



# *Nursing*

## *Student Handbook, Spring 2021*

Eastern Arizona College  
Thatcher, AZ 85552-0769  
(928) 428-8396

Initial Accreditation – Spring 2016-Spring 2021  
Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
Phone: (404) 975-5000  
Fax: (404) 975-5020  
Email: [info@acenursing.org](mailto:info@acenursing.org)  
Web: [www.acenursing.org](http://www.acenursing.org)



A listing of ACEN approved institutions can be accessed at:  
<http://www.acenursing.us/accreditedprograms/programsearch.asp>



**National League for Nursing**  
Center of Excellence Designation, 2018 – 2023  
Category: Enhance Student Learning and Professional Development

The Nursing Student Handbook is intended to elaborate on the EAC Catalog and Handbook for students in the Nursing Program. The Nursing Program reserves the right to make changes to the Handbook when deemed appropriate.

## Table of Contents

Nursing Program .....	5
Vision.....	5
Mission.....	5
Philosophy.....	5
Conceptual Framework.....	5
Goals .....	7
Student Program Learning Outcomes.....	8
Program Description .....	8
Course Sequencing.....	8
Degree Requirements.....	9
Program Requirements.....	9
Computer Requirements .....	9
Program Outcome Goals.....	10
Application Requirements .....	10
Admission Requirements .....	10
Background Clearance .....	11
Transfers and Advanced Placement.....	11
Progression/Retention in the Program .....	12
Readmission Guidelines.....	12
Readmission after Leaving the Program.....	12
Readmission Priority.....	13
Reasons for Denial of Readmission/Advanced Placement.....	13
Occupational Information .....	13
Student Input and Involvement in the EAC Nursing Program.....	14
Division Meeting.....	14
Nursing Occupational Advisory Committee Meeting.....	14
Student Evaluations .....	15
Nursing Student Input into College Activities .....	15
Course Descriptions and Course Objectives .....	15
NUR 120: NURSING ONE.....	15
NUR 130: NURSING TWO .....	17
NUR 240: NURSING THREE .....	18
NUR 250: NURSING FOUR.....	19
<b>Relationship between the NLN Competencies and Program Learning Outcomes .....</b>	<b>20</b>
<b>Relationship between the ANA Code of Ethics and Program Learning Outcomes.....</b>	<b>21</b>

Policies .....	22
Policy Changes .....	22
Attendance Policy – Lecture.....	22
Attendance Policy – Clinical .....	22
Classroom Behavior .....	22
Math Competency.....	23
Grading .....	23
Testing Procedures .....	24
Timing of Exams .....	25
Testing Policy.....	25
Exam Review.....	26
Actions Related to Academic Deficiencies .....	26
Skills Labs, Clinical Simulation, and Clinicals.....	26
Preceptorships.....	27
Monster Mercy .....	28
Skills Testing.....	28
<b>Math Competency Algorithm .....</b>	<b>29</b>
Skills Testing Algorithm .....	30
Pharmacology and Math Algorithm .....	31
Clinical Simulation Algorithm .....	32
Clinical Performance Algorithm .....	33
Clinical/Skills Lab/Clin Sim Algorithm.....	34
Making up Clinicals.....	36
Dress Code Requirements/Professional Attire .....	36
Guidelines for the Protection of Patient and Student Safety .....	37
Standards of Professional Conduct .....	38
Service/Support Animals.....	39
Student Expectation in Reporting Unprofessional Conduct .....	39
Clinical Misconduct .....	39
Safe Practice Regulations.....	39
Medical Marijuana Policy .....	40
Drug Screening “For Cause” Testing.....	40
Readmission Guidelines Related to Substance Abuse .....	41
Medication Administration and Performance Guidelines.....	41
Immediate Dismissal from the Program.....	42

Specific Guidelines for Student Conduct .....	42
Student Health .....	42
Health Insurance .....	42
Pregnancy.....	42
Medical Restrictions/ Disabilities .....	42
Communicable Diseases .....	43
Administrative Aspects .....	43
Complaints/Concerns .....	43
Affirmative Action.....	43
Faculty Requisites .....	43
Faculty Advisors .....	44
Licensure .....	44
Computerized NCLEX-RN Review for Licensure Exam.....	44
NCLEX-RN Computerized Adaptive Testing Administration.....	44
Legal Limitations for Nursing Licensure.....	45
Student Evaluation of Program .....	46
Student Records.....	46
Eastern Arizona College Campus-Wide Code of Academic Integrity.....	46
Academic Integrity.....	46
Student Responsibilities.....	46
Code of Academic Integrity.....	46
Academic Misconduct .....	47
Procedures, Sanctions, and Appeals.....	48
The Professional Educator .....	48
The Admissions and Academic Standards Appeals Committee.....	49
The Judiciary Committee.....	49
A Student’s Right to Appeal .....	49
Definition of Terms used in this Handbook .....	49
Eastern Arizona College Policies .....	51
Statement of Understanding.....	52
Waiver, Release, and Assumption of Risk.....	53
Acknowledgement of Nursing Student Handbook.....	55

## **EASTERN ARIZONA COLLEGE**

### **Nursing Program**

#### **Vision**

Eastern Arizona College's Nursing Program shall inspire and empower students for lifetime success in the healthcare industry through a sense of community and world-class education.

#### **Mission**

The mission of Eastern Arizona College's Nursing Program is to provide quality higher education that prepares the graduate for immediate employment as a registered nurse and member of the health care team in a fiscally responsible manner. The nursing program is accountable to its stakeholders for preparing graduates to thrive in a complex, ever-changing world through training that is accessible and emphasizes cultural development and innovative educational goals.

#### **Philosophy**

Our definition of nursing is taken from the American Nurses Association (2020):

“Nursing can be described as both an art and a science; a heart and a mind. At its heart, lies a fundamental respect for human dignity and an intuition for a patient's needs. This is supported by the mind, in the form of rigorous core learning. Due to the vast range of specialisms and complex skills in the nursing profession, each nurse will have specific strengths, passions, and expertise.” <https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/>

We assert that academic foundation is an essential part of the practice discipline of professional nursing. Nursing involves the application of multiple skills, principles, and concepts. The knowledge of appropriate caring behaviors, clinical competency, and nursing identity enables the graduate to function effectively in the professional nursing role. Critical thinking is necessary to provide care and health teaching in response to clients' needs and promotes optimal health and coping during illness. Nursing is an honorable profession which holds a high standard of practice with continued personal and professional growth. Integrity is an essential concept of nursing that begins with the student.

We affirm that the open academic environment of the college cultivates free exchange of ideas and empowers students to obtain a broad range of knowledge and skills. The associate degree provides a foundation of quality education that encourages students to continue life-long learning. Continued growth is essential for graduate nurses to keep current with technological advances and changing trends in healthcare. The nursing program fosters a learning environment with an emphasis on caring, clinical competency and nursing identity.

#### **Conceptual Framework**

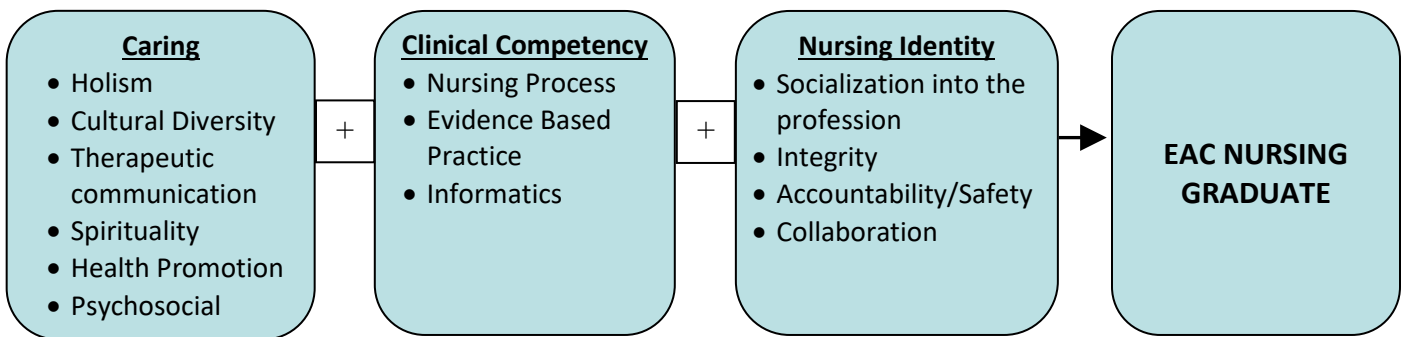
A conceptual framework provides the organizing structure for implementation of learning activities. Themes of caring, clinical competency, and nursing identity are essential components reflective and fundamental to the nursing program at Eastern Arizona College. The curriculum is based on these themes which are integrated into the program. Central concepts instituted in our conceptual framework include caring, clinical competency, and nursing identity.

Caring is an essential component of nursing practice. Caring is exhibited by utilizing nursing knowledge of holism, cultural diversity, therapeutic communication, spirituality, health promotion

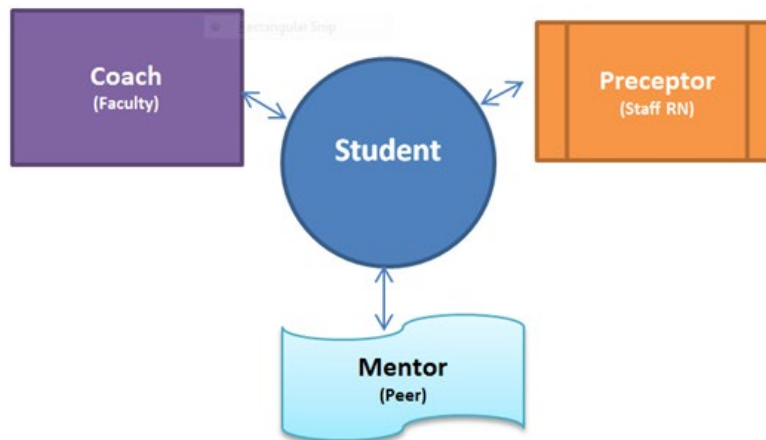
and psychosocial needs. Graduates of the program will integrate caring behaviors in the professional nursing setting.

Clinical competency is necessary to provide safe care to clients and their families. Clinical competency is demonstrated through utilization of nursing process, evidence-based practice and utilizing informatics for provision of safe and effective care. Graduates of the program will integrate principles of clinical competency in the professional nursing setting.

Acquiring a nursing identity is accomplished through transition from student to professional nurse. The ability to exercise professional judgment is illustrated by independent decision making based on nursing knowledge. Nursing identity is obtained through socialization into the profession, integrity, accountability/safety and collaboration. Graduates of the program will integrate components of nursing identity in the professional nursing setting.



The Nursing Program very intentionally uses the roles of “coach”, “preceptor” and “mentor” within the Program. Each is a distinct role with individual responsibilities and expectations. Below is a pictorial diagram designed by the Program to depict these roles:



## Goals

Upon completion of the Associate of Applied Science in Nursing Degree the graduate will function in the registered nurse role displaying characteristics of the nursing program themes and sub-themes as described in the following table:

<b>Theme: Caring</b>	
Program Goal: <i>Caring is exhibited by utilizing nursing knowledge of holism, cultural diversity, therapeutic communication, spirituality, health promotion and psychosocial needs in clinical and classroom settings for multiple and complex clients and their families.</i>	
<b>Sub-Themes:</b>	Graduates of the program will demonstrate subthemes by accomplishing the following:
<b>Holism</b>	<i>Integrate concepts of holism providing care to multiple and complex clients of all ages and their families.</i>
<b>Cultural Diversity</b>	<i>Interpret and integrate nursing care specific to culturally diverse populations of multiple and complex clients and their families.</i>
<b>Therapeutic Communication</b>	<i>Evaluate effectiveness of communication techniques when caring for multiple and complex clients of all ages and their families.</i>
<b>Spirituality</b>	<i>Evaluate and support spirituality when caring for multiple and complex clients of all ages and their families.</i>
<b>Health Promotion</b>	<i>Synthesize health promotion practices to reinforce and integrate health practices when caring for multiple and complex clients of all ages and their families</i>
<b>Psychosocial</b>	<i>Assist clients with meeting psychosocial needs while caring for multiple and complex clients of all ages and their families.</i>
<b>Theme: Clinical Competency</b>	
Program Goal: <i>Clinical competency is demonstrated through utilization of nursing process, evidence-based practice and utilizing informatics for provision of safe and effective care of multiple and complex clients in the professional setting.</i>	
<b>Sub-Themes:</b>	Graduates of the program will demonstrate subthemes by accomplishing the following:
<b>Nursing Process</b>	<i>Incorporate components of the nursing process and correlate how they are used to plan and evaluate nursing care for multiple and complex clients of all ages.</i>
<b>Evidence Based Practice</b>	<i>Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families.</i>
<b>Informatics</b>	<i>Incorporate high level complex and informatics to caring for multiple and complicated clients and their families.</i>
<b>Theme: Nursing Identity</b>	
Program Goal: <i>Nursing identity is obtained through socialization into the profession, integrity, accountability/safety and collaboration in caring for multiple complex clients in the professional setting.</i>	
<b>Sub-Themes:</b>	Graduates of the program will demonstrate subthemes by accomplishing the following:
<b>Socialization into the profession</b>	<i>Implement a plan for lifelong personal development and professional growth.</i>
<b>Integrity</b>	<i>Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse.</i>
<b>Accountability/Safety</b>	<i>Integrate and refine individual accountability in caring for multiple and complex clients of all ages and their families in the role of the registered nurse.</i>
<b>Collaboration</b>	<i>Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care for multiple and complex clients of all ages and their families.</i>

## Student Program Learning Outcomes

- Students will demonstrate safe performance of nursing skills of a registered nurse.
- Students will manage patient care using the nursing process.
- Students will incorporate evidence-based practice into patient care.
- Students will exemplify legal and ethical behaviors of a registered nurse.
- Students will be prepared to take the nursing licensure exam.

## Program of Learning

### Associate of Applied Science in Nursing Degree (AAS Nursing 20702)

#### Program Description

This Arizona Board of Nursing approved program is designed to prepare the student for beginning employment as a staff nurse providing direct care to patients. Upon successful completion of the program, an Associate of Applied Science (AAS) degree in Nursing is awarded and the graduate is eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Classes are offered in Thatcher and through a partnership with Gila County Community College in Globe and Payson. The program permits students to enter or exit the program based on student needs, space availability, and time limitations. Entry into the nursing program requires formal admission. Admission procedures can be obtained from the Nursing Department, (928) 428-8396.

#### Course Sequencing

Uncompleted co-requisites and nursing courses should progress as follows:

<b>First Semester</b>		<b>Credit Hours</b>
*NUR 120	Nursing One	9
*BIO 202	Human Anatomy & Physiology II	4
*NUR 219	Pharmacology for Nursing	<u>3</u>
	<b>Total</b>	<b>16</b>
<b>Second Semester</b>		
*NUR 130	Nursing Two	9
ENG 101	Written Communications I	3
HCE 240	Human Pathophysiology	<u>4</u>
	<b>Total</b>	<b>16</b>
<b>Third Semester</b>		
*NUR 240	Nursing Three	9
HCE 241	Nutrition	3
ENG 102	Written Communications II	<u>3</u>
	<b>Total</b>	<b>15</b>
<b>Fourth Semester</b>		
*NUR 250	Nursing Four	10
BIO 205	Microbiology	<u>4</u>
	<b>Total</b>	<b>14</b>



## Degree Requirements

A total of 72 credits are required for the Associate of Applied Science degree in Nursing. The program does not necessitate completion in a two-year span; however, all credits must be completed to apply for graduation. General education courses may be taken concurrently with the specified semester nursing courses or prior to admittance into the nursing program. Nursing courses must be taken in sequence. A grade of “B” or better in nursing and “C” or better in general education courses are required.

