals, families, groups and communities. The goal of nursing therapeutics is to develop methods to foster human choices and independence that lead to health and well-being. The foundation for implementing nursing therapeutics is the nurse client interaction and the major expression of nursing therapeutics is client outcome.

2) Organizing Framework:

- The Healing Community faculties have developed an organizing framework that forms the basis for the course competencies, exit outcomes, and for nursing education. This framework represents a systematic organization of concepts that are the essential components of the Healing Community's curriculum. The framework serves as a guide and provides direction for faculty to organize nursing knowledge into nursing courses, clinical experiences and independent studies.
- Transitions are a nursing model used to interpret the interrelatedness of the four domains of nursing: (1) Provider, (2) Teacher, (3) Manager, and (4) Member of the Profession. Transitions denote change, or passage, from one state to another, the time in a person's life when he or she is most likely to be under the care of a nurse. This model allows students to see clients in context and "offers a key to interpreting person-environment interactions in terms of their actual and potential effects on health" (Chick & Meleis, 1986, p. 239). The model includes all areas of basic client needs: psychosocial, spiritual, cultural, physiological, situational and developmental. This model includes the concepts addressed in the NCLEX[®] examination: effective care, physiological integrity, psychosocial integrity, and recovery/health promotion.
- The conceptual framework consists of eight threads: caring, communication, competency, critical thinking, culture, learning/teaching, management/leadership and accountability. These threads represent areas of competence, which are attributes of professional nurses. This is an integrated curriculum where all threads are addressed in each course, progressing in complexity over the entire curriculum. Competencies for each of the threads are developed for each of the core nursing courses.
- The curriculum begins at the freshmen level in which students begin foundational course work for nursing through various articulation agreements and ends at the senior level with completion of the baccalaureate degree requirements. As the curriculum progresses, each of the component concepts is developed at increasingly complex

levels. Students at statewide articulated community colleges may opt to exit from the nursing program after completion of associate degree requirements and/or continue with nursing courses offered at statewide sites for completion of the Northern Arizona University (NAU) baccalaureate degree. The outcome goal of this curricular approach is to integrate the concepts depicted in the organizing framework that facilitate seamless articulation and promote professional nursing.

3) Curriculum Concept Definitions

- a. Competency: Competency is inherent to the practice of nursing. Competency is defined as the ability to plan and carry out knowledgeable, efficient and safe nursing care and assumes an awareness of one's own limitations. The achievement of competency is evidenced by the student's ability to provide nursing care in increasingly complex settings and situations. Students are required to master the core competencies that include: 1) achieving a minimal knowledge base, 2) practicing safe and efficient nursing care, and 3) demonstrating basic nursing skills. --- At the associate level, the students learn the skills and knowledge needed to demonstrate competency in classroom and laboratory settings. They begin their initial clinical experiences, to become familiar with nursing skills and clinical judgment. Subsequently, students continue to develop proficiency in their skills and knowledge base for providing nursing care that maintains client safety and client confidentiality. Students must prove their competency to demonstrate responsibility and accountability in well-defined practice settings with individuals, families and groups. --- At the baccalaureate level, students display a synthesis of nursing knowledge and skills by demonstrating competency in nursing practice. They must prove their competency to provide and coordinate nursing care by developing and implementing a comprehensive plan of care with individuals, families, groups and communities in complex practice settings. Students reflect the knowledge and skills that are needed to practice safely and efficiently as professional nurses.
- b. Critical Thinking: Critical thinking is "based on the evaluation and integration of existing data and theory into a solution about the problem at hand, a solution that can be rationally defended as most plausible or reasonable, taking into account the sets of conditions under which the problem is being solved" (King and Kitchener, 1994, p. 8). Critical thinking is defined as reflective judgment and reasonable thought that focuses on deciding what to believe or do and is a composite of attitudes, knowledge and skills. Attitude denotes a frame of mind in which there is the recognition of problems. Knowledge involves weighing the accuracy and logic of the evidence and understanding the nature of valid inferences, abstractions, and generalizations. Skill in cognitive application attitudes and knowledge must be demonstrated. Clinical judgment is the framework within which nurse educators expect students to apply critical thinking skills. Students are required to use knowledge from the natural, behavioral, social and nursing sciences and humanities to assess, plan, implement and evaluate care. They need to be able to arrive at decisions that are specific to the particular circumstances of each individual, family, groups and community to facilitate health. --- At the associate degree level, students are required to derive information from general studies and nursing theory research to use as a basis for nursing decisions. They learn to develop nursing interventions by selectively evaluating and integrating knowledge. At this level, students also learn to assess the health as well as the multifaceted needs of individuals, families, and groups at a basic level. Subsequently, students are required to apply information derived from individuals, families and groups to structure clinical judgments, decision-making, for common nursing problems. - At the baccalaureate level, students synthesize information from all previous nursing and general studies courses to initiate interventions

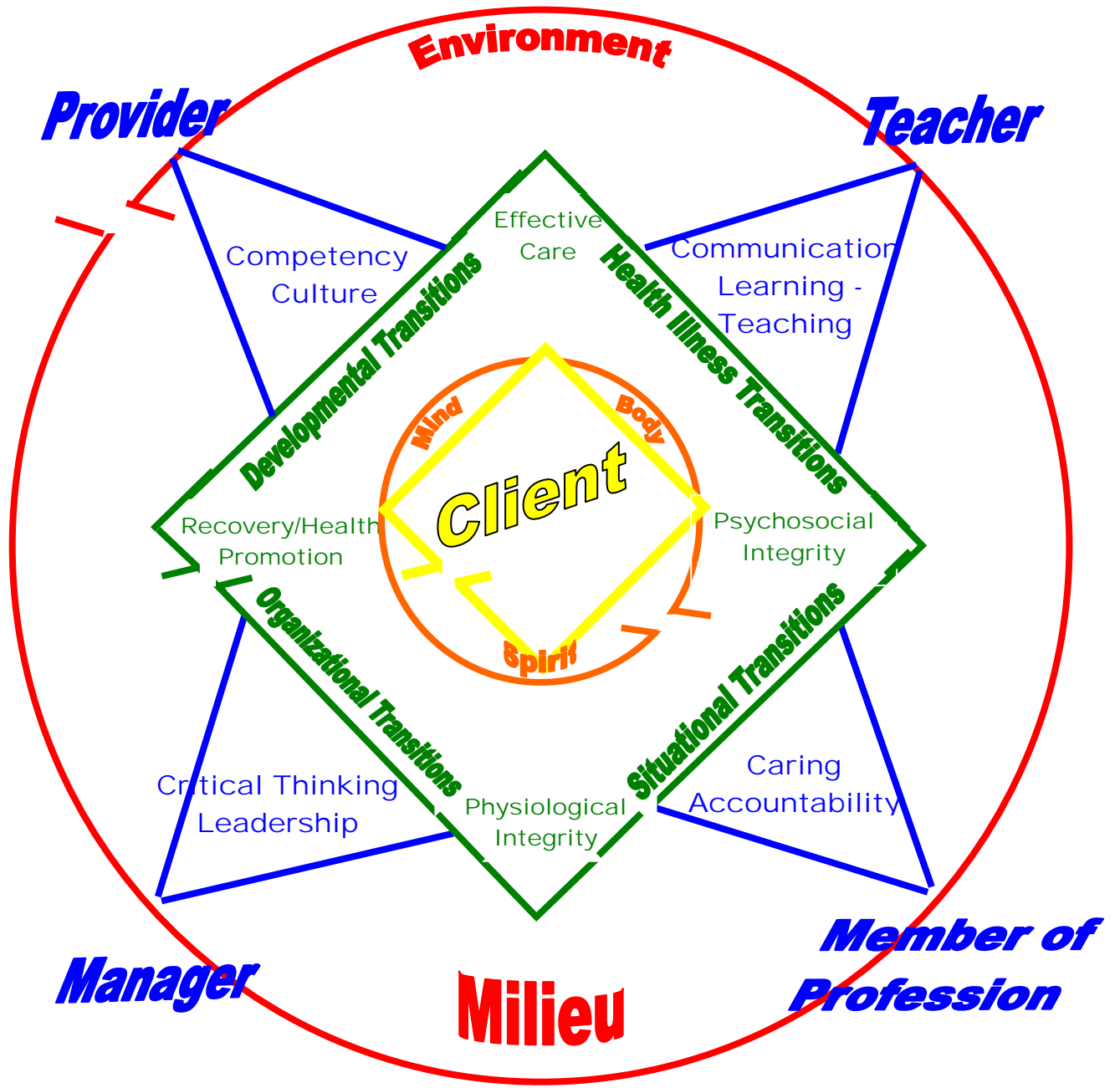
that are based upon in depth assessments of individuals, families, groups, and communities. Using this information, they formulate independent, complex decisions that relate to nursing care.