## Program Requirements

Students intending to pursue nursing should expect to spend a minimum of 45 hours per week for each nursing course to include skills labs, clinicals, and study. If additional pre- or co-requisite classes are needed, additional time is strongly encouraged for successful completion. Clinical experiences consist of 8-12-hour day, evening, or weekend assignments which may include several out-of-town rotations per semester. Students are responsible for their own transportation and travel expenses. **All nursing courses must be passed with a “B” or better and all pre and co-requisites must be passed with the minimum of a “C” for students to remain in the program.** It is therefore important that additional activities and employment be limited.

During clinical experiences nursing students must be able to perform essential physical activities. At a minimum, students will be required to lift 50 pounds, stand for several hours, perform bending activities, hear and differentiate heart and breath sounds, and identify different skin tones. At times, the clinical experience may induce significant mental and emotional stress as students undertake responsibilities and duties that impact clients’ lives. Students should be prepared demonstrate rational and composed behavior under demanding conditions. Individuals should carefully consider the mental and physical demands of the program prior to submitting application.

During clinical experiences nursing students must be able to perform essential physical activities. At a minimum, students will be required to lift 50 pounds, stand for several hours, perform bending activities, hear and differentiate heart and breath sounds, and identify different skin tones. At times, the clinical experience may induce significant mental and emotional stress as students undertake responsibilities and duties that impact clients’ lives. Students should be prepared demonstrate rational and composed behavior under demanding conditions. Individuals should carefully consider the mental and physical demands of the program prior to submitting application.

## Computer Requirements

Class materials come in multiple formats: Microsoft Word, PowerPoint, Excel and adobe acrobat. Google Chrome is the recommended for ATI. For students who do not have computers or the recommended programs, computer labs are available on all 3 campuses – Globe, Payson and Thatcher. A small fee may be required for printing and labs may be reserved for class use or testing.

Canvas: <https://www.eac.edu/ctl/canvas.shtm>

Support: [canvassupport@eac.edu](mailto:canvassupport@eac.edu)

ATI: [www.atitesting.com](http://www.atitesting.com)

ATI Informatic Support: 800 667-7531 (7A-7P CST)

The Point: CoursePoint+: <http://thepoint.lww.com/>

The Point Help Center: 1-800-468-1128 or [techsupp@lww.com](mailto:techsupp@lww.com)

## Communication

Students should expect communication by email through EAC's Monster Mail for class announcements, study materials, and communication needing student follow-up. Students are responsible to check their email regularly.

## Library

Online resources including Full Text Peer Reviewed Journals may be access from off campus using your student monster-ID and password. For Micromedex you will be asked for another username and password. Passwords are changed each semester. Contact the EAC Alumni Library for updated passwords at <https://eac.libguides.com/libraryhome/>.

## Program Outcome Goals

1. 65% of all students that begin in the first nursing course, after acceptance into the program, will complete the program within six (6) semesters, which is 150% of the usual timeframe for the nursing program.
2. The most recent annual pass rate will be at least 80% for all first-time test-takers from January 1 to December 31 every year.
3. 90% of all graduate respondents will report employment as registered nurses within twelve (12) months of graduation.

## Application Requirements

- Complete Nursing Program Application for Admission.
- EAC Reading Competency Test (Accuplacer NEXTGEN score) of 263 or greater.
- TEAS Assessment Nursing Entrance Exam with a minimum composite score showing proficient or above average composite score. For information about testing dates and times call 928-428-8396 for the Thatcher campus, 928-425-8481 for Globe/Payson campus. Study guides are available in the EAC Bookstore, online, or at the EAC Nursing Education Center.
- Background check with a valid DPS Level 1 fingerprint clearance card **AND** a background check processed through Corporate Screening ([www.VerifyStudents.com](http://www.VerifyStudents.com))
- Applicants working in healthcare may provide a letter from their employer indicating position, work quality, responsibility, and duration of employment.

## Admission Requirements

Documentation of admission requirements are due in the Thatcher Nursing Office no less than two (2) business days prior to the start of the semester or the applicant's admission slot will be forfeited.

- Meet admission requirements to Eastern Arizona College
- Current American Heart Association CPR Basic Life Support (BLS) card
- Current **Arizona Licensed Nursing Assistant** number in good standing
- Meet the minimum math requirements (competency through Medical Dosage Challenge or HCE116 course completion in addition to math requirements outlined below
- Complete immunization record, urine drug screen, and nursing physical,
- Background check though [www.VerifyStudents.com](http://www.VerifyStudents.com) (Corporate Screening), and Level 1 fingerprint clearance card
- Transcript verification of the following **prerequisites with grades of "C" or better:**
  - CHM 130 or higher (CHM 138 Preferred)
  - MAT 100 Applied Mathematics or math placement score into MAT154

- PSY 101 Introduction to Psychology
- BIO 201 Anatomy & Physiology I

## **Background Clearance**

All Eastern Arizona College healthcare students are required to complete a criminal background and drug screen. Previous background and drug screens are invalid. The college will communicate how and when to obtain these requirements. Enrollment is contingent on passing disposition on the background check. While enrolled in the program, students have a duty to immediately report arrests, convictions, placement on exclusion databases, suspension, removal of DPS fingerprint clearance card, and removal or discipline imposed on any professional license or certificate. A student who loses eligibility to participate in clinical experiences will be withdrawn from the program.

**At all times during enrollment in the nursing program students must maintain BOTH a valid Level 1 fingerprint clearance card and a passing disposition on the certified background check. Admission requirements related to background checks are subject to change as mandated by clinical experience partners.**

**NOTE:** (Pursuant to A.R.S. § 32-1606(B)(16), an applicant for professional or practical nurse license by examination is not eligible for licensure if the applicant has one or more felony convictions and who has not received an absolute discharge from the sentences for all felony convictions three or more years before the date of filing an application. If the applicant cannot prove that the absolute discharge date is three or more years before the date of filing the application, the Board of Nursing cannot process the application.) ARS§ 32-1663 Section A “the Board may DENY any license applied for under this chapter if the applicant commits an act of unprofessional conduct.”

## **Transfers and Advanced Placement**

Students requesting transfer from another nursing program or advanced placement will be considered as space is available. Applicants must pass skills evaluation for the specific level of admission. In addition to the skills evaluation, applicants must pass a standardized exam covering course content of the previous semester to which they are applying with a minimum score of 80%. Test dates for the exam and skill evaluation will be determined after the application is due.

Students should request **official** transcripts to be sent directly to EAC Records at Eastern Arizona College, 615 N. Stadium Avenue, Thatcher, AZ 85552. Students requesting transfer evaluation of courses from out-of-state schools must also submit course descriptions. Receipt of transcripts may take up to 2 -3 weeks. Receipt of transcripts can be verified through the EAC Records at (928) 428-8270. It is the applicant’s responsibility to contact the former institution(s) for transcript verification. After EAC transcript evaluation, status is directly accessible to the nursing office. A copy of evaluation will be sent to the applicant. Please allow two to three weeks for this process. Only credits from regionally accredited institutions identified in the EAC Academic Catalog will be evaluated. Transfer credit may be awarded for courses at the freshman level (100 level) or higher with grades of “C” or better.

**Transcripts from other colleges must be on the student official course record at Eastern Arizona College to receive application points.**

A student transferring to another institution must be aware that credits earned from EAC are transferable to other colleges and universities at the discretion of the receiving institutions. It is recommended that students complete the Associate of Applied Science (AAS), as most universities will accept this as a transferable degree. If a student transfers prior to completion of the AAS, courses will be evaluated individually by the accepting institution.

An LPN seeking advanced placement is eligible to apply for NUR 130. Applicants must meet the following prerequisite requirements: BIO 201, BIO 202, ENG 101, NUR 219, and provide proof of LPN in good standing.

### **Progression/Retention in the Program**

Students advance through the nursing program when each nursing core **and** co-requisite course is successfully completed (indicated with \* in Course Sequencing). General study courses may be taken at any time but must be completed prior to taking the PN or RN NCLEX. All nursing courses must be passed with a 'B' or better and all co-requisite and general study courses must be passed with a 'C' or better.

Theory and clinical components of each course are interdependent. If a student fails to meet competency in either, both components must be repeated.

### **Readmission Guidelines**

Students requesting for readmission or repeat due to clinical or academic failure, withdrawal from a nursing course, or dismissal from the program must submit a letter of intent to the nursing director. In cases of voluntary withdrawal or academic/clinical failure the letter must include a self-evaluation in areas of weakness and a detailed plan for improvement. Students are asked to present their plan of success to the nursing faculty. The student is responsible for notifying the nursing director of his/her continued interest in pursuing readmission. Since space is very limited, intent for readmission/repeat should be communicated as soon as possible to ensure priority and optimal planning.

In circumstances where there has been a break of no more than one semester, students are eligible for re-entry according to priority and as space allows. If a student has been out of class for more than one semester, the applicant must reapply as an advanced placement student (See Transfers and Advanced Placement).

Students may repeat a total of two blocks during the program. This restriction includes those who have fallen below a "B" in any nursing core course, have failed a skills or clinical component of the course, or have withdrawn for any reason during the semester. If the student fails or withdraws in the repeated semester/course, the student may not be eligible for readmission before the four-year mandatory step-out period is fulfilled (See Readmission after Leaving the Program).

Extraordinary circumstances may be evaluated on an individual basis by the nursing faculty.

### **Readmission after Leaving the Program**

Students who are unsuccessful in completing the nursing program must wait a period of four years from the last nursing course failure/withdrawal to reapply under the current entrance requirements. Students will be required to complete a plan for success; which will include self-reflection,

remediation completed during the “time-out period” and a letter of intent which includes specific goals. Applicants are not guaranteed a seat.

See also Readmission Guidelines Related to Substance Abuse.

### **Readmission Priority**

Those approved for readmission/repeat will be ranked after the completion of each semester for available space according to the following priority order:

1. **First Priority**

Students who withdraw from a nursing course for personal or health reasons and are in good academic standing. Examples may include family crisis, pregnancy, illness or financial difficulties.

2. **Second Priority**

Students who withdraw or fail the academic and/or clinical component of a nursing course.

3. **Third Priority**

Students who have instances of clinical tracking, behavioral problems or unsafe performance in the clinical setting.

Students are encouraged to continue attending class and complete assignments, exams, and clinicals/lab/clin sim despite academic standing to ensure success in the subsequent semester. Priority may be given to students who are consistent in their attendance and participation throughout the course.

### **Reasons for Denial of Readmission/Advanced Placement**

Factors that may prevent the student from readmission/advanced placement include, but are not limited to:

- lack of space in clinical rotations and/or lack of classroom space
- failure to pass the standardized exam (if advanced placement or extended time out)
- failure to show competency in an appropriate level skills evaluation (if advanced placement or extended time out)
- failure to demonstrate satisfactory remediation of non-academic concerns including but not limited to felony convictions, positive drug screens, dismissal from the program for unacceptable behaviors in clinical, etc.
- evidence showing a violation of integrity or professional behavior. This is including but not limited to: academic integrity infractions, dishonesty, falsification, insubordination, issues with confidentiality and incivility.
- **physically or verbally abusive behavior or a student who has otherwise exhibited unprofessional or unsafe conduct**

### **Occupational Information**

Students are eligible to apply for licensure as a registered nurse (RN) upon successful completion of the AAS Nursing Degree. The RN is educated as a generalist who has competencies to provide nursing services to clients in various health care settings.

Students are eligible to apply for licensure as a licensed practical nurse (LPN) upon successful completion of BIO 201, BIO 202, NUR 219, ENG 101, ENG 102, HCE 241, NUR 120, NUR 130, NUR 240. The HESI-PN exam is required—with a score of 80% or greater highly recommended.

A student transferring to another institution must be aware that credits earned from Eastern Arizona College are transferable to other colleges and universities at the discretion of the receiving institutions. It is beneficial for students to complete the Associate of Applied Science (AAS) Nursing Degree as most universities will accept this degree. If a student desires to transfer prior to completion of the AAS Nursing degree, courses will be evaluated individually by the accepting institution.

Licensing requirements are the exclusive responsibility of individual state boards of nursing. In Arizona, it is the Arizona State Board of Nursing (AZBN) (Nurse Practice Act Sections 32-1632, et. seq.). Licensing fees and requirements are determined by and are the sole responsibility of the individual boards of nursing. The approximate cost for application, testing, and fingerprinting in Arizona is \$556.00. Contact the Arizona Board of Nursing at <http://www.azbn.gov> or 602-889-5150 for further information.

## **Student Input and Involvement in the EAC Nursing Program**

### **Division Meeting**

Division Meetings will be held monthly during the academic year. Students from each nursing course will be invited to attend division meetings. Students are invited to voice concerns and successes from their classmates to discuss at the meeting.

- Student representatives from each class and campuses as available. On the Thatcher campus, there may also be a representative from the Student Nurses' Association.

Meeting information will be reported to students either during class or through written communication. Information is also disseminated through the weekly SNA meetings and class representatives. Student involvement is strongly encouraged.

### **Nursing Occupational Advisory Committee Meeting**

The Nursing Occupational Advisory Committee Meeting is a yearly gathering with program stakeholders. This meeting is held every fall. Membership shall consist of but not be limited to the following:

- a. One nursing service director from each local clinical facility
- b. One graduate
- c. One science faculty member
- d. Full-time nursing faculty
- e. Two student representatives
- f. Two consumers (community representatives)

The objectives of the Advisory Committee are to:

- a. Act as liaison between the program and the community.
- b. Provide knowledgeable advice and exchange information about the program.
- c. Identify resources for the enhancement of departmental program.
- d. Recommend clinical facilities for implementing clinical objectives.
- e. Assist with correlation of program activities to promote efficiency and economy in the utilization of community and college resources.
- f. Assist with evaluation and modification of the program.

## Student Evaluations

Students are given the opportunity to evaluate the program, courses, instructors (including clinical instructors) and clinical sites anonymously at the end of each semester. This is done either electronically or with paper evaluations.

## Nursing Student Input into College Activities

Student representatives from the Student Nurses Association (SNA) are invited to attend weekly student council meetings held every Monday at 5:00 pm as part of Associated Students of Eastern Arizona College (ASEAC).