- c. Caring: Caring is an essential component of nursing which involves the therapeutic use of self within the context of nursing practice. Caring requires a personal, social, moral and spiritual engagement of the nurse. The nurse is committed to self and others. Caring involves the protection, enhancement and preservation of human dignity. --- Therapeutic caring is intentional in nature, and is promoted by knowledge, awareness of need, and use of empathy. Therapeutic caring is of benefit to the client. Caring actions do not occur in isolation, but exist within the socio-cultural context of all individuals involved. --- At both the associate and baccalaureate levels, students apply and integrate caring behaviors into nursing practice. Students learn to differentiate between caring as an emotional response and a knowledgeable, deliberative intervention. Students incorporate the experience of the client into the self, bring the caregiver to recognize of the reality of the other's situation. Students recognize the interaction between their own feelings based on their own past experiences and the experiences identified and incorporated from the other person. They use this knowledge with cognitive and psychomotor activities to produce purposeful outcomes that protect, enhance, and preserve human dignity.
- d. Culture: Important relationships between culture/diversity and health care require nursing faculty to acknowledge and integrate culture-related influences that help shape how individuals, families, groups and communities experience and ascribe meaning(s) to health and illness related phenomena. --- Culture refers to the acquired knowledge that groups (an individuals as members of groups) use to interpret life experiences and to generate social behavior. Nursing professionals need to learn, understand, acknowledge and integrate in practice the values, beliefs and daily living patterns of diverse cultural and subcultural orientations. --- At the associate level, students learn to recognize ways that culture/diversity affects health care experiences of individuals. Students learn basic concepts of culturally competent caring. Students begin to develop and expand the awareness, sensitivity, knowledge and skills that constitute culturally competent and meaningful cross-cultural encounters and care. Students use relevant culture-congruent and culture-specific understandings and knowledge to elicit and analyze information and to plan culturally appropriate nursing care. They also recognize, acknowledge, and learn to manage interactions between one's own cultural/subcultural orientation(s) and those of individuals, families and groups, with whom they interact. - At the baccalaureate level, students build on the associate level to integrate cultural concepts and social dynamics in complex clinical judgment and problem solving with individuals, families and groups.
- e. Communication: Communication is the means of sending and receiving messages through symbols, words, signs and gestures. A student brings to the program communications skills learned through life experiences and prior formal education. These are the foundations upon which theory and application necessary for therapeutic nurse/client interactions and relationships are built. --- Communication theory and application provide the student with the skills needed to interact with clients in a therapeutic manner. In implementing the nursing process, the student applies therapeutic communication relevant to the beliefs and value system of those receiving care. The student then adapts communication appropriate to the cultural background, education, development and health of the individual, family, group or community. --- Effectiveness in the nurse/client relationship is dependent upon the ability to collaborate with nurses and other health care professionals. The student learns the terminology and the processes that support relationships with colleagues. These processes include clear,

accurate, timely written and verbal communication. Formal presentations and papers contribute to the development of students as colleagues and nursing professionals. --- At both the associate and baccalaureate levels, students are expected to use effective communication. Students are exposed to basic communication and interpersonal theories. Students engage in health history taking and learning about the process of developing a caring relationship. They apply the beginning skills needed to develop a therapeutic relationship with individuals in a clinical setting. Communication skills are applied to individuals, families, and groups across the life span and among culturally diverse populations. Students are prepared to transmit pertinent health care information to other members of the health care team. Students explore, analyze and evaluate communication processes with clients.

- f. Learning-Teaching: The learning-teaching process is an ongoing, dynamic, interpersonal process whereby both the learner and the teacher grow, that is, become different from before. Learning is a process of sensory perception, conceptualization, and critical thinking. Teaching is the facilitation of learning based upon various principles of education as well as the theories in human development and learning. Through the learning-teaching process, the nurse facilitates health promotion, maintenance and restoration of clients' health. --- Faculty serves as catalysts, facilitators and role models. Educational activities are designed to build upon the student's previous experiences, expand their perceptions, encourage them to clarify, modify and/or reaffirm their values, incorporate knowledge and enhance their interpersonal relations. Through this process, the student has opportunities to develop the ability to think critically, act responsibly, be creative, and communicate effectively. Learning-teaching is most effective when the student is an active participant in the process. Thus, the student implements choices and selects opportunities to develop personal learning-teaching objectives and experiences. --- At the associate level, students identify components of the learning-teaching process. They perform a learning-teaching needs assessment and develop a teaching plan for a learning need in a cognitive, affective, or psychomotor domain. Students incorporate the learning-teaching role into the nursing role. They develop a teaching project for an individual, family or group situation. --- At the baccalaureate level, students synthesize learning-teaching principles to assess individual, family, group or community learning needs. They develop and conduct appropriate interventions to meet an identified need.
- g. Accountability: The practice of nursing responds to health care needs of individuals, families, groups and communities through services such as case finding, health teaching, health counseling, and the provision of supportive or restorative care. Nurses are held responsible and accountable for nursing practice based upon the professions' code of ethics, standards of practice and legal regulations. Nurses are responsible for developing and maintaining current nursing knowledge and skills through formal and continuing education and, where appropriate, seek certification in their areas of practice demonstrating this accountability. Peer review and laws are the mechanisms by which nurses are held accountable for practice. --- Faculty fosters the development of professional responsibility and accountability through students' self-regulatory mechanisms such as student self-appraisal, standards of academic integrity, honesty, and the maintenance of confidentiality. --- At both the associate and baccalaureate level, responsibility and accountability are foundational to nursing practice. Students identify, explore and analyze the ethical, legal and political factors that impact upon the role of professional nursing in the health-care delivery system. Nurses are expected to demonstrate responsibility and accountability appropriate to their levels of education, experience and practice.
- h. Management/Leadership: Management and leadership skills are essential elements of nursing practice. Through knowledge and application of the theories and principles of

management and leadership, nurses organize high quality health care to individuals, families, groups and communities. --- Management in nursing occurs at all levels of practice and involves coordination of client care, participation in organizational and fiscal concerns, resource utilization and responsibility associated with client care. Faculty facilitates acquisition of the human, technical and conceptual skills students need to become effective managers of client care. --- Leadership is the ability to influence and guide the decisions and subsequent actions of others. Developing leadership skills involves self-reflection, understanding human processes and envisioning possibilities for enriching people's lives. An analysis of the health care delivery system introduces students to the importance of nursing involvement in professional organizations, political processes and organizational procedures. --- At the associate degree level, students learn traditional and contemporary theories of management and interpersonal processes. Knowledge and skills are developed in the supervision and delegation of nursing personnel and coordination of client care associated with accountabilities. --- At the baccalaureate level, students synthesize management and leadership knowledge and skills in the delivery of health care in multi disciplinary settings. Emphasis is on assuming a leadership role in the designing, organizing, directing, supervising, coordinating and evaluating health care in diverse settings.



Healing Community Nursing Model

Schematic design by Marilyn Lusk
Mohave Community College (8/13/98)

3. AMERICAN NURSES' ASSOCIATION CODE OF ETHICS FOR NURSES

- 1) The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- 2) The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- 3) The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- 4) The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- 5) The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- 6) The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- 7) The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- 8) The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- 9) The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Source: American Nurses Association, 2001, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.

4. NURSING PROGRAM COMPETENCIES

A. Associate Degree Nursing Competencies

Student learning outcomes for Arizona Western College associate degree nursing graduates are based upon the Healing Community competencies. Following completion of the associate degree graduate of the Healing Community is expected to:

- 1.1 Clinical Competence: Independently perform all learned nursing skills safely and within established guidelines.
- 1.2 Critical Thinking: Synthesize theory, research, and critical thinking to formulate and implement decisions related to complex nursing practice situations.
- 1.3 Caring: Synthesize and integrate physical, emotional, and spiritual components of caring behaviors for self, individuals, families, and groups.
- 1.4 Culture: Integrate concepts of diversity in providing nursing care to individuals, families, and groups.
- 1.5 Communication: Communicate effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty, and other members of the health care team.

- 1.6 Learning-Teaching: Apply the nursing process to meet the learning needs of individuals, families, and groups including peers.
- 1.7 Accountability: Analyze the nurse's role in ethical, legal, and political issues within the healthcare system.
- 1.8 Leadership/Management: Collaborate with members of the healthcare team within the organizational structure to manage client care through supervision, delegation, coordination, and procurement of available resources.

B. Practical Nursing Competencies

Program outcomes for Arizona Western College practical nursing graduates are based upon the Healing Community competencies. Following completion of the program and under the supervision of a registered nurse or licensed physician, the practical nurse graduate is expected to:

- 1.1 Clinical Competence: Demonstrate the use of knowledge and learned nursing skills to provide safe and effective therapeutic nursing interventions, within the practical nurse scope of practice, for individuals and families experiencing transitions in well defined settings.
- 1.2 Critical Thinking: Apply critical thinking in simulated nursing situations at the practical nurse level.
- 1.3 Caring: Demonstrate physical, emotional, cultural and spiritual components of caring behaviors for self and others.
- 1.4 Culture: Recognize that biological and cultural diversities impact self and others' experience within developmental, acute health-illness and organizational transitions.
- 1.5 Communication: Identify effective communication skills in providing care and supervising other health care team members.
- 1.6 Learning-Teaching: Apply learning principles for health promotion, restoration, maintenance and prevention for individuals and families experiencing developmental or acute health-illness transitions.
- 1.4 Accountability: Identify ethical, professional and legal principles within the scope of practice for a Licensed Practical Nurse.
- 1.5 Management/Leadership: Implement basic management within the scope of practice for a Licensed Practical Nurse.

5. HEALING COMMUNITY NURSING CURRICULUM PLAN

Associate in Applied Science (A.A.S.)

Prerequisites: 12 credits

ENG 101	Freshman Composition	3 credits
CHM 130	Fundamentals of Chemistry	4 credits
BIO 201	Anatomy and Physiology I	4 credits
NUR 110	Mathematics for Medications (not included in admission ranking)	1 credit (Within 1 year prior to entering the program)

- *Eligibility for Math 142 or higher*
- *CPT Reading Score of 80 or higher.*

First Semester: 17 credits

NUR 121	Nursing 1	8.25 credits (5 lec, 3 lab, 5.25 clinical)
NUR 117	Pharmacology	1 credit
FCS 238	Human Development	4 credits (4 lec)
BIO 202	Anatomy and Physiology II	4 credits (3 lec, 2 lab)

- *All courses listed above must be completed **prior to** the beginning of the next semester in order to progress.*

Second Semester: 15 credits

NUR 122	Nursing 2	8 credits (4 lec, 12 clinical)
PSY 101	Intro to Psychology	3 credits (3 lec)
BIO 205	Microbiology	4 credits (3 lec, 2 lab)

- *All courses listed above must be completed **prior to** the beginning of the next semester in order to progress.*

Third Semester: 14 credits

NUR 221	Nursing 3	8 credits (4 lec, 12 clinical)
ENG 102	Freshman Composition	3 credits (3 lec)
ANT 130	Cultural Anthropology	3 credits (3 lec)

- *All courses listed above must be completed **prior to** the beginning of the next semester in order to progress.*

Fourth Semester: 15 credits

NUR 222	Nursing 4	8 credits (4 lec, 12 clinical)
MAT 142	College Math with Appl. (or higher)	3 credits (3 lec)
Humanities*	<i>Elective</i>	3 credits (3 lec)

- *All courses listed above must be completed **prior to** the beginning of the next semester in order to progress.*

Total credits required for degree: 72.25 credits

*Select one Humanities requirement as per AWC Catalog, Associate in Applied Science (A.A.S) General Education Course List, section C. Arts and Humanities

6. LEGAL LIMITATIONS FOR NURSE LICENSURE

- 1) Admission or graduation from the nursing program does not guarantee obtaining a license or certificate to practice nursing. Licensure and certification requirements and the subsequent procedures are the exclusive right and responsibility of the Arizona State Board of Nursing. Students must satisfy the requirements of the Nurse Practice Act:

statutes, rules and regulations independently of any college or school requirements for graduation.

- 2) Pursuant to A.R.S. § 32-1606(B)(17), an applicant for professional or practical nurse license by examination is not eligible for licensure if the applicant has any felony convictions and has not received an absolute discharge from the sentences for all felony convictions. The absolute discharge must be received five or more years before submitting this application. If you cannot prove that the absolute discharge date is five or more years, the Board cannot process your application.
- 3) All nurse and nursing assistant applicants for certification and licensure will be fingerprinted to permit the Department of Public Safety to obtain state and federal criminal history information.
- 4) If there is any question about eligibility for licensure or certification, contact the nursing education consultant at the Arizona State Board of Nursing at (602) 889-5150 or through the web site: <http://www.azbn.gov> or E-mail: arizona@azbn.gov.

7. GENERAL INFORMATION

A. Class and Clinical Preparation

- 1) General guidelines are to allow at least two hours of study for each hour of class that you have per week and one hour of study for each hour of lab or clinical per week. Students are expected to be prepared for their clinical experience in order to give safe patient care.
- 2) Learning experiences include: classroom, lab, clinical, online communication and assignments, and computer interactive learning and simulation.

B. Academic Advising

- 1) Each nursing student is assigned a designated advisor at the beginning of NUR 121. The student will be responsible for meeting with this advisor a minimum of one time during each semester.
- 2) Nursing students have the responsibility to ensure that their **transcripts** are sent to the Division of Human Services after completion of each semester. These files will be reviewed with their assigned nursing advisor after completion of Nursing 3 and before graduation.

C. Student Learning Agreement

A student at risk for failing a nursing course is encouraged to seek faculty advisement. A student learning agreement may be established in order to enhance the student's potential for success. (Form available as download at <http://www.azwestern.edu/nursing>)

D. NUR 110 Math for Meds

Policy: NUR 110 Math for Medications course must be completed within 1 year prior to entrance or readmission into the nursing program.

Purpose: NUR 110 Math for Meds is required for nursing students to demonstrate their proficiency in math calculations to safely compute dosages of medications.

Procedure:

- 1) Complete NUR 110 Math for Medication within 1 year prior to entrance into the nursing program.

- 2) If more than 1 year has elapsed since the successful completion of NUR 110, the student may either repeat the class or take a challenge exam. The challenge exam must be passed with a grade of 100%.
- 3) A student who does not achieve 100% on the first attempt of the challenge exam must retake and successfully complete NUR 110.

E. Readmission

Policy: The Nursing Program shall, on a case-by-case basis, make a determination whether to grant readmission to an individual based on the readmission application and space being available in the applicable nursing class. The Director of Nursing has the option to refer a readmission request to the Faculty Committee. An individual who withdraws, fails, or is dismissed from the nursing program may be readmitted only one time.

Procedure:

- 1) Requests for readmission to the program must be submitted in writing to the Director of Nursing. The Readmission Request form is available from the Department of Nursing or as an online download at <http://www.azwestern.edu/nursing>.
 - a. Readmission in Nursing 2, 3, and 4 (NUR 122, 221, 222) must be within 2 years of exiting the program.
 - b. Individuals who have exited the program more than 2 years prior to the date of reentry may only request readmission in Nursing 1 (NUR 121) and must meet all current admission criteria.
- 2) Requests deadlines:
 - a. Requests must be received by the Department of Nursing no later than 5 pm, March 1st for Fall Semester and September 15th for Spring Semester readmission.
 - b. Individuals granted readmission in Nursing 1 must submit an admission application and will be included in the ranking for the next semester if they meet all current admission requirements
 - c. Individuals, who exit the program after the deadline, must submit their request no later than noon (12 pm), on the last day of Final Exam Week.
- 3) Individuals will be informed in writing of their readmission status within 45 days of the readmission application deadline.
- 4) Reentry Requirements (Nursing 2, 3, and 4):
 - a. Individuals who have been out of the program for one semester or more are required to:
 - i) Demonstrate satisfactory performance in the nursing skills lab of all invasive procedures included on the "Nursing Skills Checklist" for the designated course. (see appropriate Reentry check list, 506.1, 506.2, or 506.3)
 - ii) Pass the NUR 110 Math for Medication Administration challenge exam. (see NUR 110 Math for Meds policy & procedure, Nursing Student Guide)
 - iii) Submit documentation of a physical examination and drug screen, and be current on all other health and safety requirements.
 - b. Individuals readmitted with no semester gap are required to:
 - i) Continue to meet all health and safety requirements
 - ii) Pass the NUR 110 Math for Medication Administration challenge exam. (see NUR 110 Math for Meds policy & procedure, Nursing Student Guide).
 - c. All individuals readmitted the program must enroll in NUR 115 Transition to Associate Degree Nursing.

Rev: 5/10

F. Calculator Use Guidelines

Policy: Nursing students will provide safe medication administration.