## Course Descriptions and Course Objectives

Each nursing course is related to and derived from the program philosophy and conceptual framework that reflect national and local trends in health care delivery, progressing from simple to complex, and from general to specific. There are four nursing courses in the program of learning:

### NUR 120: NURSING ONE

<b>Course Description:</b>	
<i>This course creates a foundation of nursing practice for each student. Themes for the program include caring, clinical competency and nursing identity. This course teaches fundamental elements of nursing practice. Students will provide basic nursing care to stable and older clients in a variety of settings. Instruction will be offered through multiple methods such as didactic, skills lab, on-line and in the clinical setting. Entry into NUR 120 requires prior admission to the nursing program.</i>	
<b>Course Objectives:</b>	
Upon completion of NUR 120 the student will display characteristics of the themes and subthemes of the nursing program as displayed below:	
<b>Theme: Caring</b>	
Course Goal: <i>The student will identify caring behaviors in the areas of holism, cultural diversity, therapeutic communication, spirituality, health promotion and meeting psychosocial needs in clinical and classroom settings for the stable adult client.</i>	
<b>Sub-Themes:</b>	Students in NUR 120 will demonstrate sub-themes by accomplishing the following:
<b>Holism</b>	<i>Identify principles of holistic care nurses provide to adult clients.</i>
<b>Cultural Diversity</b>	<i>State the importance of cultural diversity when caring for the stable adult client.</i>
<b>Therapeutic Communication</b>	<i>List effective communication techniques when caring for a stable adult client.</i>
<b>Spirituality</b>	<i>Explain the importance of the spiritual dimension when caring for the adult client.</i>
<b>Health Promotion</b>	<i>Identify and perform basic health promotion practices when caring for stable adult clients.</i>
<b>Psychosocial</b>	<i>Cite the principles and identify psychosocial needs in stable adult clients.</i>
<b>Theme: Clinical Competency</b>	
Course Goal: <i>The student will identify principles of clinical competency through the nursing process, evidence-based practice and utilizing informatics in clinical and classroom settings for the stable adult client.</i>	
<b>Sub-Themes:</b>	Students in NUR 120 will demonstrate sub-themes by accomplishing the following:
<b>Nursing Process</b>	<i>List five steps of the nursing process and discuss how they are used to plan nursing care for a client.</i>
<b>Evidence Based Practice</b>	<i>Define evidence-based practice and discuss how it directs nursing care of stable adult clients.</i>
<b>Informatics</b>	<i>Perform basic clinical skills to provide care to a stable adult client.</i>
<b>Theme: Nursing Identity</b>	
Course Goal: <i>The student will identify components of nursing identity through socialization into the profession, integrity, accountability/safety and collaboration in clinical and classroom settings in caring for the stable adult client.</i>	

<b>Sub-Themes:</b>	Students in NUR 120 will demonstrate sub-themes by accomplishing the following:
<b>Socialization into the profession</b>	<i>Summarize the history of nursing and various nursing roles.</i>
<b>Integrity</b>	<i>Describe the importance of integrity to nursing's identity.</i>
<b>Accountability/Safety</b>	<i>Cite components of accountability while caring for the adult client as it applies to the nursing profession.</i>
<b>Collaboration</b>	<i>Identify collaboration principles within the multidisciplinary team.</i>



## NUR 130: NURSING TWO

<p><b>Course Description:</b>  <i>This course allows students to build on the foundation of nursing practice by focusing on nursing care of acutely ill hospitalized patients. Themes for the program include caring, clinical competency and nursing identity. This course teaches medical-surgical nursing. Students will provide nursing care to multiple adult clients in a variety of acute care settings. Instruction will be offered through multiple methods such as didactic, skills lab, on-line and in the clinical setting. Entry into NUR 130 requires successful completion of NUR 120 and NUR 219 with a grade of B or higher.</i></p>	
<p><b>Course Objectives:</b>            Upon completion of NUR 130 the student will display characteristics of the themes and subthemes of the nursing program as displayed below:</p>	
<p><b>Theme: Caring</b></p>	
<p>Course Goal:  <i>The student will demonstrate caring behaviors in the areas of holism, cultural diversity, therapeutic communication, spirituality, health promotion and meeting psychosocial needs in clinical and classroom settings for multiple clients.</i></p>	
<b>Sub-Themes:</b>	Students in NUR 130 will demonstrate sub-themes by accomplishing the following:
<b>Holism</b>	<i>Apply principles of holistic care when providing care to multiple clients.</i>
<b>Cultural Diversity</b>	<i>Demonstrate nursing care specific to culturally diverse populations while caring for multiple clients.</i>
<b>Therapeutic Communication</b>	<i>Demonstrate effective communication techniques when caring for multiple clients.</i>
<b>Spirituality</b>	<i>Support spirituality when caring for multiple clients.</i>
<b>Health Promotion</b>	<i>Teach health promotion practices to reinforce and integrate health practices when caring for multiple clients.</i>
<b>Psychosocial</b>	<i>Apply principles of and identify psychosocial needs while caring for multiple clients.</i>
<p><b>Theme: Clinical Competency</b></p>	
<p>Course Goal:  <i>The student will demonstrate principles of clinical competency through the nursing process, evidence-based practice and utilizing informatics in clinical and classroom setting in caring for multiple clients.</i></p>	
<b>Sub-Themes:</b>	Students in NUR 130 will demonstrate sub-themes by accomplishing the following:
<b>Nursing Process</b>	<i>Develop concept maps utilizing five steps of the nursing process and demonstrate how they are used to plan nursing care for multiple clients.</i>
<b>Evidence Based Practice</b>	<i>Apply evidence-based practice and demonstrate how it directs nursing care of multiple clients.</i>
<b>Informatics</b>	<i>Demonstrate clinical skills to provide care for multiple clients.</i>
<p><b>Theme: Nursing Identity</b></p>	
<p>Course Goal:  <i>The student will demonstrate components of nursing identity through socialization into the profession, integrity, accountability/safety and collaboration in clinical and classroom settings in caring for the multiple clients.</i></p>	
<b>Sub-Themes:</b>	Students in NUR 130 will demonstrate sub-themes by accomplishing the following:
<b>Socialization into the profession</b>	<i>Apply evidence-based practice concepts learned in the classroom by beginning to act in the registered nurse role in the clinical setting.</i>
<b>Integrity</b>	<i>Develop individual integrity and demonstrate principles of ethics in the registered nurse role.</i>
<b>Accountability/Safety</b>	<i>Apply principles of accountability while caring for multiple clients as it applies to the nursing profession.</i>
<b>Collaboration</b>	<i>Demonstrate collaboration within the multidisciplinary team to deliver safe and competent care to multiple clients.</i>

## NUR 240: NURSING THREE

<b>Course Description:</b>	
<i>This course allows students to apply nursing judgment and skills focusing on nursing care of maternal child health and pediatric clients and integrating principles of management and leadership. Themes for the program include caring, clinical competency and nursing identity.</i>	
<i>Students will provide nursing care to maternal, newborn and pediatric clients. Students will also have the opportunity to utilize leadership and management skills in a variety of settings. Instruction will be offered through multiple methods such as didactic, skills lab, on-line and in the clinical setting. Entry into NUR 240 requires successful completion of NUR 130 with a grade of B or higher.</i>	
<b>Course Objectives:</b>	
Upon completion of NUR 240 the student will display characteristics of the themes and subthemes of the nursing program as displayed below:	
<b>Theme: Caring</b>	
Course Goal:	
<i>The student will apply caring behaviors in the areas of holism, cultural diversity, therapeutic communication, spirituality, health promotion and meeting psychosocial needs in clinical and classroom settings for maternal child health and pediatric clients.</i>	
<b>Sub-Themes:</b>	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
<b>Holism</b>	<i>Apply principles of holism when providing care to maternal child health and pediatric clients.</i>
<b>Cultural Diversity</b>	<i>Anticipate and adapt nursing care specific to culturally diverse populations in caring for maternal child health and pediatric clients.</i>
<b>Therapeutic Communication</b>	<i>Illustrate effective communication techniques when caring for maternal child health and pediatric clients.</i>
<b>Spirituality</b>	<i>Adapt care and support client's spiritual needs when caring for maternal child health and pediatric clients.</i>
<b>Health Promotion</b>	<i>Collaborate with other healthcare professionals to provide health promotion practices to maternal child health and pediatric clients.</i>
<b>Psychosocial</b>	<i>Adapt principles of psychosocial needs in caring for maternal child health and pediatric clients.</i>
<b>Theme: Clinical Competency</b>	
Course Goal:	
<i>The student will apply principles of clinical competency through utilization of nursing process, evidence-based practice and utilizing informatics in clinical and classroom settings providing care for maternal child health and pediatric clients.</i>	
<b>Sub-Themes:</b>	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
<b>Nursing Process</b>	<i>Construct concept maps utilizing the nursing process and demonstrate how they are used to plan nursing care for maternal child health and pediatric clients.</i>
<b>Evidence Based Practice</b>	<i>Illustrate knowledge of evidence-based practice and demonstrate how it directs nursing care of maternal child health and pediatric clients.</i>
<b>Informatics</b>	<i>Adapt clinical and informatics to care for maternal child health and pediatric clients.</i>
<b>Theme: Nursing Identity</b>	
Course Goal:	
<i>The student will apply components of nursing identity through socialization into the profession, integrity, accountability/safety and collaboration in clinical and classroom settings in caring for maternal child health and pediatric clients.</i>	
<b>Sub-Themes:</b>	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
<b>Socialization into the profession</b>	<i>Incorporate principles of personal development and professional growth.</i>
<b>Integrity</b>	<i>Apply ethical principles in caring for maternal child health and pediatric clients.</i>
<b>Accountability/Safety</b>	<i>Incorporate principles of accountability while caring for maternal child health and pediatric clients in the registered nurse role.</i>
<b>Collaboration</b>	<i>Incorporate collaboration within the multidisciplinary team to deliver safe and competent care to maternal child health and pediatric clients.</i>

## NUR 250: NURSING FOUR

<b>Course Description:</b>	
This course is designed for students to synthesize nursing concepts and principles from this and previous courses in the provision of care to complex and critically ill clients. Themes for the program include caring, clinical competency, and nursing identity. Students will use clinical reasoning to plan and provide nursing care to clients and their families in critical care, psychiatric, community and maternal-child settings. Instruction will be offered through multiple methods such as didactic, skills lab, clinical simulation, online and in the clinical setting. A comprehensive live NCLEX review course is incorporated at the end of the semester utilizing a national expert as the speaker for the course and consists of additional lecture days with up to 24hours of instruction. <i>Entry into NUR 250 requires successful completion of NUR 240 with a grade of B or higher and HCE 240 with a grade of C or higher.</i>	
<b>Course Objectives:</b>	
Upon completion of NUR 250 the student will display characteristics of the themes and subthemes of the nursing program as displayed below:	
<b>Theme: Caring</b>	
Course Goal: <i>Caring is exhibited by utilizing nursing knowledge of holism, cultural diversity, therapeutic communication, spirituality, health promotion and psychosocial needs in clinical and classroom settings.</i>	
<b>Sub-Themes:</b>	Students in NUR 250 will demonstrate sub-themes by accomplishing the following:
<b>Holism</b>	<i>Integrate concepts of holism when providing care.</i>
<b>Cultural Diversity</b>	<i>Interpret and integrate nursing care specific to culturally diverse populations.</i>
<b>Therapeutic Communication</b>	<i>Demonstrate use of effective communication techniques with the client and healthcare team.</i>
<b>Spirituality</b>	<i>Evaluate and support spirituality.</i>
<b>Health Promotion</b>	<i>Synthesize health promotion practices to reinforce and integrate health practices.</i>
<b>Psychosocial</b>	<i>Assist clients with meeting psychosocial needs.</i>
<b>Theme: Clinical Competency</b>	
Course Goal: <i>Clinical competency is demonstrated through integration of nursing process, evidence-based practice and informatics for provision of safe and effective care of complex clients and their families.</i>	
<b>Sub-Themes:</b>	Students in NUR 250 will demonstrate sub-themes by accomplishing the following:
<b>Nursing Process</b>	<i>Create care plans or concept maps which incorporate components of the nursing process and clinical reasoning.</i>
<b>Evidence Based Practice</b>	<i>Incorporate evidence-based practice and demonstrate how it directs nursing care of clients and their families with complex healthcare needs in the clinical and classroom setting.</i>
<b>Informatics</b>	<i>Use critical thinking and informatics to care for clients and their families encountered in the complex clinical setting.</i>
<b>Theme: Nursing Identity</b>	
Course Goal: <i>Develop nursing identity through socialization into the healthcare profession, while practicing the values of integrity, accountability/safety, and collaboration when caring for complex clients and their families.</i>	
<b>Sub-Themes:</b>	Students in NUR 250 will demonstrate sub-themes by accomplishing the following:
<b>Socialization into the profession</b>	<i>Use leadership and management skills to begin to implement a plan for personal development and professional growth.</i>
<b>Integrity</b>	<i>Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse.</i>
<b>Accountability/Safety</b>	<i>Integrate and refine individual accountability.</i>
<b>Collaboration</b>	<i>Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care..</i>

## Relationship between the NLN Competencies and Program Learning Outcomes

NLN Competencies	EAC End-of-Program Student Learning Outcomes
<p><b>Upon completion of the Associate Degree Nursing Program, the graduate will</b></p>	<p><b>Upon completion of the Associate Degree Nursing Program, the Eastern Arizona College graduate will</b></p>
<p><b>1. NLN Human Flourishing</b> Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</p>	<ul style="list-style-type: none"> <li>• Students will manage patient care using the nursing process</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
<p><b>1A. QSEN: Patient Centered Care</b> Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
<p><b>2. NLN Nursing Judgment</b> Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
<p><b>2A. QSEN: Safety</b> Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
<p><b>2B. QSEN: Informatics</b> Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<ul style="list-style-type: none"> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
<p><b>3. NLN Professional Identity</b> Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
<p><b>3A. QSEN: Teamwork and Collaboration</b> The student will function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p>	<ul style="list-style-type: none"> <li>• Students will manage patient care using the nursing process.</li> </ul>
<p><b>4. NLN Spirit of Inquiry</b> Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.</p>	<ul style="list-style-type: none"> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
<p><b>4A. QSEN: Quality Improvement</b> Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p>	<ul style="list-style-type: none"> <li>• Students will incorporate evidence-based practice into patient care.</li> </ul>
<p><b>4B. QSEN: Evidence Based Practice</b> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<ul style="list-style-type: none"> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will manage patient care using the nursing process.</li> </ul>

## Relationship between the ANA Code of Ethics and Program Learning Outcomes

ANA Code of Ethics	EAC End-of-Program Student Learning Outcomes
<b>Upon completion of the Associate Degree Nursing Program, the graduate will:</b>	<b>Upon completion of the Associate Degree Nursing Program, the Eastern Arizona College graduate will:</b>
1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.	<ul style="list-style-type: none"> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.	<ul style="list-style-type: none"> <li>• Students will demonstrate safe performance of nursing skills of a registered nurse.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.	<ul style="list-style-type: none"> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.	<ul style="list-style-type: none"> <li>• Students will manage patient care using the nursing process.</li> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.	<ul style="list-style-type: none"> <li>• Students will incorporate evidence-based practice into patient care.</li> <li>• Students will demonstrate legal and ethical behaviors of a registered nurse.</li> </ul>

## **Policies**

### **Policy Changes**

All policy changes will be communicated with the students within two weeks. Faculty will make announcements during class, posted via Canvas, and the Nursing Student Handbook will be updated in a timely manner.

### **Attendance Policy – Lecture**

- Attendance will be taken in every class and records maintained to comply with institutional requirements.
- As a demonstration of professionalism, students are expected to be on time for every class. Students are expected to return on time from scheduled class breaks and to remain in class as scheduled for the entirety of the class.
- It is the student's responsibility to notify the instructor of any tardy or absence from lecture.
- A student who misses three days of lecture will be placed on a Student Nurse Learning Plan. Failure to meet these goals will result in dismissal from the course.
- Absence from the didactic portion of the course may affect the grade of the student. Information presented in lecture may be tested and it is the student's responsibility to be present to receive content.

### **Attendance Policy – Clinical**

- Students must arrange changes in scheduling prior to the scheduled clinical day with the course instructor (See Clinical/Skills Lab/Clin Sim Algorithm).
- Students must call the clinical instructor and course instructor if they will be absent PRIOR to the start of clinicals. A tardy student will be sent home and the hours must be rescheduled. There is no grace period for tardiness. Students will be dismissed from clinical or clinical simulation if even one minute late.
- If a student is unprepared or obviously ill, the clinical instructor may dismiss the student from clinical. The student will need to make up those hours (See Clinical/Skills Lab/Clin Sim Algorithm).
- Students who are not present at the start of clinical without notification are considered a 'no call/no show'.
- Only one no-call/no-show is permitted during the program. If this occurs, clinical tracking will be initiated and recorded in the student record. Failure to meet the goals specified on clinical tracking will result in dismissal from the course.
- If the student fails to communicate with the instructor prior to the clinical, Monster Mercy does not apply (See Monster Mercy).
- Failure to complete required clinical hours will result in failure of the course.

### **Classroom Behavior**

- Students must be respectful to peers and faculty in all learning settings.
- Serious disruption may result in immediate student withdrawal from the class.
- The instructor will determine what constitutes disruptive behavior.

## Math Competency

Accurate dosage calculation is a requirement of professional nursing practice and essential for safe and competent nursing care. The med-math competency policy is one measure of assurance that nursing students and graduates of EAC are competent in this area.

- Medical math proficiency must be demonstrated in Medical Dosage Calculations (HCE 116) or Medical Dosage Challenge Exam.
- In addition, a math competency exam will be administered and must be passed by the student for nursing core courses: NUR 130, NUR 240, NUR 250.
- The student must demonstrate competency at 100% mastery on the math competency exam.
- The date and time for completion of the math competency exam is established by the faculty and communicated to the student by Canvas and/or email and in the syllabus.
- The student will be given three (3) attempts to achieve a score of 100% no sooner than one (1) week apart.
- Students are required to complete remediation between exams under the guidance of a faculty member.
- Failure to achieve a score of 100% will result in a clinical fail of the nursing course (See Math Competency Algorithm).