Purpose: Drug calculations occur in a variety of settings with or without the luxury of calculators or high-tech equipment. Therefore to maintain mathematical proficiency, a safe and prudent nurse calculates using the long hand or written method first, then verifies the result using a calculator.

Procedure:

- 1) All students will be required to demonstrate drug calculations using the paper and pencil method.
- 2) A calculator can be used to verify the dosage calculation.
- 3) Classroom or clinical settings require 'show your work' method allowing for use of a calculator to verify answer.

8. HEALTH AND SAFETY GUIDELINES

A. Health and Safety Requirements-Student

Purpose: All students participating in the AWC Nursing Program (Program) are required to provide safe, effective and supportive patient care. The Program must ensure that students meet the health and safety requirements of all contracted clinical affiliates.

Procedure:

The Program will provide applicants with the Health and Safety Requirements information as part of the admission process. All students entering core curriculum nursing courses must meet all Health and Safety requirements to maintain enrollment status for the course.

All documentation of Health and Safety Requirements must be submitted as directed by the date and time indicated in the Entry Requirements packet.

1) Physical Examination:

- a. A physical examination is required within 2 months prior to the first day of class. The student's medical history must be documented on the Student Medical History form. A physical examination must be completed and documented by a licensed nurse practitioner, physician assistant, or physician (MD or DO).
- b. Should there be any change in physical or mental status throughout the program, the student is required to submit an updated evaluation form completed and signed by a licensed nurse practitioner, physician assistant, or physician, stating the student is able to continue to provide safe, effective and supportive client care.

2) TB Screening:

- a. New applicants must submit documentation of 2 TB skin tests, with one TB skin test reading done within 1 month prior to the first day of class.
- b. If the applicant does not have documentation of a TB skin test done within the last 12 months, a baseline two-step TB skin test is required. (*2-step TB test: 2 skin tests are done 1-3 weeks apart*)
- c. Applicants with a history of positive skin test will be required to submit the results of one baseline chest radiograph done following a positive TB screen, which excludes a diagnosis of TB disease, documentation of a medical evaluation and a symptom screen.

- d. AWC Campus Nurse does the skin test on Monday and Tuesday and the TB symptom screen from Monday to Thursday during the academic year. (*AWC Health Services is located between the 3C building and the AWC student dorms*)
 - e. A TB test is required every 6 months while enrolled in the program or a Review of Symptoms Questionnaire is required yearly if established TB skin test conversion.
 - f. Student's who fail to comply with screening requirements by due date will not be allowed in the clinical setting, will be considered as not being prepared for clinical, and will receive a score of 0 for the clinical day on their Clinical Evaluation Tool (CET).
- 3) MMR: Measles (Rubeola), Mumps, and Rubella:
- a. Documentation of 2 MMRs or laboratory evidence of immunity is required.
 - b. *MMR vaccine is available for a fee at the county health department or AWC Health Services (Campus Nurse).*
- 4) Varicella:
- a. Documentation of 2 Varicella (Varivax) immunization or Proof of immunity must be provided (Positive Titer)
 - b. If negative, the student must complete and submit a Varicella Susceptibility Awareness Form.
 - c. In the event of a Varicella (chicken pox) exposure, individuals presumed immune on the basis of vaccination may still be at risk to develop the disease. They do not need to be removed from healthcare settings, but rather monitored by Employee Health from day 10 – 21 following exposure for prodromal signs of infection.
- 5) Hepatitis B vaccinations
- a. Proof of immunization or waiver must be provided. (Waivers are available from the Nursing Department)
 - b. The hepatitis B vaccine is strongly recommended. The Hep B is administered in a series of 3 injections over a 6 months period.
- 6) Tetanus (Td or Tdap):
Documentation of Tetanus booster within the last 8 years.
- 7) Influenza vaccination:
Strongly recommended.
- 8) Drug Testing Requirement
- a. Applicants to the College's Nursing Program (the "Program") are required to submit to a urine drug screening. This drug screening is required by the Program's clinical affiliates. These affiliates require AWC Nursing students to obtain the same type of drug testing as they require of their own employees who work in a clinical setting.
 - b. The required drug screening is the applicant's responsibility and is initiated online at <http://www.CertifiedBackground.com>. The required urine sample must be provided in the manner directed by CertifiedBackground.com not more than 30 days prior to the health and safety requirements documentation submission deadline.
 - c. If a urine sample tests positive, it will be sent to a Medical Review Officer (MRO) contracted by CertifiedBackground.com. The MRO will contact the applicant/student to discuss the positive result and elicit any prescription drug usage or other relevant information that could potentially impact the test result. The MRO will then make a final determination concerning the test result and will convey such determination to the College's Director of Nursing.

- d. An applicant/student who receives a positive drug screen as reported by the MRO will temporarily be excluded from nursing classes pending a final administrative determination. If the determination is that the applicant/student (a) tested positive as the result of use of an illegal substance or a non-prescribed legal substance, or (b) for any other reason poses an unreasonable risk to the health of safety of others in a clinical setting, the applicant/student will not be permitted to continue in the Program. In addition, if the applicant/student is currently licensed by the Arizona State Board of Nursing, a report will be made to such Board.
- e. An applicant/student may not submit previous drug screen results that were obtained at the request of a person or agency other than the AWC Department of Nursing.
- f. An applicant/student who is excluded from the Program pursuant to the above process may appeal the decision to the Vice President for Student Services.

9) Fingerprint Clearance Card

- a. Fingerprint clearance is required for enrollment in the Nursing Program. Fingerprint clearance is required to work and care for children, the elderly, and any vulnerable adult. If there is a positive criminal history, a fingerprint clearance may be denied. Students unable to obtain a fingerprint clearance card will be withdrawn from the Nursing Program. The Fingerprint Clearance Card required for the Nursing Program will not meet the requirements for certification through the Arizona State Board of Nursing.
- b. Students applying for enrollment in the Nursing Program are required to disclose any felony conviction on the Nursing Program application form. Falsification or presentation of fraudulent information on the application form may result in denial of enrollment in the program and once enrolled, is grounds for disciplinary action by the College including suspension or expulsion and conditions placed on future enrollment.
- c. Clearance of a student with a criminal history to participate in clinical settings in the College's Nursing Program does not insure that, upon completion of the Program, the student will meet the requirements for licensure. A student with any criminal history must disclose his or her criminal background at the time of application to take the licensure examination. At that time, the Arizona Board of Nursing will review his or her eligibility for eventual licensure as a registered nurse.
- d. Students will be provided a State of Arizona DPS Fingerprint Application packet at the New Student Orientation.
- e. Students that are in possession of a State of Arizona DPS Fingerprint card will be required to submit a copy to the College's Nursing Department, and validity will be verified with DPS before the student is allowed to enter the program.

10) CPR Competency:

- a. Students must hold a Health Care Provider or Professional Rescuer (CPR) certification.
- b. The CPR card must remain current/valid throughout the program (2 years) in order for a student to participate in the clinical component of course work.
- c. An online CPR course is not accepted. Classes are offered at various locations in the community.

Enrollment denial or dismissal related to the Health and Safety Requirements may be appealed through the Student Grievance Procedure as described in the AWC Catalog.
Revised 10/11

B. Clinical Injury or Exposure to Infectious Materials

- 1) In the event of an injury or exposure to infectious materials while in the clinical setting, the student must immediately inform the clinical instructor and follow the clinical agency's policy.
- 2) Health Insurance claim:
 - a. Students must complete a Health Insurance claim at AWC Health Services (HS), located on main campus at Cottage 1, *on the first business day the services are open*. If the incident happens on a Friday, the student can report to Health Services on Monday. It is best for the student to report the incident as soon as possible (i.e. within 24 hours/ the next day), to keep the details fresh when filling out paperwork.
 - b. If the student's blood work returns sero-negative, the student will be retested 6 weeks post-exposure and on a periodic basis thereafter (e.g. 12 weeks and 6 months after exposure) in order to determine whether transmission has occurred. Results will be sent to AWC HS and the Medical Director. The initial cost for blood work will be sent to Health Services.
 - c. Students shall be counseled regarding safe sex, deferred from donating blood, etc. until results of source HIV/ HBV /HC are known.
- 3) Insurance Coverage:
 - a. AWC Student Accident insurance policy, Health Special Risk, (HSR) is secondary to all other insurances. If a student has primary insurance, they should follow protocol (pre-authorization) with their primary insurance company for filing of a claim and HSR will be secondary filing of insurance. HSR is limited coverage that has very specific definitions on what is and what is not considered an accident:
 - i. *ACCIDENT means a sudden, unexpected and unintended event, which is identifiable and caused solely by an external physical force resulting in injury to a person.*
 - ii. *Accident does not include a loss due to or contributed to by disease or sickness.*
 - b. AWC has \$1000 limit for communicable disease exposures, if the student is exposed while in the clinical setting. This insurance covers certain immediate preventative measures of exposure if reported within 48 hours of the incident but it does not cover on-going treatment or costs exceeding \$1,000.
 - c. Please note: Only the insurance company (HSR) determines if an incident is covered under the insurance plan.

Revised: 6/11

C. Student Pregnancy

Policy: Arizona Western College is committed to protecting its pregnant nursing students from health and safety hazards that are known to be present in the clinical health care environment. Nursing students who are pregnant are required to follow the subsequent procedures.

Procedure:

1) Disclosure:

As soon as the nursing student learns that she is pregnant, she must report the pregnancy to her course faculty and clinical instructor. The student must complete and submit an updated medical-health form signed by her healthcare provider to the course coordinator. The form should include estimated due date and confirmation that nursing school clinical work may be performed. Any subsequent change in status must be documented by the healthcare provider and submitted to the course coordinator. Any contraindications must be stated.

2) Infectious Disease Precautions

- a. A pregnant nursing student should not receive a TB skin test, chest x-ray or any vaccine without consulting her physician.
- b. A pregnant nursing student may not have contact with a known or suspected teratogen.
- c. Nursing students who may be pregnant are restricted from administering cytotoxic agents or caring for patients who receive these agents.

3) Precautions for Working in Radiation Environments

A pregnant nursing student must refrain from any patient care environment in which radiation is present.

4) Post-pregnancy Follow-up

A nursing student must submit a follow-up medical-health exam form providing a statement from the healthcare provider. This statement should confirm that the nursing student may return or continue the nursing clinical work being performed without any contraindications.

5) Clinical Schedules

- a. Following submission of disclosure information, the student shall meet with the course coordinator to discuss available options. The student will submit a written plan to complete the clinical course time and assignments within an agreed upon timeframe.
- b. The course team and any involved clinical faculty will review the plan and provide accommodations based upon space availability and learning needs.

6) Withdrawal

If the clinical work is contraindicated either during pregnancy or post pregnancy the nursing student must withdraw from the program and may request readmission as detailed in the Readmission Policy found in the Nursing Student Guide.

D. Technical Standards Policy and Procedure

(Physical, cognitive and behavioral requirements for students in the nursing program.)

Policy: In order to provide safe care in the nursing program the student must be able to satisfy, with or without reasonable accommodation, physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum. The essential abilities required by the curriculum are in the following areas: motor, sensory, communication, intellectual (conceptual, integrative and quantitative abilities for problem solving and patient assessment) and the behavioral and social aspects that impact the performance of a nursing student. *Any change in*

physical, cognitive and/or behavioral status of the nursing student would require a new student medical history form to be placed in the student file in the nursing office.

Procedure:

- 1) Nursing students must be able to gain experience in many settings e.g. hospital, nursing home, public health and community agencies, home health visits, school settings, and clinics. Some of the physically demanding settings include the hospital, nursing homes, home health and various clinical sites. The work terrain often varies and students are expected to walk distances. Training in nursing includes active, complex experiences, requiring the ability to keep track of a large number of activities at a time. Transportation to health care facilities, clinics and home health settings is the responsibility of the student.
- 2) The program requires the use of comprehensible speech, memory, reading and writing to communicate with clients, families and other health professionals. The student must be able to quickly and efficiently provide and direct care functions, engage in therapeutic communication and counseling and function effectively in situations of stress.
- 3) Essential functions for these programs include the use of senses to gather information, i.e. color changes in the skin, hearing heart and lung sounds through a stethoscope, feeling pulses and feeling hot/cold skin, etc. Client care requires the ability to synthesize information from a variety of sources and apply it in making decisions regarding safe care. The student must be focused and alert to maintain client safety. This includes the ability to place the client's needs first.
- 4) During clinical training, the nursing student must be able to accomplish tasks that ordinarily require the student to: stoop/bend, squat, kneel, climb, push/pull, grasp/handle, reach over shoulders, reach at waist, reach below waist, lift, hear, see, smell, touch, stand and walk during most of the entire clinical day (between 4 and 12 hours). Physical agility is required while working around tables and chairs in a client's room and in a clinic, as well as occasional stooping and/or bending to retrieve supplies from lower storage areas. There is pushing and pulling of various medical equipment, medications and items required for client care. There may be a need to lift clients with and without mechanical devices.
- 5) Please contact AWC's disabilities coordinator to receive information regarding disability accommodations and documentation requirements. To ensure appropriate accommodations, it is the student's responsibility to request accommodations in a timely manner and to provide appropriate documentation to verify eligibility for support services.

9. ACADEMIC CLASS REQUIREMENTS

A. Progression within the Nursing Program

- 1) Theory Grading System:
 - a. There are a series of exams each semester of the nursing program, including a final exam. Students must average 75% on the exams to successfully pass the course work for the semester.
 - b. Each individual exam grade will be calculated to the nearest hundredth. The accumulated total average of all exams will be calculated to the nearest hundredth. Grades will not be rounded.
 - c. All scheduled assignments are required and must be satisfactorily completed to receive any grade but "I" or "F" (Incomplete or fail) for the course. Graded assignments are added to the exam scores for all students who receive 75% or

higher on exam total average. Assignments grades are not given to students who have less than 75% on average of the exams.

- 2) Clinical Grading System:
 - a. The clinical component of the nursing course will be evaluated on a scale of 0 to 4 for each objective on the Clinical Evaluation Tool. Progression to the next nursing course will be measured as follows:
 - i. Nursing 1, 2, and 3, the student must obtain a minimum average of 2 on every clinical objective for the semester.
 - ii. Nursing 4, the student must obtain a minimum average of 2 on every clinical objective for the rotation.
 - b. A clinical grade average of less than 2 on any objective will result in a grade of "F" for the course.
 - c. Clinical Jeopardy: The Clinical Evaluation Tool (CET) identifies objectives that, if not met, may place the student in clinical jeopardy. Practice of nursing that is evaluated as unsafe by the instructor will be considered as grounds for dismissal from the program. This may occur at any point during the clinical component of the program. A student dismissed for unsafe practice will be awarded a grade of "F" for the course. Critical objectives are indicated on the CET by an asterisk (*). This program policy and procedure supersedes the AWC "Withdrawals" policy and procedure stated in the college catalogue.

Rev4/09

B. Classroom Testing Guidelines

- 1) Students are expected to take all examinations on the designated day and time.
 - a. No extra time will be allotted to students who arrive late.
 - b. In the event of unforeseen circumstances, which prevent a student from attending an exam, the instructor must be notified prior to the administration of the exam.
 - c. Students are responsible for making arrangements with the instructor for an exam make-up, within 1 week following the missed exam. Make-up exam questions may be in essay format.
- 2) Students must have:
 - a. their AWC student identification number available.
 - b. #2 pencils with erasers for use on the Scantron testing sheets.
 - c. cell phone turned off and stowed away during the testing process.
- 3) Calculators issued by the Nursing Program for classroom and mandatory standardized exams must be used exclusively.
- 4) All standardized examinations must be completed within the scheduled timeframe.

Rev5/05

C. Classroom Test Administration

Purpose: The test administration process is designed to meet the following needs: 1) to prepare students for the timed standardized licensure exam, 2) to give students input in the test analysis process in a rational manner, 3) and to maximize test security.

Procedure:

- 1) Testing time:
 - a) One minute per question plus 10 minutes will be allotted for test taking. (ie: 100 q. test = 110 minutes)

- b) Students will be notified when there is 30 minutes, 15 minutes, and/or 5 minutes testing time left, according to group preference.
- 2) Test review:
 - a) An Exam Face Sheet is placed on all test booklets (form 350.1), in order to provide opportunity for student input.
 - b) Student questions or concerns regarding test items must be documented on the "Exam Face Sheet", including specific rationale.
 - c) Once all students have completed the test and turned in the Scantron sheet, answers will be provided. Verbal discussion of the rationale for answers to select test questions will be allowed for the first two tests in Nursing 1(NUR 121) **only**.
- 3) Booklets, including the face sheet, must be returned to the test proctor before the student leaves the classroom. Failing to do so is a violation of the AWC Student Code of Conduct as Academic Dishonesty.
- 4) Test analysis:
 - a) The Scantron is the definitive tool for test grading.
 - b) The face sheet with student comments is detached from the booklet for use as part of the test analysis.
 - c) Test booklets are shredded.
 - d) Test results are analyzed using the ParScore process of item analysis.
- 5) Dissemination of final test results:
 - a) Post-analysis results are provided the next class day, when available. Grades are posted in Blackboard.
 - b) Students are given the individual "Student Test Report" when they review the exam with faculty.
 - c) A student who requests to verify their test Scantron sheet will be allowed to do so under the faculty's direct supervision.
 - d) Based on test analysis, major concepts may be clarified, re-taught, and discussed as deemed necessary by the professor.
 - e) The concept review may be verbal and/or written and distributed as a handout. A written review does not provide the actual questions and answers from the test.
- 6) Student advisement:
 - a) All students with a grade of 78% or less will be encouraged to schedule advisement with the appropriated faculty member in order to review the test and discuss improvement strategies.
 - b) Further discussion relating to test results must be made by individual appointment with the professor within 2 weeks following the dissemination of final test results.