## Grading

1. The course grade is a composite of lecture and lab/clinical components.
2. Grading scale:
  - A 90 – 100% of total point value
  - B 80 – 89.99% of total point value
  - C 70 – 99.99% of total point value, but does not meet 80% requirement in pharm/math.  
**Ineligible to continue in program.**
  - C 70 – 79.99% of total point value. **Ineligible to continue in program.**
  - F 0 – 69.99% of total point value. **Ineligible to continue in program.**
3. Clinical component is Pass/Fail and if failed student must repeat the course.
4. Evaluation Methods:
  - a. Written Examinations. A variety of sources are used to construct written exams.
  - b. Assignments, including but not limited to: professional papers, Clinical Reasoning Tools (CRTs), group activities, in-class activities, ITV, and other assignments
  - c. Online Activities
  - d. Skills testing
  - e. Clinical simulations
  - f. Competency in the clinical areas
  - g. Final examination
5. Students are required to attend hospital clinical experiences and clinical simulation assignments for the lab/clinical component of the course. If a student receives a failing grade/evaluation in this component, he/she cannot progress to the next course. If the student is re-admitted to the program, both lecture and lab/clinical components must be repeated concurrently. Students must earn 100% on the Competency Math Exam at the start of each block (with the exception of NUR 120 within three (3) attempts in order to continue in the block (See Math Competency Algorithm).

6. Students must average a minimum of 80% on the pharmacology and math components of each course. Students who fail to meet this requirement by the fourth comprehensive exam should plan and prepare to take a final math or pharmacology exit exam at the end of the semester in which they have one attempt to reach an 80% to advance to the next block. Students repeating the block must still pass the exit exam even if the exam was successfully passed the previous semester (See Pharmacology and Math Algorithm).
7. Students are required to complete a minimum of ten (10) hours of community service related to health care during the course of each block. Community service hours should be approved by the current instructor. Students are also required to complete four (4) leadership hours as approved by their instructor during each block.
8. ATI proctored exams constitute a final exam for each main nursing course. Scores will be based on the first exam attempt. Retake of the exam required to those students who do not achieve the required competency level. Students are eligible to attain a maximum of ten (10) additional points on the retake exam if the student levels up to the level of competency (level 2) or higher (level 3). This does not apply for NUR 250 (the ATI RN Predictor Exit Exam). Additional ATI Exams might be offered in the semester as “mini” exams and are graded according to course syllabi.
9. In NUR 250 the ATI RN Predictor Exit Exam (ARPEE) I and II will be given during the semester. The ARPEE I will be scheduled about three-quarters through the semester and the ARPEE II will act as the final exam for Nursing Four (NUR 250). A Live NCLEX Review Class will be mandatory for all graduating students and is offered between the APREE I and the APREE II. The cost of the ATI RN Predictor Exit Exam and Live NCLEX Review Class is partly covered by lab fees. If the score of 98% “Predicted Probability of Passing NCLEX” or higher is not achieved on either exam attempt, the student will be offered focused coaching from faculty and the director to help them with strategies to pass the NCLEX. Coaching may consist of assistance with the development of a study plan, tutoring, practice exams, DVDs and workbooks, review courses, and other methods.
10. Students must have a minimum of 80% of the course points, pass the clinical component, and complete all objectives and assignments to successfully progress through the nursing program.
11. Students have one week after grading to contest issues related to exams, assignments, evaluations, etc.

## **Testing Procedures**

To ensure that all students are tested under equally favorable conditions, the following regulations and procedures are observed upon each testing activity:

1. Students should bring several sharpened pencils with erasers.
2. The answer sheet must be completed with name and course information or it will not be graded. All math calculations must be shown for the student to receive credit.
3. No credit is given for incorrect or incomplete marks or answers not put on the answer sheet. A poor erasure on the answer sheet may result in a loss of credit for a correct response.
4. All belongings- including but not limited to: books, papers, reference or study materials, student calculators, cell phones, hats/baseball caps, PDAs, smart devices including watches, food, and drink must be deposited at the front of the room prior to exam. Students found with any of these items during the exam will receive a zero on the exam.
5. Blank paper and calculators will be provided by the instructor and must be returned with the exams and answer sheets upon completion.
6. Students requiring assistance must obtain it from the instructor. There will be no communication between students during an exam. If this occurs both students will receive a



zero on the exam and be reported to administration for violation of the Academic Integrity Policy.

7. Students may not leave the evaluation room for any reason before completion of the exam. Once the student leaves, the exam is considered complete and will be graded as such. Students with medical conditions must make prior arrangements with the instructor.
8. Students causing a disturbance of any kind or engaging in misconduct will be dismissed and receive a zero on the exam.
9. Written documentation of accommodation for students with medical conditions or disabilities (including test anxiety) must be on file in the student's permanent record before testing modifications can be made.
10. A student who is absent at the start of an exam without notice is considered a "no call/no show" and will incur an automatic deduction of 25% (See Testing Policy).
11. Any testing outside of the class schedule will impose an automatic 10% deduction of the student's test score (See Testing Policy).
12. Students who witnesses testing violations are accountable to report such actions. The duty to report is a component of professional accountability. This includes breeches in all aspects of academic integrity as well as professional conduct in the clinical setting.

### **Timing of Exams**

Written unit exams will be timed to assist students with time management and to prepare for the standardized exams, which are also timed. Guidelines are as follows:

**NUR 120:** 1.5 minutes per exam question

**NUR 130:** 1 minute per multiple choice question; 2 minutes per select all that apply and math questions.

Example: 20 SATA or alternative format questions, 100 question exam = **2 hours, 20 minutes**

**NUR 240:** 1 minute per multiple choice question; 1.5 minutes per select all that apply and math questions.

Example: 20 SATA or alternative format questions, 100 question exam = **2 hours, 10 minutes**

**NUR 250:** 1 minute/multiple choice question; 1.5 minutes/select all that apply and math questions.

Example: 20 SATA or alternative format questions, 100 question exam = **2 hours, 10 minutes**

The course instructor may allow more time for an individual exam dependent on exam rigor.

### **Testing Policy**

- a. Exams taken outside of the class schedule will impose an automatic 10% deduction of the student's test score. Rescheduling an exam for any reason will not be permitted full credit.
- b. A student who is absent without notice will incur an automatic deduction of 25% from the total exam.
- c. Sending messages with classmates is not acceptable.
- d. Students will make up an exam no later than three (3) days from the originally scheduled date of the exam. Extended time must be approved by a faculty committee.
- e. Students have one week after grading to contest issues related to exams.
- f. Extenuating circumstances may be reviewed by nursing faculty.

## **Exam Review**

1. Exam review may be determined by the instructor to discuss misconceptions and general concepts the majority of students missed.
2. Individual student exam review is not permitted. By student request, general misconceptions may be shared with a student.

## **Actions Related to Academic Deficiencies**

Students with deficiencies in any area will be notified in writing and started on a Nursing Student Success Plan. A conference will be held with the instructor to identify areas of weakness and develop a plan for improvement. Should no improvement be noted, the student will be placed on academic probation. Quality improvement plans and clinical check-ups will be utilized as needed. A check list of requirements will be given to the student providing expectations for success.

## **Skills Labs, Clinical Simulation, and Clinicals**

1. The didactic and clinical components work together to maximize the learning environment and provide opportunities for application and synthesis of skills and knowledge.
2. Clinical objectives are defined in each course syllabus and are distributed at the beginning of each semester. Clinical evaluation is based upon written behavioral objectives, guidelines and skills testing.
3. In cases of noncompliance with clinical eligibility requirements (such as MCE), a student may be removed from a clinical rotation. If a student must be removed due to non-compliance, the student will be charged a \$50 fee and initiate clinical tracking. If a student is unable to be placed back into a clinical rotation due to space or facility approval, the student may earn a clinical fail for the course. Compliance deadlines are scheduled and communicated to the student via email by the clinical coordinator. (See Clinical/Skills Lab/Clin Sim Algorithm).
4. Students must be prepared for all clinical experiences (skills labs, clinical simulations, agency experiences, etc.). Lack of preparation for clinical practice may result in clinical dismissal. Repeated behavior may result in clinical tracking and possible program dismissal.
5. Clinical schedules will be made available to students as soon as possible. Please be aware rotations are assigned to accommodate a required number of clinical hours. The student's personal convenience cannot always be accommodated and schedules are subject to change at any time with little notice.
6. Students are responsible for their own transportation to and from clinical facilities. This may involve travel to clinical sites that require overnight accommodations.
  - a. It is recommended that students stay an additional night at the end of out-of-town clinical rotations to avoid driving home in unfavorable circumstances. Students who choose to drive home the night of a clinical do so at their own risk.
7. If a student is obviously ill, the skills lab or clinical instructor may send that student home and arrangements will need to be made with the lead instructor to reschedule the clinical. Rescheduling fees may apply. (See Clinical/Skills Lab/Clin Sim Algorithm).
  - a. Students are responsible for all medical expenses.
8. Students are evaluated by a clinical instructor during clinical experiences.
  - a. Students may review personal evaluations and receive written notification of clinical probation whenever performance is unsatisfactory.
9. The clinical component of each course is Pass/Fail. A clinical fail will necessitate repeat of the course.

10. At Eastern Arizona College, Nursing Students are expected to attend face-to-face clinical rotations, simulations, labs, and classroom courses as scheduled, UNLESS they opt out or rotations are cancelled by clinical agencies. Opting out means:
  - a. *Students cannot progress in the program*
  - b. *Students may not have a space moving forward*
  - c. *Graduation will be delayed*
  - d. *Incoming students may be awarded your spot in the next cohort*

## **Preceptorships**

Student nurse preceptorship is an education-focused model for teaching and learning within a clinical environment that uses experienced nursing staff as role models. Its primary goal is to assist nursing students in their final semester to adapt to their roles, develop clinical skills and socialize the novice to a department or institution. A “preceptor” is described as a nurse who teaches, supports, counsels, coaches, evaluates, serves as role model and aids in the socialization to a new role. The standard of care requires students who participate in nursing preceptorship to be assigned to a competent nurse with at least one-year experience. In effort to preserve objectivity, preceptor agreements prohibit individual partnerships where a personal (non-professional) relationship exists. Entering into a preceptor agreement with a nurse who is considered family (see below) is considered unprofessional behavior and may be grounds for dismissal from the program.

*Family* is interpreted as individuals who are related by blood, marriage, cohabitation, and adoption including self, direct ancestors and descendants, any parent, sibling, child, grandparent, grandchild, spouse, sibling of a parent and children of a sibling, domestic partners, significant others, or persons sharing a residence including in a guardian or other supervisory relationship.

Preceptor experiences are designed to increase prioritization, documentation, time management and handling multiple patients. If students desire to have preceptor experiences in a non-acute setting, this will be considered on an individual basis.

## **Applicable Statutes and Rules**

Arizona Revised Statutes: §§ 32-1601(22)(d) and (j):

(j) Violating a rule that is adopted by the Board pursuant to this chapter.

Arizona Administrative Code:

For purposes of A.R.S. § 32-1601(22), (d), any conduct or practice that is or might be harmful or dangerous to the health of a patient or the public includes one or more of the following:

Rule 4-19-403(1): A pattern of failure to maintain minimum standards of acceptable and prevailing nursing practice;

Rule 4-19-403(3): Failing to maintain professional boundaries or engaging in a dual relationship with a patient, resident, or any family member of a patient or resident;

Rule 4-19-403(31): Practicing in any other manner that gives the Board reasonable cause to believe the health of a patient or the public may be harmed.

## **Monster Mercy**

Monster Mercy gives students one opportunity per the entirety of the nursing program to override the clinical attendance policy. This pass may be used for a clinical, clinical simulation, or skills lab. The pass cannot be used for any other circumstance such as tardiness for skills testing or exams. Each student will be given one (1) pass in NUR120 (or current block as applicable) to use at their own discretion. Once the pass is used (or lost), the pass is no longer valid and will not be replaced. The free pass must be used at the time of occurrence.

To use the pass for tardiness, the student cannot be more than 15 minutes late and must notify the didactic instructor as well as clinical/clin sim/skills lab instructor that they are going to be late and will be using their pass for the day.

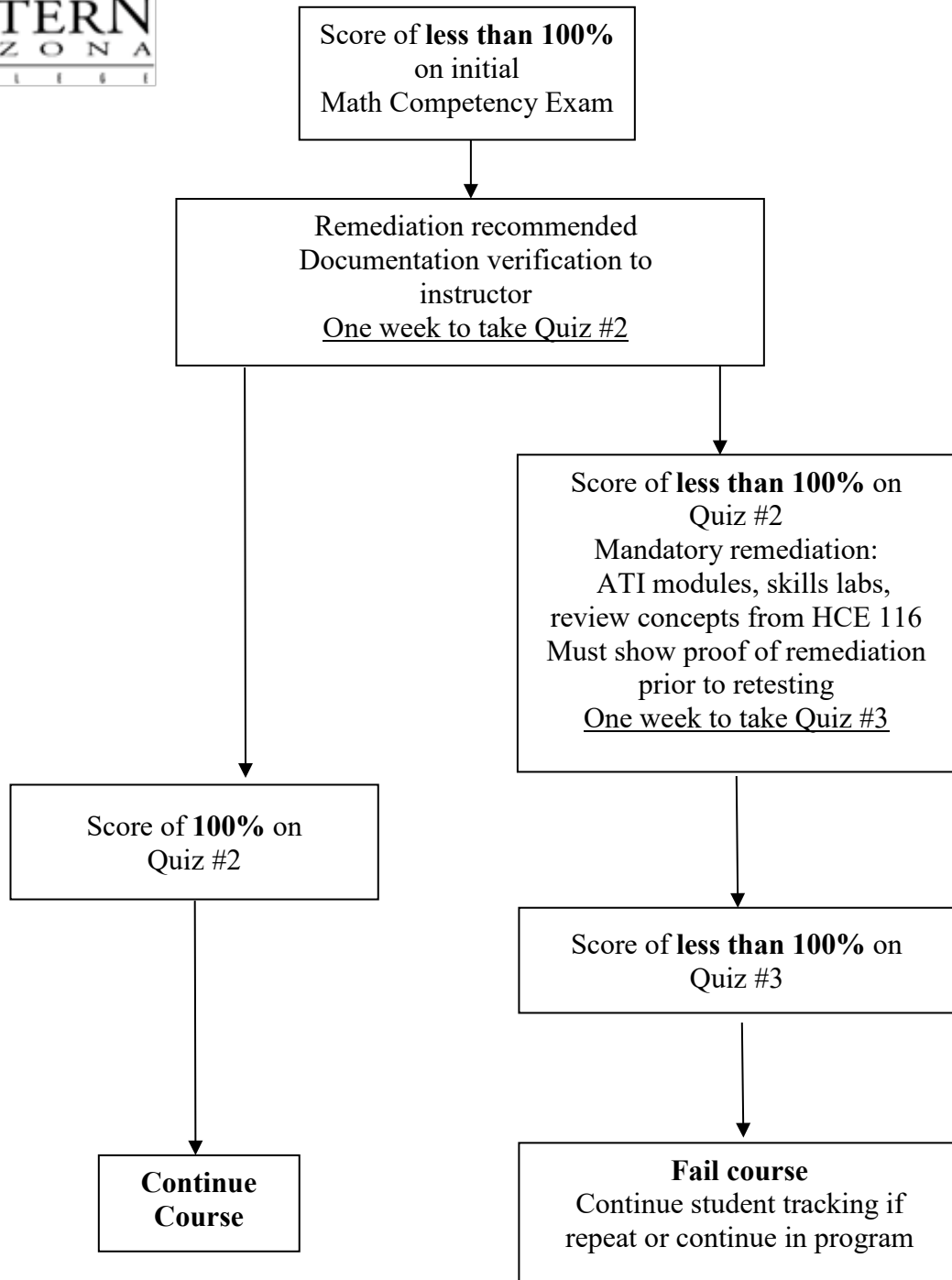
Free passes are non-transferable and must be used for their own purposes only. Once used, the student badge will be punched signifying to instructors that their free pass has expired.

## **Skills Testing**

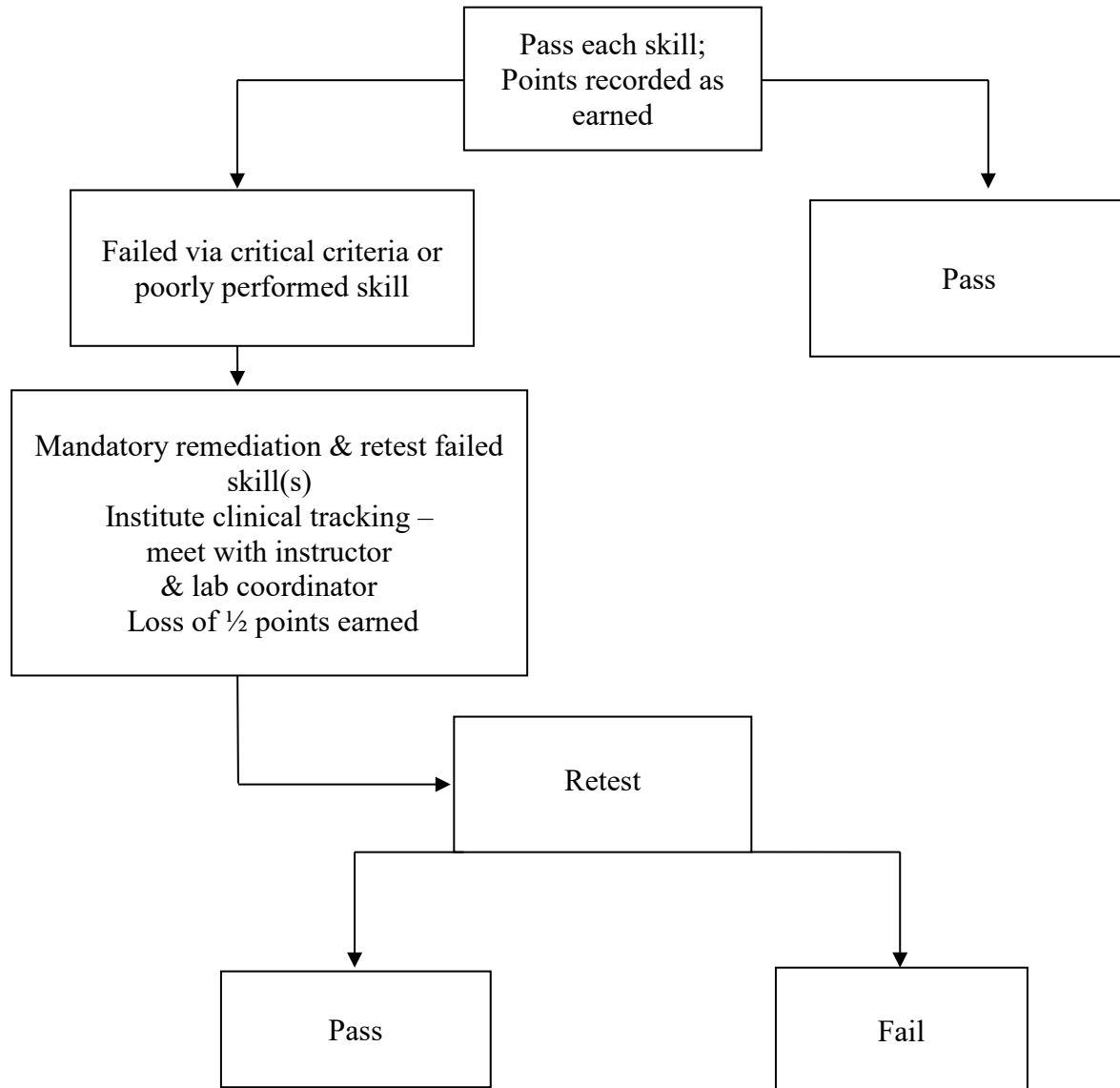
1. Skills testing is formally scheduled according to block. Students in NUR 120 are given three attempts; NUR 130 and NUR 240 have 2 attempts to demonstrate competency (see Skills Testing Algorithm).
2. If competency is not demonstrated by the assigned date, the student will be given an opportunity for remediation and a second evaluation will be scheduled.
3. Grading will be as follows:
  - Pass skills tests and meet all critical criteria with points earned
  - Fails to properly perform skill or to meet critical criteria; results in loss of ½ points earned
  - See Skills Testing Algorithm