Rev2/10

D. Remediation Guidelines

The AWC Nursing Faculty is focused on ensuring retention and success within the nursing program for all our students. Recommendations for remediation process within the nursing program shall include (not limited to):

- Nursing Orientation for on-boarding of 121 Students.
- Increase awareness of the Mentorship program available through the Student Nurses Association.
- Ensuring students are aware of the resources available such as the writing lab, student success center.

- Faculty intervention at each semester for students obtaining a 78 or less on any of their quizzes or tests throughout the semester. Suggestions that may help students improve exam and quiz grades include:
 1. Writing a detailed study plan every Sunday evening that includes all reading, studying, assignments, end-of-chapter reviews, Evolve-Elsevier online support, and projects due or in progress.
 2. Schedule in time for family, work, sleep, etc. This is important, and you may feel less stressed about family demands if you set specific times to be together.
 3. Plan to study AT LEAST 2-4 hours, 3-5 times a week. Because of your current performance, you should aim for 20 hours/week. Study away from home if there are distractions that affect your ability to concentrate. Include 10-15 minute breaks every hour that allow you to get up and move, go outside, and give your brain a short rest.
 4. *Student must meet with the current faculty by designated time frame, to discuss strategies for success. This is MANDATORY.*
 5. Reduce the number of hours you work if at all possible.
 6. Complete a minimum of 25 NCLEX-style questions each week from any NCLEX-RN or other review book to improve your test-taking skills.
 7. Join a study group or find a study partner.
 8. Take lecture notes, make index cards, and tape lectures to increase your exposure to the material.
 9. Do all reviews, critical thinking exercises, and other available online resources for your fundamentals and pharmacology texts.
 10. Do all practice test available in your study guides or at the end of the chapters in your texts.
 11. Review exams in detail to identify problems and test-taking strategies.

*Meet with remediation group at your level (all students from each level that have 78 or below need to meet for a 1 hour planning/strategy session facilitated by an instructor.) This could take the place of a 1:1 faculty student meeting but may be more efficient use of our time. It is really time consuming to meet with individuals especially if there are lots of students not doing well.

Adopted: 11/11

10. ACADEMIC CLINICAL REQUIREMENTS

A. General Clinical Expectations

- 1) Nursing plans of care are a vital part of the clinical experience. It is the student's responsibility to make an appointment with his/her clinical instructor if clarification becomes necessary at any time during the semester.
- 2) A student may be required to re-demonstrate clinical skills in lab. The clinical instructor will give a Lab Referral form to the student. (See Clinical/Skills Lab Referral Policy and Procedure)

B. Clinical/Skills Lab Referral Policy and Procedure

Policy: The lab referral process is intended for nursing students needing improvement in their clinical skills and to ensure follow-up in a timely manner. If a student is unable

to perform a skill in the clinical setting at a satisfactory level following documentation of lab demo on the “skills checklist,” the clinical faculty will initiate the following process. The nursing student is not permitted to return to the clinical site until the skills are successfully completed and signed off by the skills lab RN.

Procedure:

- 1) The form titled “Clinical Lab Practice Referral” is provided to all clinical instructors.
- 2) The form is completed by the clinical instructor including:
 - a. Date of referral
 - b. Student’s name
 - c. Clinical instructor’s name
 - d. Specific skill to be reviewed, practiced, and demonstrated by the student (e.g.: IV therapy: needs to maintain sterile technique during insertion of the IV catheter or needs to be able to prime an IV tubing without wasting a large amount of fluid)
- 3) A photocopy should be made of this form and retained by the issuing instructor until receipt of the completed process.
- 4) An annotation of the referral is made on the student’s clinical evaluation tool.
- 5) The completed form is given to the student to be presented to the skills lab instructor. The student is informed of the responsibility to review the references for the specific skill and be prepared to practice in the skills lab with guidance from the skills lab instructor.
- 6) The student is responsible to make arrangements with the skills lab RN to practice and perform the specified skill.
- 7) The skills lab RN completes the section “Successful completion of skill(s)” with an objective description and signs and dates.
- 8) The gold copy is retained by the lab RN.
- 9) The pink copy is retained by the student.
- 10) The white original copy goes back to the clinical instructor prior to the next clinical and is to remain in the nursing student clinical file attached to the Clinical Evaluation Tool.

C. Clinical Attendance and Tardiness

Purpose: To ensure adequate clinical experience for nursing students to develop proficiency in their skills, knowledge, and clinical judgment.

Procedure:

A. Clinical Attendance

- 1) Students are expected to attend every clinical experience. One absence will result in a makeup clinical and/or an extensive assignment. A second clinical absence may result in clinical failure.
- 2) In the event an absence is necessary, the student must notify the clinical instructor before 6:30 a.m. by calling the unit to which the student is assigned and leave a message for the instructor regarding the absence. If the clinical instructor has established another protocol for reporting absences, then his/her protocol takes precedence. In addition, the student must notify the course coordinator by leaving a message on his/her office voice mail by 6:30 a.m.
- 3) Absences will be reviewed on a case-by-case basis and a clinical makeup reassignment day will be determined by the faculty course team.
- 4) The student has the following responsibilities:
 - a. Contact the faculty course coordinator on the first day the student returns to campus.
 - b. Provide a written explanation for the absence.
 - c. Attend the clinical makeup day if granted and as directed.

- d. Complete additional assignments as required.
 - 5) Failure to follow the above guideline may result in denial of a clinical makeup day. A denial will result in a score of zero on a scale of 0-4 in all clinical evaluation tool (CET) categories for that absence.
- B. Tardiness
- 1) Unexcused tardiness for any clinical experience will result in a one (1) on a scale of (0-4) on the clinical evaluation (CET) tool addressing clinical tardiness.
 - 2) Two unexcused tardiness will result in a (0) on a scale of (0-4) on the (CET) category addressing clinical tardiness.
 - 3) Appeal: To appeal the decision, refer to the grievance procedure in the Nursing Student Guide.

Rev5/10

D. Professional Appearance Code

Guidelines for students when functioning in the clinical setting include the following:

- 1) Being meticulous regarding personal hygiene:
 - a. AWC approved uniform, clean and pressed
 - b. Hair and skin clean
 - c. Nails short and clean, no polish and no artificial nails
 - d. No strong scent (including, but not limited to; deodorants, lotion, perfume, cologne, ...).
 - e. Good oral hygiene
 - f. Hair arranged neatly and securely under control, away from the face
 - g. Beards neatly trimmed, remaining face/neck area clean shaved
- 2) Jewelry limited to a watch, "plain" wedding band, and no more than 1 set of studs in the ears. No other visible body parts may have pierced jewelry. No visible tattoos.
- 3) No gum chewing.
- 4) No smoking during clinical hours or while in uniform.
- 5) Nursing Student uniform:
 - a. Properly fitting white scrubs
 - b. Watch indicating seconds (No cell phones)
 - c. Scrub skirts or dresses must be 1 inch below the knee
 - d. Scrub pants must cover the ankle and be above the shoe sole
 - e. For specialty areas, conform with the dress code for area
 - f. School patch must be worn on uniform at all times, it must be sewn on left sleeve 1 inch below shoulder seam
 - g. Appropriate underwear of discreet color
 - h. Scrubs must be clean, neat, and free of wrinkles
 - i. Shoes must be all white with closed toes (clogs with heel straps are allowed)
 - j. Flesh- or white colored hose for women, white socks for students wearing pants
 - k. Long sleeve white scrub jacket with patch on left sleeve
 - l. Approved AWC nametag (**required** at all times in clinical settings).
- 6) When selecting clients and clinical experiences not requiring uniforms:
 - a. Sections "1-3" above apply
 - b. A white scrub jacket with the AWC logo over appropriate street attire (**NO** blue jeans or shorts) is to be worn
 - c. Attire should be discreet and non-suggestive.