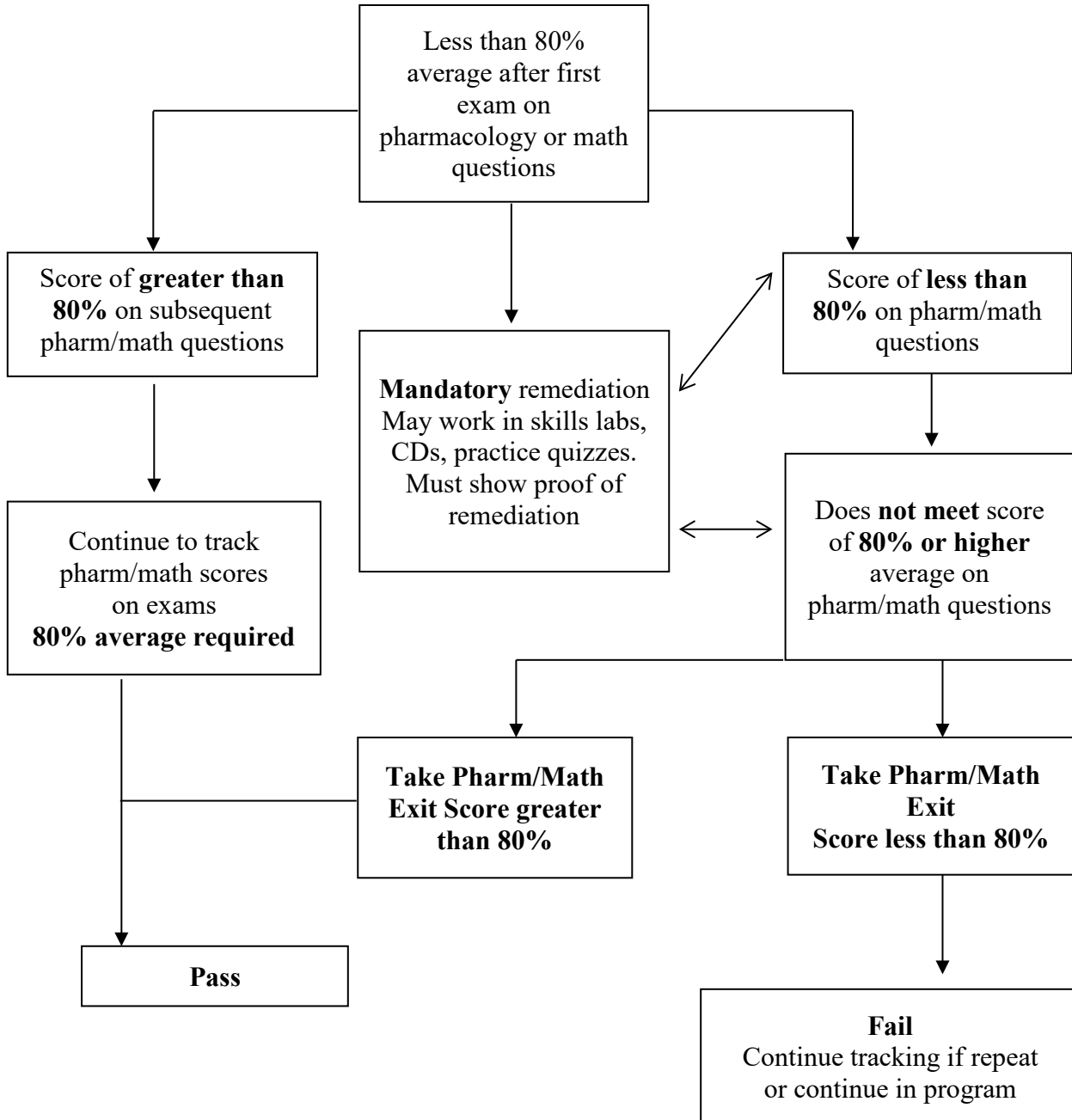
### Math Competency Algorithm



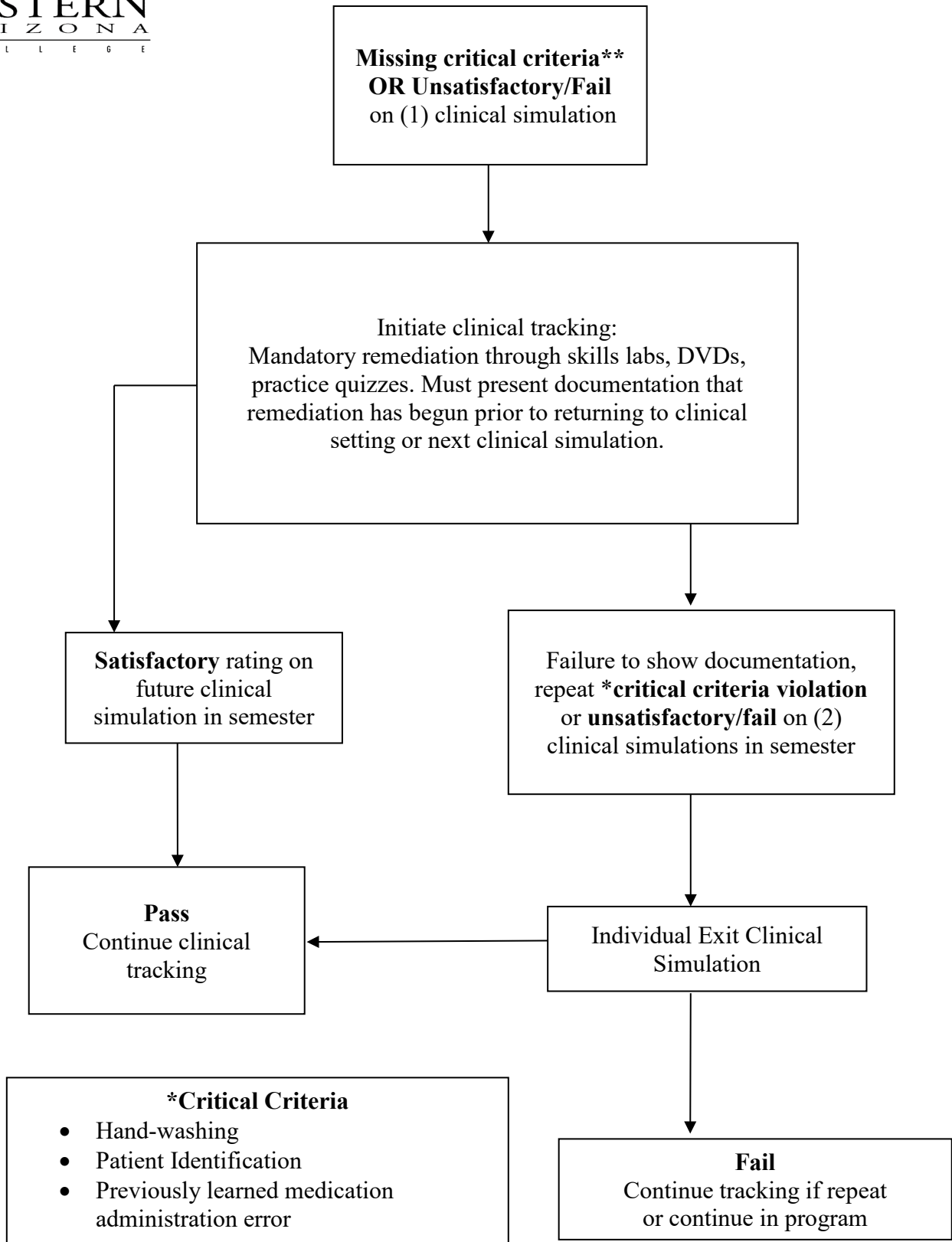
### Skills Testing Algorithm



### Pharmacology and Math Algorithm

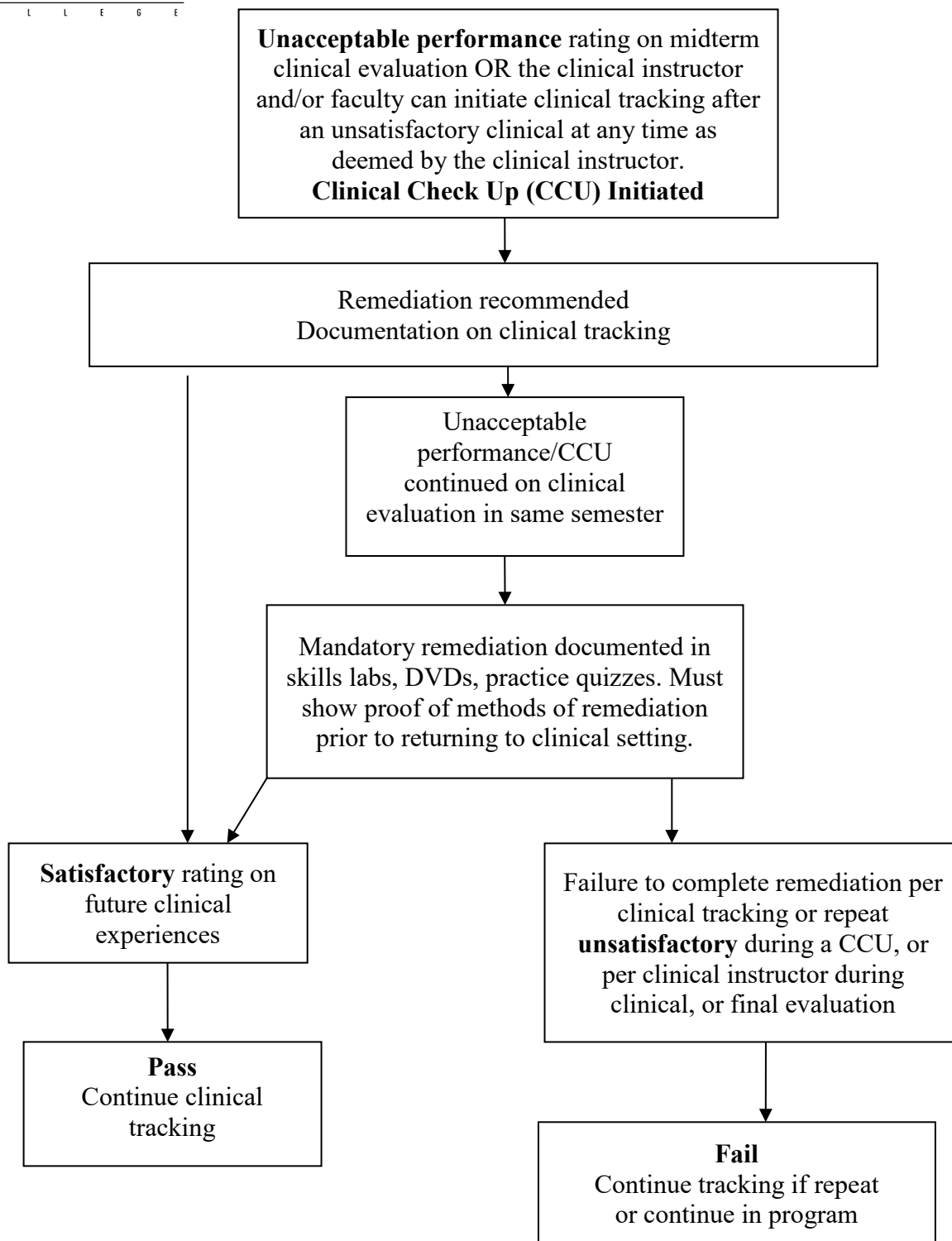


### Clinical Simulation Algorithm

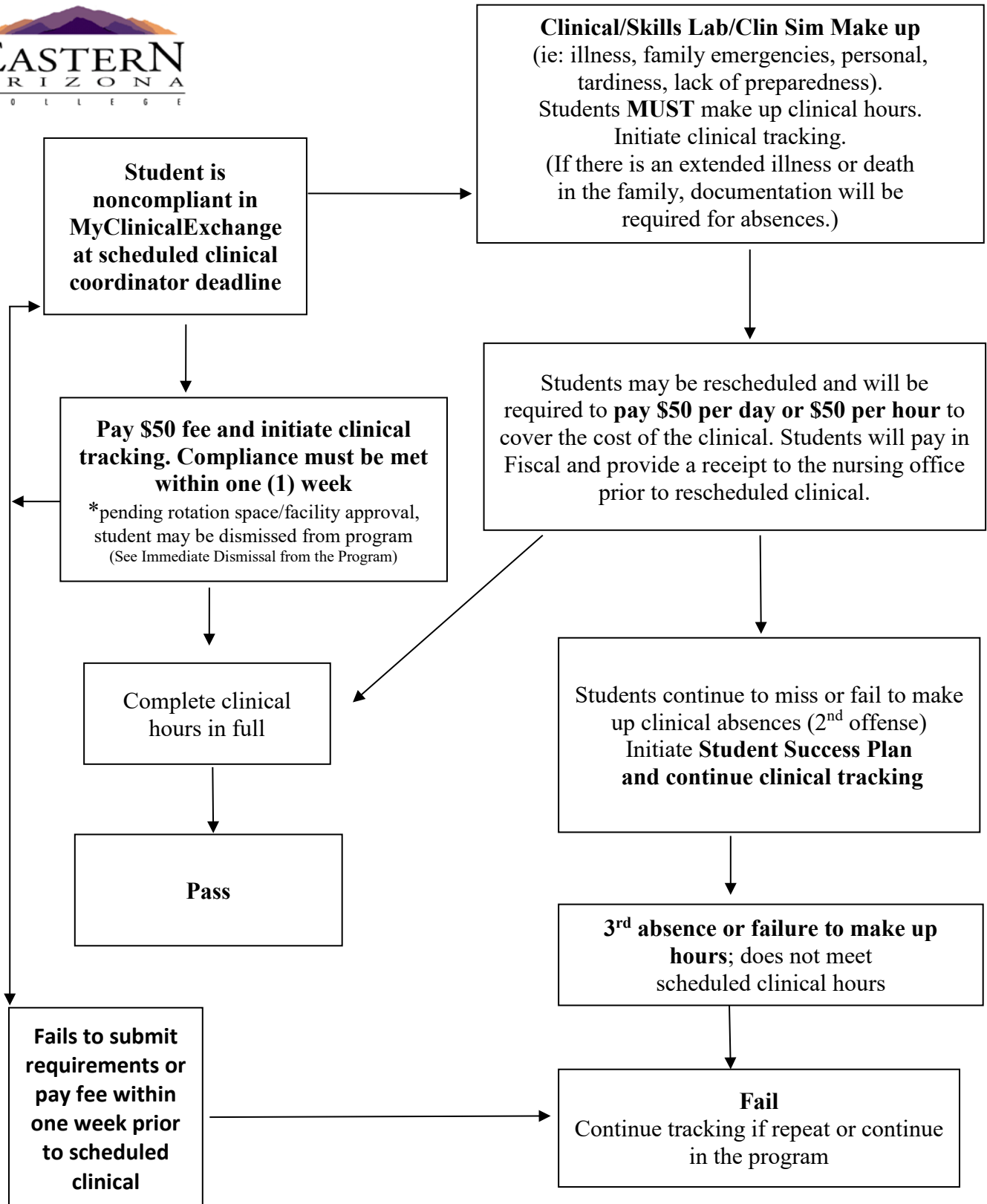




### Clinical Performance Algorithm

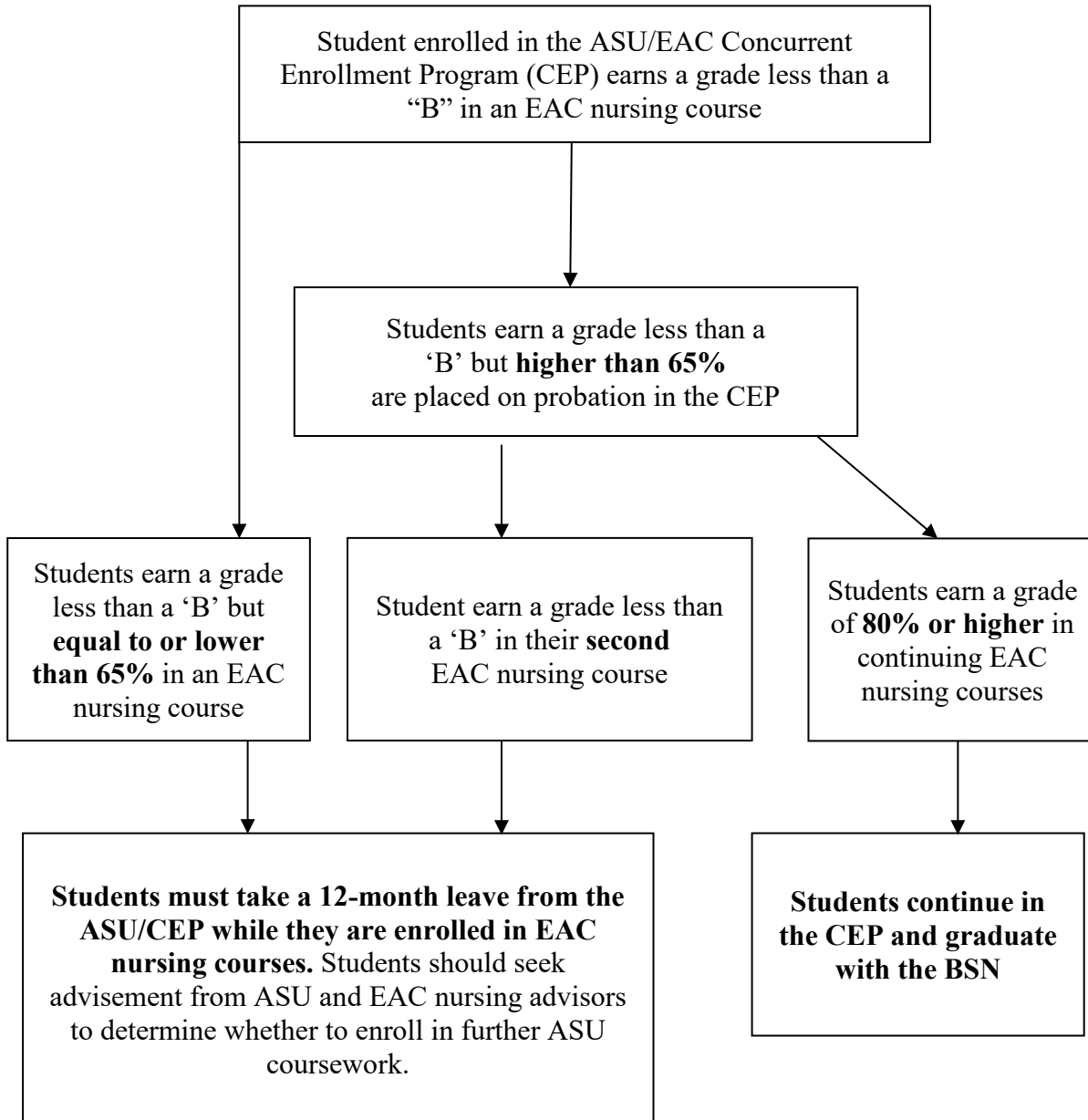


## Clinical/Skills Lab/Clin Sim Algorithm



**ASU/EAC Concurrent Enrollment Policy**

Failure of an EAC nursing course while enrolled in the ASU/EAC Concurrent Enrollment Program (CEP) will result in ASU CEP probation. Failure of a second EAC nursing course or a grade of 65% or lower in a course will result in automatic withdrawal from the ASU CEP for a 12-month period before readmission will be considered.



## Making up Clinicals

1. It is the responsibility of the student to arrange clinical make up hours with the instructor.
2. Facility clinicals cannot always be rescheduled so alternative solutions may be necessary at the discretion of the lead instructor.
3. Students are responsible for clinical rescheduling fee at \$50 per day or \$50 per hour if clinical is full or not available. (See Clinical/Skills Lab/Clin Sim Algorithm).
4. Failure to attain assigned clinical hours may result in an incomplete or failure of the course.

## Dress Code Requirements/Professional Attire

Students participating in clinicals or obtaining clinical assignments are required to dress in a professional and modest manner. If in doubt about what is appropriate, check with the lead instructor.

1. White, purple, or black scrub pants and purple scrub top with embroidered logo are the required uniform for the clinical component of each course. Purple scrub tops with the EAC logo may be purchased from Abacus Embroidery or students may purchase their own purple scrub top for Abacus to apply the logo. *Only enrolled EAC nursing students may purchase and wear the scrub top with EAC logo.* Abacus Embroidery can be contacted at (928) 428-9565.
  - a. Uniform must fit properly and be in good condition.
  - b. Scrub pants must be long enough to touch the lateral malleolus.
  - c. Appropriate undergarments must be worn.
  - d. White or black solid colored t-shirts in good condition may be worn under scrubs. Jackets may not be worn during clinicals.
  - e. A white lab coat may **not** be worn over the uniform by students.
2. Clean white or black shoes. Laces must be clean and neat. Socks or hose to match shoes are acceptable. No crocs with holes.
3. EAC nursing badge securely fastened and easily visible. Students are responsible for replacing lost or damaged badges at an additional charge.
4. A watch with second hand, bandage scissors, a good quality stethoscope, penlight, and black and red pens. No smart watches.
5. Hair is to be clean, off the collar and controlled at all times. Beards and mustaches must be short and neatly trimmed. Hair must be a natural color and styled in such a way as to not distract or draw attention.
6. Fingernails must be short and clean. Artificial fingernails and nail polish are not permitted.
7. No jewelry except watch, wedding band and earring posts (one per earlobe). All other visible jewelry from piercings (tongue, nose, eyebrow, etc.) must be removed while in the clinical setting and during professional/nursing program sponsored activities. Nose piercings for cultural or religious purposes may be permitted according to facility policy. Visible tattoos must be covered while in the clinical setting above the wrist on the arms.
8. Bathing and use of unscented deodorant are required before clinicals. Perfume or after-shave lotion is not permitted.
9. Student uniform may only be worn for EAC activities/clinicals.
10. Cell phone use is strictly prohibited in the clinical setting except in private areas designated by the facility.
11. Failure to comply with above standards may lead to dismissal from the clinical experience. Lead and clinical instructors reserve the right to make exceptions based on circumstance.

## Guidelines for the Protection of Patient and Student Safety

1. Students will be required to meet academic and clinical criteria for the nursing program.
2. All students must maintain a current:
  - a. American Heart Association (AHA) Health Care Professional Basic Life Support card
  - b. Two-step TB skin test/ or T-spot test; then subsequent annual TB skin test, or QuantiFERON-TB Gold (QFT)
  - c. Yearly influenza (flu) immunization
  - d. Immunizations and Statement of Current Health Status (urine drug screens may be repeated as needed, randomly and if there is a “for cause” reason). (See Drug Screening, “For Cause” Testing).
  - e. Valid Department of Public Safety fingerprint clearance card.
3. All students will complete HIPAA training. Documentation of such will be stored in their online clinical orientation system (or MyClinical Exchange).
4. Students must complete hospital orientation as required by the individual institutions.
5. Students must complete all hospital requirements (MCE).
6. Students must practice within their scope (the level of knowledge and skills permitted by the student’s current level in the program).
7. Students must have at least eight hours off from employment prior to the beginning of clinicals. Violation of this policy will result in the student being dismissed from the clinical for unsafe practice.
8. In circumstances of student illness, injury, or other health limitations, both the clinical agency and the college health policies must be upheld. The lead or clinical instructor will assess a student’s ability to give sufficient nursing care and will determine if the student is able to complete the clinical rotation. In cases of injury or serious health limitations students are required to have a release from the physician who treated the medical issues that were the cause for the student's dismissal.
9. Students are closely monitored and evaluated on patient and personal safety during their clinical practices.
  - a. Clinical instructors will supervise all medication administrations unless prior arrangements have been made between the staff nurse/agency and clinical instructor. Not adhering to basic medication administration principles, including but not limited to: checking identification/allergies and applying the seven rights of medication administration, may be reason for immediate removal from the clinical setting and subsequent discipline.
  - b. Students must avoid any performance that could jeopardize life, impede recovery, or interfere with the maintenance of the patient’s current health status.
  - c. Facility incident reports involving any student and patient are to be described in full and signed by the student and the clinical instructor. A copy of the incident report shall be given to the lead instructor as well as the nursing director.
10. Students must maintain patient confidentiality at all times.
  - a. No patient identifying information may be included in care plans or assignments.
  - b. The student may not photocopy any portion of the client’s chart for clinical preparation nor may they audiotape staff or client interviews or take photos of clients or client records with cell phones or electronic devices.
  - c. If copies of MARs, etc. are used during clinicals they must be placed in the shred box before leaving the unit or the student may be subject to dismissal from the program.
  - d. No patient information may be posted in any type of social media setting.

11. Students may not disclose their student EMR sign in/password, and/or facility username/password.
12. If there is a suspicion of a student being impaired, the drug and alcohol screening policy will be followed. (See Drug Screening “For Cause” Testing).
13. Failure to comply with above standards will instigate a conference between the student, clinical instructor, lead instructor, and nursing director. Violations may include but are not limited to: warning, increased supervision with clinical tracking, temporary exclusion, probation, or dismissal.

### **Standards of Professional Conduct**

Nursing faculty believe that standards of professional conduct are an inherent part of professional socialization and expect students enrolled in the nursing program to adhere to the standards at all times. Students practice within the boundaries of the Arizona State Board Nurse Practice Act, the ANA Code of Ethics for Nurses, the guidelines of the Student Nursing Handbook, and the policies and regulations of the assigned clinical healthcare agency.

American Nurses Association Code of Ethics:

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

Unprofessional behavior, including but not limited to, outbursts of anger, use of vulgar or obscene language in any educational setting or menacing/threatening behavior will result in disciplinary action up to and including dismissal from the program. Such behavior is inconsistent with professional standards and inappropriate for students aspiring to a career in nursing. The nursing director, designee, and/or instructor will complete a Student Learning Contract describing the behavior and document the actions to be taken.

Standards of Professional Conduct include:

- Confidentiality: Respects the privacy of clients and respects privileged information.
- Accountability: Is answerable for one’s action; answers to self, the client, the profession and the institution.
- Responsibility: Executes duties associated with the nurse’s particular role.
- Agency’s Policies and Procedures: Reads and adheres to agency policies and procedures.
- Veracity: Truthfulness; adheres to precision and honesty.
- Punctuality and Promptness: Is on time for all classroom, lab, and clinical assignments.
- Dependability: Is trustworthy and reliable.
- Respect: Treats others with consideration and courtesy.
- Professional Appearance: Adheres to established dress code in all clinical and professional activities.
- Ethical: Adheres to the Code of Ethics for Nurses with Interpretive Statements (2015) establishing the ethical standard for the nursing profession.
- Legal: Operates within the standards of care related to the student nurse role.
- Safety: Prevents or minimizes risks for physical, psychological, or emotional jeopardy, injury, or damage.
- Civility: All students in the nursing program are expected to contribute to a positive learning environment.

Nursing students are expected to be reflective, courteous, respectful, and empathetic to classmates, instructors, college and clinical staff. Any outbursts, disruptive behavior, and use of abusive or derogatory language will not be tolerated and may result in removal from the course or program.

### **Service/Support Animals**

No pets or animals are permitted during class, labs, clinicals, etc. If a service animal is necessary to perform the functions and tasks that an individual with a disability cannot perform for himself/herself described by the Americans with Disabilities Act (ADA) and the Arizona Revised Statutes, then a service animal may be permissible in areas specified by the EAC Nursing Program. In this instance the service animal must be in good health and remain with their owner at all times, unless noted as an exception. There may be restricted areas in the clinical setting or lab due to infection control considerations, allergies, or concern for safety; this may prohibit a student from meeting the clinical requirements of the nursing program.