- d. For specialty areas, conform to the dress code for the area.
- e. Nametag **must** be worn.

Rev 12/11

E. Uniforms and Equipment

Scrub pants, skirts, dresses and tops may be purchased from any uniform store. Patches must be purchased from the AWC Bookstore. **Stethoscope and watch must be available on the 1st lab day.** Nametags will be provided to students prior to the first clinical day.

F. Use of Electronic Hand-Held Devices

The use of electronic hand-held devices during clinical experiences is permitted in order to facilitate access of resources and information necessary to provide safe and effective client care.

- 1) Client privacy protection:
 - a) Electronic device camera lenses must be visibly covered with tape to prevent camera use. Students may not use cameras for any purpose during clinical.
 - b) Healthcare data with client identification is not to be removed, or transmitted, from the clinical site. Lab values and other assessment data can be stored on devices, but must not include client names or identification numbers connected to the data.
- 2) Professional Conduct:
 - a) Students must not use devices for personal business during clinical without faculty permission.
 - b) Students must not use devices for phone calls, voice-mail, texts, internet browsing, or social media while performing clinical duties.
- 3) Violations regarding hand-held electronic devices will be reflected on clinical evaluation tools in relation to clinical objective(s). Violations may result in failure of the clinical course.

Adopted: 6/11

11. CONFIDENTIALITY STATEMENT

Purpose: The confidentiality statement is required in order to ensure adherence to the confidentiality policy and procedures of the contracted clinical affiliate.

- 1) Maintain client confidentiality at all times. No discussions regarding clients shall be acceptable outside the classroom or clinical settings. In these areas, all discussions related to clients must take place in a location where the conversation cannot be overheard by uninvolved parties. In clinical conferences and classroom references, the client shall be referred to by initials only.
- 2) Any identifiable patient information must not be removed from the health care facility. Identifiable patient information includes copies of any health care records with or without patient demographic data. Health care records are the property of the health care facility.
- 3) If the student commits a violation of confidentiality, a grade of "F" may be awarded for the course followed by immediate dismissal from the program. The student may be ineligible for readmission. A second breach of confidentiality, at any time during the course of the student's enrollment in the AWC Nursing Program, will result in dismissal from the program.

12. NURSING SKILLS LAB GUIDELINES

- 1) Scheduled skills lab hours will be posted.
- 2) Practice in the skills lab on the student's own time is required to be successful in the clinical portion of the course. The student must request instructor assistance as needed.
- 3) Students must satisfactorily perform each skill in the Skills Lab by the designated date set by clinical faculty.
- 4) A specific time frame may be allotted for the successful completion of certain skills.
- 5) Students are not allowed to perform designated skills in a clinical setting without initialed skills demo in the skills lab.
- 6) Success will depend on early planning, preparation, and *practice*.
- 7) It is the student's responsibility to ensure that the Lab or Clinical instructor properly annotates his/her Skills Checklist.
- 8) Student must bring their Nurse-Pac to lab as directed by the instructor.
- 9) Needles & syringes must never be removed from the lab.
- 10) Failure to satisfactorily complete skills may:
 - a. decrease the number of clinical opportunities for patient care experience.
 - b. be reflected in the student's evaluation of preparedness for clinical experiences
 - c. result in an unsatisfactory clinical grade

13. CODE OF CONDUCT

Honesty is an expected quality of any person. Students will demonstrate respect for all persons in words and actions. The following behaviors are illustrative of the kind of conduct, which can result in the dismissal of a student from the nursing program:

- 1) Students involved in cheating of any kind will receive a zero (0) for the assignment and be subject to dismissal from the nursing program. The student will not be eligible for readmission.
- 2) Falsification of information in any classroom or clinical setting.
- 3) Any breach in test security.
- 4) Taking supplies or equipment from the college or health agency without permission of the instructor.
- 5) Plagiarism - the act of stealing or passing off (ideas or words of another) as one's own: "use (a created production) without crediting the source: to commit literary theft."
- 6) Conviction of a felony is cause for dismissal from the program.

Students who do not comply with the above criteria may be subject to dismissal from the nursing program. Nursing students are also subject to the general disciplinary rules of the college and clinical facilities. Refer to the Grievance Procedure and the current Arizona Western College Behavioral Code of Conduct.

14. DRUG AND ALCOHOL PROCEDURE

- 1) Purpose and Scope: All students participating in the AWC Nursing Program are required to provide safe, effective and supportive patient care. This Nursing Program Drug and Alcohol Procedure ("this Procedure" or "the Procedure") is intended to augment the restrictions in AWC's Student Code of Conduct and to establish a zero tolerance for the use of alcohol and drugs by nursing students. In light of the health care responsibilities of nursing students, the use of unlawful drugs at any time shall be deemed to affect the

operation of the College. When this Procedure prohibits drug use, it shall be deemed to apply to drug use at any time.

- 2) The Student Code of Conduct: This Procedure shall augment, but not replace, the AWC Student Code of Conduct. In any situation where this Procedure and the AWC Student Code of Conduct are in conflict, the provisions of this Procedure shall control.
- 3) Definitions: The following terms shall apply to this Procedure: The term “drug” or “drugs” includes any narcotic, dangerous drug, prescription medication, steroid, vapor-releasing toxic substance, marijuana, or controlled substance as defined by Arizona law. The term “drug” or “drugs” includes imitation controlled substances and imitation prescription-only drugs as defined by A.R.S. §13-3451. --- “Reasonable suspicion” is present when there is an objective, individualized basis to believe that a student has used, possessed, or transferred drugs, or alcohol in violation of this Procedure. This includes, but is not limited to, situations in which a student’s behavior or physical appearance suggests impairment. Slurred speech, pupillary changes, impaired physical coordination, or very unusual behavior may indicate impairment. --- The term “transfer” includes any sale, purchase, or other exchange regardless of whether the exchange is completed or merely attempted and regardless of whether something of value is given or paid as consideration for the exchange.
- 4) Violations of this Procedure: It is a violation of this Procedure for a nursing student to:
 - a. Violate the drug and alcohol policy provisions set out in Section II (A)(2) of the AWC Student Code of Conduct.
 - b. Receive a positive drug and/or alcohol test pursuant to the protocol set forth in section E below.
 - c. Use drugs at any time, unless the use involves: (i) prescription medication prescribed by a physician, (ii) the medication is used in accordance with the prescription, and (iii) use of the medication does not adversely impact the safe practice of nursing.
 - d. Possess (other than in the student’s capacity as a nursing student), transfer or offer to transfer drugs or drug paraphernalia at any time.
 - e. Be impaired to any extent as a result of the use of drugs and/or alcohol while functioning in any capacity as a nursing student.
 - f. Fail and/or refuse (i) to submit to a drug and/or alcohol test when requested by an AWC instructor or administrator, (ii) to comply with a required procedure of a drug and alcohol testing facility (the “Testing Facility”) related to the collection of a drug and/or alcohol sample, or (iii) to authorize the Testing Facility to release the results of any drug and/or alcohol test to the Director of Nursing. It is also a violation of this Procedure to attempt to tamper with, contaminate, or switch a drug and/or alcohol sample provided to Testing Facility.
 - g. Be convicted of a drug offense.
- 5) Protocol for Conducting a Drug and/or Alcohol Test: The following protocol shall be followed if: (i) an AWC nursing instructor or an AWC nursing staff member (hereafter an instructor and a staff member are collectively referred to as an “Instructor”) observes behavior by a nursing student that provides reasonable suspicion that the student has violated this Procedure, and/or (ii) a reliable third person relays information about a nursing student to an instructor that provides reasonable suspicion that the student has violated this Procedure.
 - a. The Instructor shall immediately notify the Director of Nursing who will notify the Dean of Instruction of the matter.
 - b. The Instructor shall remove the student to a private setting. The Instructor will discuss with the student the behavior observed by the Instructor and/or the information reported to the Instructor by a third person. The student will be allowed to respond verbally to the information presented, giving an explanation for his or her