### **Student Expectation in Reporting Unprofessional Conduct**

During the course of study in the nursing program, a student may observe behaviors in others that appear to violate the standards of academic and/or professional integrity or actions that have a potential to harm another individual. Students have responsibility to report any questionable activity to the instructor and/or nursing director.

### **Clinical Misconduct**

1. A student may receive a failing grade for the course and be dismissed from the program based on the inability to place the student in a clinical facility or removal from the clinical facility due to student misconduct.
2. A student may receive a failing grade for the course and be dismissed from the program for violation of Standards of Professional Conduct.

### **Safe Practice Regulations**

Students are expected to practice within the boundaries of the Arizona State Board Nurse Practice Act, the ANA Code of Ethics for Nurses, the guidelines of the Nursing Student Handbook, and the policies and regulations of the healthcare agency where they are assigned for clinical learning.

Examples of violations of practice regulations include, but are not limited to:

- Refuses an assignment based on client's race, culture, religious preference or medical diagnosis
- Denies, covers-up, or does not report personal errors in clinical practice
- Ignores and/or fails to report unsafe, dishonest, or unethical behavior in others
- Practices skills considered limited to the scope of practice for professional nurses without instructor supervision and/or outside the academic environment
- Demonstrates inability to make appropriate clinical judgments or decisions
- Interacts inappropriately with agency staff, co-workers, peers, clients, families, and/or faculty resulting in miscommunication and/or disruption of the learning or client care environment

- Violates principles of confidentiality (HIPAA)
- Lacks preparation of clinical practice
- Fails to respect client rights and dignity
- Solicits, borrows, or removes property or money from a client or client's family
- Assumes client care tasks for which the student lacks the education or competence to perform
- Removes drugs, supplies, equipment, or medical records from the clinical setting
- Abandonment: leaves clinical agency or client assignment without notification to the clinical instructor and nursing staff

### **Medical Marijuana Policy**

1. Eastern Arizona College prohibits the possession and use of marijuana on all campuses and in all off-campus student activities, including internships and clinical learning experiences in health programs.  
This policy is dictated by the Arizona Revised Statutes §15-108 which prohibits any person, including a medical marijuana cardholder, from possessing or using marijuana on the campus of any public university, college, community college or post-secondary education institution. Federal legislation prohibits any institution of higher education that receives federal funding from allowing the possession and use of marijuana.
2. Eastern Arizona College receives federal funds through grants and financial aid. Eastern Arizona College continues to enforce current policies regarding controlled substances and any student or employee who violates policy prohibiting the use or possession of illegal drugs on campus or in student activities – including educational internships – will be subject to disciplinary action and criminal prosecution.
3. Urine drug screens are required of students prior to attending nursing courses. Medical marijuana, or its metabolite, is not an accepted substance in urine screens and will result in a positive drug screen. Students with a prescription for medical marijuana would not be considered exempt from this screening.

### **Drug Screening “For Cause” Testing**

This policy refers to the use/misuse of, or being under the influence of: alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any health care facility, school, institution or other work location as a representative of the nursing program.

1. When a faculty/clinical instructor perceives the odor of alcohol or observes behaviors such as, but not limited to: slurred speech, unsteady gait, confusion, extreme fatigue or lethargy, and these behaviors cause the faculty or clinical instructor to suspect the student is impaired by alcohol or drugs, the following steps will be taken:
  - a. The instructor will remove the student from the patient care or assigned work area immediately and notify the lead instructor, nursing director, or designee.
  - b. Upon student's verbal consent, the instructor will contact a transportation service and arrange for student transport to a designated medical service facility contracted by Eastern Arizona College.
  - c. The student is to have a picture ID in his/her possession.
  - d. After drug testing, the student may call the transportation service contracted by Eastern Arizona College for transport home.
  - e. If the student admits to alcohol or drug use, he/she will still require drug screening.



- f. The student is responsible for all costs associated with the ‘for-cause’ drug screening.
2. If the results of the test(s) are negative for alcohol, illegal substances, or non-prescribed legal substances, the student shall meet with the nursing director to discuss the circumstances surrounding the behavior.
  - a. If the indicator was the odor of alcohol, the student will be mandated to discontinue the use of whatever may have caused the alcohol-like odor before being allowed to return to the clinical setting.
  - b. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation may be indicated.
  - c. Based on the information provided and further medical evaluations if warranted, the nursing director will sanction student return to the clinical setting.
3. If the results of the test(s) are positive for alcohol, illegal substances or for non-prescribed legal substances, the nursing director will withdraw the student from all nursing courses. The results of the positive screening test except for alcohol or nicotine, will be reported to the Arizona State Board of Nursing.
4. If a student refuses “for cause” testing:
  - a. The instructor will remove the student from the clinical setting pending a full investigation.
  - b. The instructor will contact the transportation service contracted by Eastern Arizona College to request that the student be transported home. If the student refuses transportation, the student should be informed that security/law enforcement will be notified.
  - c. Failure to comply with any aspect of this policy will result in withdrawal from the program.

### **Readmission Guidelines Related to Substance Abuse**

1. Students seeking readmission who were withdrawn from nursing courses for reasons related to positive ‘for cause’ or refusal of ‘for cause’ testing will be required to meet all other readmission guidelines, AND submit a letter requesting readmission to the nursing director which includes:
  - Documentation from a therapist with experience in addiction behaviors indicating status and/or documented rehabilitation related to the alcohol/drug abuse
  - Include documentation of compliance in a treatment program if identified as required by the therapist
  - Repeat a random urine drug screen for alcohol/drugs as instructed prior to readmission and may be subject to random drug screening at the student’s expense during the program
2. If a student, after being re-admitted to the nursing program, has positive results on an alcohol/drug screen, the student will be permanently dismissed from the nursing program and notification will be sent to the Arizona State Board of Nursing.

### **Medication Administration and Performance Guidelines**

Students are expected to contact the instructor for all clinical experiences involving the performance of nursing procedures and medication administration as specified by the clinical instructor. Students are never permitted to perform nursing procedures and/or administer any medication to a patient without instructor permission and appropriate direct supervision. Either the clinical instructor or the supervising LPN or RN must be physically present during the entire medication administration or nursing procedure. Students are required to review the agency’s policies and procedures in order to prevent errors. Prior to all procedures, students must demonstrate prior knowledge, skill, and technique.

## **Immediate Dismissal from the Program**

Circumstances that may lead to immediate dismissal from the program include, but are not limited to the following:

1. Failure for students enrolled in NUR 130, NUR 240 and NUR 250 to be in compliance with MyClinicalExchange by the clinical coordinator deadline.
2. Performance or negligence, which may cause physical or emotional jeopardy to a patient.
3. Failure to immediately report a patient care error to the clinical instructor and/or responsible staff.
4. Being under the influence of beverages containing alcohol, drugs which impair judgment (antihistamines, muscles relaxants, etc.), or illegal drugs while in lab/clinical/practice.
5. Any verbal or written communication that is fraudulent, untruthful, and/or dishonest. This includes fabricating charting and written assignments.
6. Academic dishonesty (e.g. stealing from the college or clinical agency, plagiarism, cheating on exams, falsification of class assignments, knowingly assisting others to cheat, witnessing cheating and failing to report it to the instructor, doing individual assignments as a group).
7. Unprofessional conduct (e.g. failure to show respect for patients or their significant others/families, peers, staff, and instructors, physically or verbally abusive/threatening behavior, etc.).
8. Lack of preparation for clinicals.
9. Failure to improve unsatisfactory clinical performance after counseling.
10. Failure to demonstrate appropriate behaviors already demonstrated or learned, with consistency, while incorporating new skills and theory.
11. Failure to follow college or agency policies.
12. HIPAA violation, including disclosure of student EMR password, or any hospital issued username and password, or social media violation.

## **Specific Guidelines for Student Conduct**

The nursing program follows Eastern Arizona College's Academic Standards policies in issues involving student misconduct (See Addendum).

### **Student Health**

#### **Health Insurance**

The nursing program may place students at risk for illness and injury. Students are required to carry health insurance.

#### **Pregnancy**

Pregnant students may want to take special precautions due to the physical requirements and possible exposure to harmful diseases or substances during clinicals. If a student develops complications of pregnancy, they must provide a written note from their health care provider describing restrictions and limitations.

#### **Medical Restrictions/ Disabilities**

Students are expected to fully participate in activities required by the program. Physically this includes, but is not limited to: lifting patients, standing for several hours at a time and bending. Students must also exhibit stable mental processes by being able to function appropriately under

stressful conditions. Students having a temporary medical condition inhibiting or restricting their activities must supply a written explanation from their health care provider. In the event a student is restricted from class or clinicals, a written release will be required to return. Should a student become unable to participate fully in the program's activities, they may be withdrawn from the program.

Students with disabilities are encouraged to contact the EAC Counseling Office on the Thatcher campus at the beginning of the admission process to discuss service needs. Support services include personal counseling, academic and career advising, registration and financial aid application assistance. Students requesting accommodations must document the need with the appropriate student services.

### **Communicable Diseases**

“The Graham County Community College District places a high priority on the need to prevent the spread of communicable diseases on its campuses. It is the intention of the District to promote the health and regular school attendance of students to the extent that said attendance does not jeopardize the health and safety of others. The determination of whether and in what manner a student with communicable disease may attend college shall be made in accordance with procedures implemented by the College President” (Graham County Community College District Policy #5950).

### **Administrative Aspects**

#### **Complaints/Concerns**

Students with complaints and/or issues are directed to follow the chain of command to seek resolution with first the instructor, then the nursing director. After following the chain of command, any student who feels he/she has not received fair and/or just treatment, that policy and procedures were not followed as outlined in the Nursing Student Handbook and/or class syllabus, may file a grievance with Academic Standards.

#### **Affirmative Action**

Graham County Community College District does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, creed, color or national origin, sex, handicap, or age. If you believe that you have been discriminated against on the basis of any of the above, contact the District EEO Coordinator in Room 105 of the Administration Building on the Thatcher Campus in person or by telephone: 428-8915.

#### **Faculty Requisites**

1. All faculty members are approved by the district governing board.
2. Faculty who teach didactic hold a minimum of a master's degree in nursing in compliance with district hiring qualifications. Nursing clinical instructors hold the baccalaureate degree in nursing, master's preferred, as the minimum degree requirement. Nursing lab personnel hold an RN license as the minimum degree requirement.
3. Each member of the faculty has functioned in a clinical area prior to faculty appointment and has demonstrated competencies as a clinician.
4. Faculty who work in the clinical setting must present verification of immunization, TB, CPR, urine drug screen clearance, and DPS fingerprint clearance card requirements.

## **Faculty Advisors**

Full-time nursing faculty as well as the nursing director serve as advisors to students enrolled in the program. Students should meet with an advisor at least once during each semester and specifically when enrolling for the next semester's courses. It is recommended that students seek help at the earliest indication of an academic problem. The instructor of the nursing course is always willing and eager to assist students to remediate problems. The nursing director is also available for advisement. Students should make an appointment during office hours specified by the instructor. Program completion audits will be required at the beginning of the program, prior to NUR240, and prior to program completion.

## **Licensure**

In order to be eligible to take the national board's exam for professional licensure after graduation, a student must have a high school diploma or the equivalent thereof, complete all nursing studies and complete all degree requirements. No exceptions are made to this procedure. Completion of the nursing program does not guarantee passage of the NCLEX-RN.

## **Computerized NCLEX-RN Review for Licensure Exam**

Resources are available to facilitate the preparation of the graduate for the professional licensure examination. These include but are not limited to:

- NCLEX Review Course
- Computerized NCLEX-RN review CD
- NCLEX-RN review books and review cards
- Review content DVDs
- Check with the office on each campus for availability

## **NCLEX-RN Computerized Adaptive Testing Administration**

The National Council Licensure Examinations for Registered Nurses is administered via computerized adaptive testing (CAT). The NCLEX uses standard NCLEX multiple-choice questions. With CAT, each candidate's test is unique: it is assembled interactively as the individual is tested. As the candidate answers each question, the computer calculates a competence estimate based on all earlier answers. The questions, which are stored in a large item bank and classified by test plan area and level of difficulty, are then scanned and the one determined to measure the candidate most precisely in the appropriate test plan area is selected and presented on the computer screen. This process is repeated for each question, creating a test tailored to the individual's knowledge and skills while fulfilling all test plan requirements. The examination continues in this way until a pass or fail decision can be confidently made. CAT provides greater efficiency in measurement, as it administers only those questions, which will offer the best measurement of the candidate's competence.

Every candidate will answer at least 60 real and 15 tryout items in the NCLEX-RN administered via CAT. This is the minimum number of questions required to complete the examination. Two hundred sixty-five questions, 250 "real" plus 15 "tryouts," is the maximum number to be answered by any RN candidate. The NCLEX administered via CAT will take a maximum time of six hours.

The NCLEX is administered at Pearson Technology Centers. Testing centers typically have up to ten candidates testing simultaneously. The facilities are small, modern, comfortable, and not as

intimidating as a large convention hall. All centers provide access and other accommodations for people with disabilities.

After the Board of Nursing has approved a candidate's application in the jurisdiction where he or she wishes to be licensed, the candidate will receive an Authorization to Test. Candidates may call the testing center of their choice to schedule an appointment to test. First-time takers who are eligible to test may be scheduled within 30 days of their call to request an appointment for the examination (if they wish), at a site in the same examination district as their first choice. Eligible repeat candidates may be scheduled within 45 days of their call.

### **Legal Limitations for Nursing Licensure**

The nursing faculty assumes the responsibility to inform applicants regarding legal limitations for licensure:

**The Arizona State Board of Nursing may deny any license applied for under this chapter if the applicant commits an act of unprofessional conduct.** "Unprofessional conduct" includes the following whether occurring in this state or elsewhere:

- a. Committing fraud or deceit in obtaining, attempting to obtain, or renewing a license or a certificate issued pursuant to this chapter.
- b. Committing a felony, whether or not involving moral turpitude or a misdemeanor involving moral turpitude, in either case, conviction by a court of competent jurisdiction or a plea of no contest is conclusive evidence of the commission.
- c. Aiding or abetting in a criminal abortion or attempting, agreeing, or offering to procure or assist in a criminal abortion.
- d. Any conduct or practice that is or might be harmful or dangerous to the health of a patient or the public.
- e. Being mentally incompetent or physically unsafe to a degree that is or might be harmful or dangerous to the health of a patient or the public.
- f. Having a license, certificate, permit or registration to practice a health care profession denied, suspended, conditioned, limited or revoked in another jurisdiction and not reinstated by that jurisdiction.
- g. Willfully or repeatedly violating a provision of this chapter or a rule adopted pursuant to this chapter.
- h. Committing an act that deceives, defrauds or harms the public.
- i. Failing to comply with a stipulated agreement, consent agreement, or board order.
- j. Violating a rule that is adopted by the board pursuant to this chapter.
- k. Failing to report to the board any evidence that a professional or practical nurse or a nursing assistant is or may be:
  1. Incompetent to practice.
  2. Guilty of unprofessional conduct.
  3. Mentally or physically unable to safely practice nursing or to perform nursing related duties. A nurse who is providing therapeutic counseling for a nurse who is in a drug rehabilitation program is required to report that nurse only if the nurse providing therapeutic counseling has personal knowledge that patient safety is being jeopardized.
- l. Failing to self-report a conviction for a felony or undesignated offense within ten days after the conviction.

Source : Arizona State Board of Nursing Statues, Chapter 15 Article 1 section 32-1601(Section 16) Definition of Unprofessional Conduct (8/1/09).

## **Student Evaluation of Program**

Students are provided with opportunities to evaluate the nursing program throughout their education. During the program, students evaluate each course, the clinical facilities, and instructors. Additional program evaluation is provided by student exit surveys, alumni and employer surveys.

## **Student Records**

Student records will be kept in the Nursing Secretary's office for a three-year period of time after program completion.

## **Addendum**

### **Eastern Arizona College Campus-Wide Code of Academic Integrity**

#### **Academic Integrity**

Academic integrity is a vital part of the culture of all successful institutions of higher learning. The value of the degrees, certificates, and coursework offered by Eastern Arizona College greatly depends, now and in the future, on its reputation as an institution dedicated to academic honesty. This Academic Integrity Policy provides guidance in helping students and faculty understand the meaning and importance of academic integrity; defines academic dishonesty; and outlines the procedures for handling infractions of academic integrity. No provision or section of this policy shall be construed as infringing upon the academic freedom of any member of the EAC community to pursue and participate in any academic endeavor ordinarily considered appropriate. Each member of the EAC community is charged with honoring and upholding the policies and procedures governing academic integrity as set forth below.

#### **Student Responsibilities**

Students are responsible for understanding the College's policy regarding academic integrity and academic misconduct as well as the sanctions that may be imposed as a result of academic misconduct. Students are also responsible for understanding their appeal rights associated with findings of any policy violation.

Students shall practice the provisions of the College's Code of Academic Integrity and uphold integrity in their academic pursuits.

#### **Code of Academic Integrity**

Students at Eastern Arizona College are expected to:

- Conduct themselves in accordance with principles of academic integrity
- Behave so as to foster an atmosphere of honesty and fairness
- Avoid plagiarism and other forms of academic misconduct
- Give truthful information to any College professional educator to any other college employee regarding issues concerning academic integrity or academic misconduct, or suspected academic misconduct
- Not alter, misuse, or forge any college document, record, or instrument of identification

Students are not excused from these provisions because of any failure or inability on the part of the professional educator to prevent other instances of academic misconduct.

## Academic Misconduct

Academic misconduct includes any act that improperly affects the evaluation of a student's academic performance or achievement, or any act designed to deceive a professional educator. Specific infractions include, but are not limited to, the following:

1. **Cheating on Examinations:** Cheating includes the use of crib sheets, "cheat sheets," or discarded computer programs; aid from other persons; copying from another student's work; and soliciting and giving or receiving unauthorized aid orally, electronically, or in writing. The student will not consult books, notes, calculators, or other materials of any kind during an examination or assignment without the express permission of the instructor. If calculators, spellers, or other hand-held electronic devices are permitted to be used during an examination or assignment, no information may be programmed into or retrieved from the device other than that expressly permitted by the instructor.
2. **Inappropriate Collaboration:** Permission from an instructor for students to "work together" on homework, an assignment, or paper is not permission for one student to present another student's work as his or her own. Unless the professional educator specifies otherwise, all work submitted for a grade or credit toward completion of a course will be the product of the student's own understanding, expressed in the student's own words, calculations, computer code, etc. One form of inappropriate collaboration involves having another person significantly alter either the content or grammar of the student's written work. A student may seek feedback from another student or individual concerning a document's content, grammar, and spelling, but to avoid this type of inappropriate collaboration, the student must fix problems himself or herself.
3. **Submitting the Same Assignment for Different Classes:** Submitting the same assignment for a second class violates the assumption that every assignment advances a student's learning and growth. Unless instructors of both classes involved expressly allow it, submitting an assignment already submitted for another class is a breach of academic integrity.
4. **Intentional Misrepresentation:** Misrepresentation occurs when a student claims that source materials contain information or phrasing that they do not. In addition, misrepresentation occurs when a student omits or inserts words, changes words, misquotes, or takes correctly quoted phrases out of context. If this is done with the intent to deceive a professional educator in any academic evaluation, the student has committed a breach of academic integrity.
5. **Plagiarism:** Plagiarism means presenting someone else's ideas or words as one's own. Plagiarism may involve some degree of intent or may be the result of carelessness or ignorance of acceptable forms for citation. Not knowing how or when to cite a source does not excuse an act of plagiarism. Each of the four kinds of plagiarism below is a breach of academic integrity.
  - Copying without citation, the most serious form of plagiarism, involves copying part or all of a paper from the Internet, from a book or magazine, or from another source without indicating that the work is someone else's. To avoid this form of plagiarism, quoted material must be placed in quotation marks and one of the standard forms of documentation (APA, MLA, etc.) must be used to indicate where the material came from.
  - Copying from an external source and citing the source but failing to show (by the use of quotation marks, for example) that the material is a direct quotation is another form of plagiarism. Simply documenting the source does not indicate that the words themselves are someone else's. Avoiding this form of plagiarism involves putting all quoted material in quotation marks or using the format designated by APA, MLA, etc. to indicate quoted material.

- Incorrect paraphrasing is another form of plagiarism. Paraphrasing involves putting a lengthy phrase, sentence, or group of sentences written by another into one's own words, thereby making it significantly different from the original. Changing a few words, or rearranging words, is not proper paraphrasing, and though the source is cited (as is always required with paraphrased material), wording remains substantially that of another and cannot rightfully be represented as original. Avoiding this form of plagiarism involves either making the material a direct quote by using quotation marks and citing the source, or paraphrasing properly by substantially changing the original to new words; again, making sure to cite the source.
  - Presenting arguments, lines of reasoning, or facts learned from someone else without citing the source, even if the material is paraphrased, is another form of plagiarism. The source must be properly cited.
- 6. Improper Influence:** Attempting to influence a grade or to receive any other academic benefit not earned through the normal exercise of academic effort by offering anything of value, including the performance of services, to a professional educator, college employee, other college student, or any other person, is academic misconduct.

## Procedures, Sanctions, and Appeals

### The Professional Educator

The college respects and accepts the professional educator's qualifications and rights to determine academic standards. The professional educator is accountable for establishing and maintaining appropriate academic standards for coursework and for informing students of any special rules or practices for a particular class.

When a professional educator becomes aware of a possible violation of academic integrity by one of his or her students, a confidential conference between the professional educator and the student should be held to discuss the perceived violation and its consequences. If, following the conversation, the professional educator is satisfied that a violation has occurred, he or she may determine that one or more of the following consequences are appropriate and impose such penalty:

- Issuing a verbal or written reprimand
- Requiring that the academic project or examination in question be repeated
- Assigning the academic project or examination in question a reduced grade
- Requiring that the academic project or exam in question be repeated for a reduced grade
- Assigning the academic project or examination in question a failing grade
- Assigning a reduced grade in the course
- Assigning a failing grade in the course
- Initiating the student's involuntary withdrawal from the course

The professional educator will resolve most violations in the above manner.

The professional educator will report each violation and its disposition to the division chair within five business days of the occurrence; the chair will report to the appropriate dean, who in turn will report it to the Admissions and Academic Standards Appeals Committee. If the professional educator feels that the violation in question was especially serious or repeated, he or she may recommend that additional penalties be imposed.



## **The Admissions and Academic Standards Appeals Committee**

The Admissions and Academic Standards Appeals Committee will be notified of all acts of academic misconduct. Such reports will be noted in the agenda and minutes of committee meetings. The committee may report the incidence and nature of these violations to the faculty and administration at appropriate intervals.

When, in the opinion of the committee, evidence of repeated or especially serious offenses exists, or upon the recommendation of the professional educator involved, the Admissions and Academic Standards Appeals Committee will consider the case and may decide to impose one or more of the following additional penalties against a violator:

- Placing a written reprimand in the student's permanent file
- Restricting the student's access to certain college resources
- Requiring the student to complete an academic integrity education program
- Placing the student on academic probation
- If the Admissions and Academic Standards Appeals Committee concludes that the violation is so serious as to possibly warrant the student's exclusion from extracurricular college activities, or suspension or dismissal from the college, it will make that recommendation to the Judiciary Committee.

## **The Judiciary Committee**

The Judiciary Committee will resolve the most serious acts of academic misconduct. Only the Judiciary Committee has authority to suspend or expel a student from the college for academic misconduct.

After receiving recommendation from the Admissions and Academic Standards Appeals Committee that a violation of academic integrity may warrant the student's dismissal from the college, the Judiciary Committee will consider the evidence and render a decision which shall be binding, subject only to student appeals as otherwise provided.

The Judiciary Committee may impose additional penalties against a violator, which may include:

- Censure and exclusion from extracurricular college activities, including student government, athletics, performances, or other activities of the college community
- Suspension for a specified period of time
- Expulsion from the college without expectation of readmission

## **A Student's Right to Appeal**

A student may appeal any decision to impose discipline as a result of academic misconduct through the established Grievance Procedure and Official Review Process for Academic Standards (GCCCD 5810.02).

## **Definition of Terms used in this Handbook**

**Academic evaluation** refers to any assignment, project, test, essay, quiz, performance, or other task or instrument by which students demonstrate mastery of course content, thus earning credit toward a class grade.

**Academic integrity** means honesty and responsibility associated with study, learning, and scholarship.

**Academic misconduct** means any act contrary to Academic Integrity, such as cheating, plagiarism, and earning grades dishonestly.

**Academic standards** are the rules and principles by which grades, student conduct, professional educator conduct, and class materials are evaluated.

**Admissions and Academic Standards Appeals Committee** serves as the appeals committee for grievances concerning academic standards; compiles and considers reports on the nature and frequency of academic misconduct; hears charges and evidence of repeated or particularly serious academic misconduct; and imposes sanctions when such types of academic misconduct is determined to have occurred.

**College** means any and all Graham County Community College District (GCCCD) locations to which Eastern Arizona College delivers instructional services to students enrolled for credit.

**Dean** is the administrator who, under the direction of the Provost/ Chief Academic and Student Officer, supervises several academic divisions and other specified college areas.

**District** refers to the Graham County Community College District.

**Division Chair** is the person who immediately supervises professional educators in the departments comprising a division and other programs relevant to the division function.

**Family** is interpreted as individuals who are related by blood, marriage, cohabitation, and adoption including self, direct ancestors and descendants, any parent, sibling, child, grandparent, grandchild, spouse, sibling of a parent and children of a sibling, domestic partners, significant others, or persons sharing a residence including in a guardian or other supervisory relationship.

**Judiciary Committee** serves as the appeals committee for grievances involving non-academic standards, hears charges and considers evidence of academic misconduct in the most serious cases, and imposes sanctions when academic misconduct is determined in those cases.

**Plagiarism** is the use of another person's words, materials, work, and ideas; and adoption of an actual document, including a document available electronically, without properly acknowledging and documenting the source.

**Preceptor** is a nurse who teaches, supports, counsels, coaches, evaluates, serves as role model and aids in the socialization to a new role.

**Preceptorship** is an education-focused model for teaching and learning within a clinical environment that uses experienced nursing staff as role models.

**Professional educator** is employed by the College as the instructor of record, contributing/substitute instructor of record, proctor, GCCCD staff or employee responsible for delivering instructional services and or resources to students.

**Student** means a person who is registered in a college course.

**Eastern Arizona College Policies**

The following policies can be accessed through online EAC catalog.

[\(http://www.eac.edu/Academics/Catalogs/Current/](http://www.eac.edu/Academics/Catalogs/Current/)

GRADE CHANGE

GRIEVANCE PROCEDURE – ACADEMIC STANDARDS

STUDENT CODE OF CONDUCT

GRIEVANCE PROCEDURE: NON-ACADEMIC STANDARDS

OFFICIAL REVIEW PROCESS: NON-ACADEMIC STANDARDS

GENERAL COLLEGE REGULATIONS REGARDING THE ILLEGAL USE OF A

CONTROLLED SUBSTANCE

INTERFERENCE WITH PUBLIC ORDER AND PEACEFUL CONDUCT OF EDUCATION



## **Nursing Program**

### **Statement of Understanding**

The nursing program courses are taught in a variety of environments which include: face-to-face traditional instruction, skills lab hands-on instruction and clinical instruction.

At this time the intent is to continue instruction in this manner. However, due to the nature of the Covid-19, there is no guarantee that there may not be a change in the format or modality of instruction and we require flexibility from students.

The EAC Nursing Program will follow the direction of Eastern Arizona College, the State of Arizona, and governor.

Modalities for instruction moving forward may include traditional face-to-face instruction, lab and clinical instruction, synchronous live distance instruction (Zoom), on-line assignments, virtual assignments; this list is not all inclusive. Students must have the capability and technology for this type of instruction.

By signing this form, I am indicating that I understand there is **no guarantee** that Eastern Arizona College's Nursing Program will deliver face-to-face instruction and there may be a need to initiate remote learning format. I am responsible for meeting all course competencies and requirements.

**I have read, understand and voluntarily agree to the above statements.**

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

Signature \_\_\_\_\_

Course \_\_\_\_\_

Date(s) \_\_\_\_\_

Parent/Guardian Signature (if under 18 years of age) \_\_\_\_\_

Date \_\_\_\_\_



## Nursing Program

### Waiver, Release, and Assumption of Risk

The EAC Nursing Program courses require participation in activities which are, by nature, physically demanding, and also may expose students and staff/faculty to communicable agents. Therefore, all participants must be cautious of medical or physical conditions, which might create undue risks to themselves or others who depend upon them. If there is any doubt whatsoever about your ability to participate safely in these activities, you should consult your personal physician. Upon any limitations or recommendations from the physician, the nursing program may then require a physician's consent/release as a precondition for participation depending on the information provided.

Students/Staff/Faculty:

Please list any physical disabilities, conditions, past injuries or any other physical or mental limitations you have which could limit your participation in any way not already reported on the Physical Assessment required for admission to the program or hiring process

---

Please list any allergies or medical alert information not already reported on the physical assessment required for admission to the program or hiring process:

---

The undersigned herewith formally acknowledges and declares the following:

I understand that my voluntary participation in the NUR \_\_\_\_\_ course at Eastern Arizona College (EAC) **may expose me to communicable agents, including but not limited to COVID-19.** I agree to follow and abide by social distancing and other recommended practices and guidelines set forth at the time by the CDC, EAC, and state and local health departments. I will report to my instructor if I have any symptoms of illness, and if noted, I will not attend class, lab, or clinical. Likewise, I understand I will be in a clinical setting where illness is presumed present. I understand EAC cannot be held responsible for any conditions that may be caused by my participation in this course, especially those conditions which are beyond the control of EAC's instructors. To the fullest extent permitted by law, I release and discharge any and all claims, causes of action, damages, and rights of any kind against EAC, its Board of Trustees, administrators, employees, agents, and other volunteers and participants arising from my participation in the course or any other aspect of EAC's nursing program. I hereby waive all such claims, which I have or may hereafter have against the above-named entities or persons, however caused. \_\_\_\_\_ (initial)

I agree that it is my sole responsibility to be familiar with the physical and mental demands associated with the above-named course. With these demands in mind, I have no physical or medical condition which, to my knowledge, would endanger myself or others if I participate in this course, or would interfere with my ability to participate. I also agree to abide by any established rules or regulations while participating. If at

any time, my health or situation or response to any of the above changes, I agree to report the information to my instructor immediately. \_\_\_\_\_(initial)

I understand there are certain inherent risks involved in participating in a healthcare course. I acknowledge the fact that these risks exist and I am willing to assume responsibility for any and all such risks while participating in healthcare courses at EAC. I also agree to the following:

1. Voluntarily assume all risks associated with my participation in this course. \_\_\_\_\_(initial)
2. I accept that EAC and its personnel are not to be held responsible for any pre-existing medical conditions(s) that I may have. \_\_\_\_\_(initial)
3. I understand that I must wear the proper PPE as dictated by the rules of the College. \_\_\_\_ (initial)

I have read this agreement and understand that it relates to surrendering and releasing valuable legal rights. I do so freely and voluntarily.

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

Signature \_\_\_\_\_

Course \_\_\_\_\_

Date(s) \_\_\_\_\_

Parent/Guardian Signature (if under 18 years of age) \_\_\_\_\_

Date \_\_\_\_\_

**( ) Verification of Personal Health Insurance**

Health Insurance carrier

\_\_\_\_\_



### Acknowledgement of Nursing Student Handbook

I \_\_\_\_\_, have received and fully understand the content of the Nursing Student Handbook and acknowledge that I am responsible for compliance to the rules and requirements as stated. I also understand that it is my responsibility to stay current with revisions as posted in Canvas.

Nursing student's signature \_\_\_\_\_ Date \_\_\_\_\_

**Note: The Nursing Student Handbook is intended to elaborate on the EAC catalog and handbook for students in the nursing program. EAC Nursing Program reserves the right to make changes to this handbook when deemed appropriate.**