- behavior. The Instructor has the discretion as to whether to identify any third party that provided information to the Instructor. The Instructor may also ask the student questions concerning the student's use or possession of drugs and/or alcohol.
- c. After discussion with the student as referenced in #2 above, if the Instructor determines that there is reasonable suspicion to believe that the student has used drugs, and/or alcohol in violation of this Procedure, the Instructor shall request that the student immediately undergo a drug and/or alcohol test at a Testing Facility chosen by the College.
 1. The Instructor shall inform the student that any failure or refusal to submit to a drug and alcohol test constitutes a violation of this Procedure.
 2. The Instructor shall make arrangements to transport the student to the Testing Facility. After the drug and alcohol tests are completed, the Instructor shall make arrangements to transport the student from the Testing Facility to the student's residence.
 3. The student shall authorize the Testing Facility to release the results of any drug and alcohol test to the Director of Nursing.
 - d. The Instructor shall prepare and deliver to the Director of Nursing a written report, documenting the Instructor's involvement in the matter, and including any observations of impairment made by the Instructor and/or any information received from a third party about a possible violation of this Procedure. The report shall also describe the arrangements made by the Instructor to transport the student to and from the Testing Facility.
- 6) The Drug and Alcohol Testing Facility: All sample collection and drug and alcohol testing shall be performed according to the following conditions:
- a. The Testing Facility shall comply with scientifically accepted analytical methods and procedures for sample collection and testing. Drug testing shall be conducted at a laboratory approved or certified by the United States Department of Health and Human Services, the College of American Pathologists, or the Department of Health Services.
 - b. The Testing Facility shall provide confirmation of any positive drug test results. Confirmation of a positive drug test result shall be by use of a chromatographic technique such as gas chromatography-mass spectrometry or another comparably reliable analytical method.
- 7) Cost of Drug and Alcohol Testing: The College shall be responsible for any cost of transporting a student to and from the Testing Facility and for the cost of any drug and alcohol testing, including the cost of any confirmatory test.
- 8) Exclusion from Clinical Experiences: Pending the results of any drug and alcohol test, a student shall be excluded from all clinical experiences.
- 9) Drug Test Indicating Use of Prescribed Medications: If a student tests positive for a prescribed medication, the student must obtain a written statement from a physician, chosen by the College, stating that (i) the drug level is within prescribed limits, (ii) the drug level does not indicate impairment or abuse, and (iii) the drug level does not interfere with the safe practice of nursing. The student must also present evidence of the applicable prescription in the student's name. The above conditions must be satisfied before the student will be allowed to resume clinical experiences, and failure to satisfy any of the above-referenced conditions within a reasonable time shall be deemed presumptive evidence that a nursing student has violated this Procedure. The College shall pay the cost of the report required by this section.
- 10) Confidentiality of Drug and Alcohol Testing: A request that a student take a drug and alcohol test, and the results of any such test, shall remain confidential, except that an instructor, the Director of Nursing and/or the Dean of Instruction may inform other

College administrators, faculty members, clinical personnel, the State Board of Nursing, and other entities on a reasonable need-to-know basis. The request for testing and the test results may also be used as evidence in a disciplinary proceeding. The mere absence of a student from a clinical setting or permission for a student to later make-up work is not a reason for disclosure. Positive drug and/or alcohol test results shall be placed in a student's records. Negative drug and/or alcohol test results shall only be placed in a student's records at the request of the student.

- 11) Hearing and Appeal Rights: Upon receipt of information indicating a violation of this Procedure, including but not limited to the receipt of a positive drug and/or alcohol test, the Director of Nursing shall inform the Dean of Instruction. The Director Nursing shall then file a complaint with the Vice President for Student Services, pursuant to Section IV of the AWC Student Code of Conduct. Upon filing of such a complaint, a formal hearing shall be held to determine whether there has been a violation of this Procedure. The formal hearing shall occur pursuant to the procedures set forth in the AWC Student Code of Conduct, and the Vice President for Student Services shall serve as the Hearing Officer. The Dean of Instruction shall serve as the College administration representative at the hearing. If the Hearing Officer finds that the student violated this Procedure, the presumptive discipline imposed, absent what the Hearing Officer believes to be unique extenuating circumstances, shall include a suspension of the student from the AWC Nursing Program for not less than one year. At the discretion of the Hearing Officer, the student may also be suspended or expelled from the College. The student retains the right to appeal the decision of the Hearing Officer as set forth in Section V of the AWC Student Code of Conduct.
- 12) Readmission to the Nursing Program: A student who has been suspended from the Nursing Program pursuant to this Procedure may request to be readmitted to the Nursing Program at the end of the suspension period, pursuant to the general readmission procedure of the Nursing Program. In addition to any requirements set forth in the general Nursing Program readmission procedure, readmission to the Nursing Program will be contingent upon the student providing to the Director of Nursing documentation from a College approved therapist that the student has completed a treatment program approved by the therapist and is able to provide safe, effective and supportive patient care. Immediately prior to any readmission, the student will also be required to submit to a drug and alcohol test, paid for by the College. For students who have also been suspended from the College, additional readmission requirements may be imposed pursuant to AWC Student Code of Conduct Section VI.

15. GRIEVANCE PROCEDURE

If a student should want to pursue a complaint, the chain of command is as follows:

- 1) First, discuss the problem with the nursing instructor involved. If it is a clinical issue, the student must speak with the assigned clinical faculty member.
- 2) If the issue cannot be resolved with the instructor, the student may go to the Course Coordinator and present the issue.
- 3) If the issue cannot be resolved with the Course Coordinator, the student may go to the Director of Nursing and present the issue.
- 4) If the issue remains unresolved at the Director's level, the student may make an appointment to speak to the Dean of Career and Technical Education.

The rules and guidelines in the AWC Student Code of Conduct must be followed if a formal grievance is initiated.

A Nursing Department Petition for Instructional Issues is available as a download online at <http://www.azwestern.edu/nursing>.

16. STUDENT REPRESENTATION IN THE NURSING PROGRAM

Policy: The students participate in the governance of the Program.

Purpose: To have students involved in the process of making and/or implementing organization administrative policies and curriculum development.

- 1) Lab/Class Representation:
 - a. A representative from each lab group is selected by the students during the first week of class.
 - b. The lab/class representatives will attend monthly meetings with the course team faculty to address issues occurring in the classroom, clinical, skills lab, and computer lab settings.
 - c. No student may be a lab representative for more than one semester, in order to provide leadership opportunities for a greater number of students.
 - d. Lab/class committee meeting minutes will be attached to the subsequent Faculty Committee meeting.
- 2) Curriculum Committee Representation:
 - a. Two Curriculum Committee representatives are selected by the students during the first week of class.
 - b. The committee representatives will be selected from NUR 122 Nursing 2 and NUR 222 Nursing 4.
 - c. The representatives attend one monthly curriculum meeting, to provide input in curriculum evaluation and development, and are invited to participate in the Nursing Advisory committee meeting.
 - d. No student may be the Curriculum Committee representative for more than one semester.

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17. STUDENT NURSES ASSOCIATION

Students are encouraged to participate in the AWC Student Nurses Association. This organization provides students with an opportunity to:

- 1) Become aware of and participate in professional activities for nursing
- 2) Participate in school and community activities
- 3) Enjoy social activities
- 4) Have an active voice in influencing the future of nursing

18. STUDENT RECORDS POLICY

Policy: A written record of student progress in the nursing program will be kept on file in the nursing department.

Procedure:

- 1) Student files are retained for at least 3 years following the student's exiting the program.
- 2) The file includes: academic records, medical and immunization records, clinical evaluation records, and correspondence.
- 3) Exam grade records are retained for at least one calendar year from the date of issuance.

19. Pinning Ceremony

Policy: The ceremony is a Nursing Program function that takes place at the end of each semester. Graduates have the opportunity to elect a student speaker, guest speaker, and a master of ceremony. Attire for the ceremony consists of the clinical uniform.

Graduates may purchase a pin, which will be attached to a ribbon to be pinned.

Purpose: Florence Nightingale established the tradition in the 1860's when she presented a medal as a symbol of merit to her most deserving graduates. The Pinning ceremony evolved into a ritual that signifies the welcoming of nursing graduates into the nursing profession.

Procedure: Information relating to ceremony planning will be disseminated to graduating students within the course Blackboard.

20. FINANCIAL AID AND SCHOLARSHIPS

If you have any questions about financial aid and scholarships contact the AWC Financial Aid office at 344-7634 or visit their campus office.

Nursing Student Guide Receipt

**Please sign this statement and
return it to your professor before leaving this class.**

The signature of this document signifies that I have received the Arizona Western College Nursing Student Guide. I am responsible for the information that has been provided. I am hereby notified of the availability of student policies in the AWC General Course Catalog, the AWC Student Handbook & Activity Planner, and on the AWC website. The AWC Nursing Student Guide is maintained current on the AWC Nursing Department website at <http://www.azwestern.edu/nursing>. Should the printed information differ from information found on the AWC website, the website information will take precedence.

The nursing program will maintain this receipt.

Signature: _____

Printed Name: _____

Date: _____