Associate of Applied Science in Nursing

Nursing Student Handbook 2025-2026

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Accreditation – through Fall 2029
Initial Accreditation awarded 2016
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The Nursing Student Handbook is intended to elaborate on the EAC Catalog and Handbook for students in the NP (Nursing Program). The NP reserves the right to make changes to the Handbook when deemed appropriate. Those changes will be communicated to students and others in writing.

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EASTERN ARIZONA COLLEGE
NURSING PROGRAM

Program of Learning

Vision

Eastern Arizona College's Nursing Program (NP) 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 (NP) 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 NP 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 faculty.

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 NP fosters a learning environment with an emphasis on caring, clinical competency, and nursing identity.

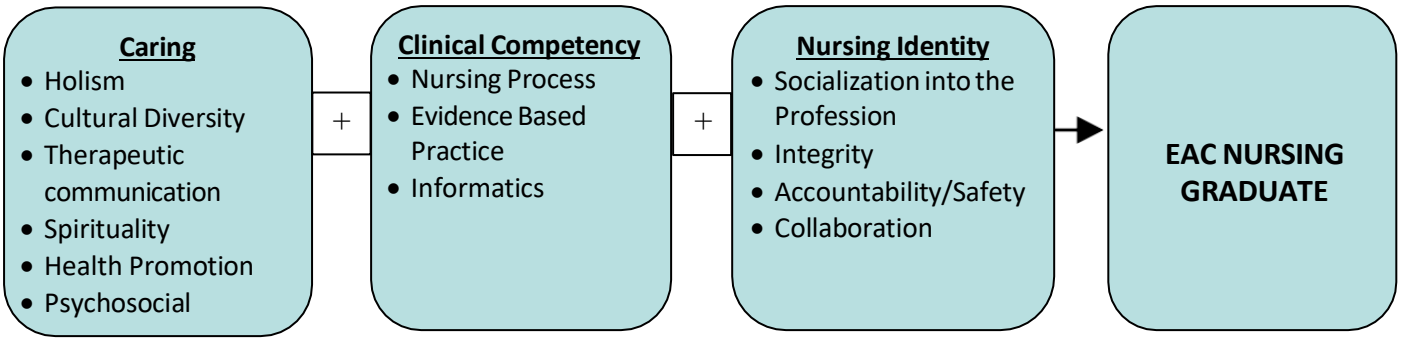
Conceptual Framework

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

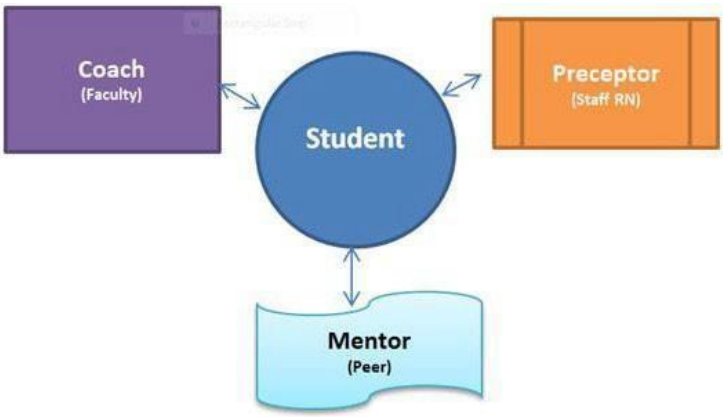
Caring is an essential component of nursing practice. Caring is exhibited by utilizing nursing knowledge of holism, cultural diversity, therapeutic communication, spirituality, health promotion and psychosocial needs. Graduates of the program will integrate caring behaviors in the professional nursing 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 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 intentionally uses the roles of "coach," "preceptor" and "mentor" within the curricula. Each has 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:

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

Program Outcome Goals

1. 45% of all students who begin in the first nursing course, after acceptance into the program, will complete the program within four (4) semesters, which is 100% of the usual timeframe for the Nursing Program. In addition, 65% of all students who begin in the first nursing course, after acceptance into the program, will complete 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 90% 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.

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.

Nursing Curriculum

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 degree of Applied Science (AAS) 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. Acceptance into the NP requires a formal application process. Application procedures and instructions are found here.

Course Plans

Current course plans for the Associate of Applied Science - RN program track can be found online in the EAC College Catalog: eac.edu or online at the Nursing home page found here. Students must complete all prerequisite courses as described in the course plan before applying to the program. Further, students must complete non- nursing (co-requisite) courses prior to or during the semester indicated in the degree plan. Successful completion of these courses with a minimum grade of "C" is required. All 'NUR' prefix courses must be completed with a 'B' or better for progression.

EAC NP offers a BSN-track AAS for students who anticipate pursuing a Concurrent Enrollment Program (CEP) to attain a Bachelor of Science in Nursing (BSN) degree. This track recommends a higher level MAT course (MAT140 College Math or higher) and MAT160 Statistics. Students should consult with an advisor from the institution at which they intend to complete their program.

Program Length

The Associate Degree of Applied Science in Nursing requires a minimum of 69 credits. All credits must be completed to apply for graduation, typically within two to three years. General education courses may be taken concurrently with the specified semester nursing courses or any time prior to admittance into the NP according to the Course Plan.

Admission Criteria

Detailed admission criteria and application process for the NP are located on the EAC Nursing webpage found here.

Admission and Progression Committee

The Nursing Admissions and Progression Committee (APC) will oversee the admission process for new or returning students. The APC will evaluate the program's policies for academic and clinical progression as they relate to attainment of course and program learning outcomes. The primary purpose is to ensure that application and admission criteria are conducive to selecting students who are qualified and can succeed in nursing school while continuing to meet the academic and professional standards required for successful completion, the ability to pass the NCLEX-RN and perform as competent new nurses. This committee is dedicated to ensuring a fair, transparent, and rigorous selection process for prospective nursing students. Members of the committee will include the Nursing Program Director, Assistant Director, Nursing Faculty including Skills Lab and Clinical Coordinators, a faculty representative from Science and Allied Health dept. and/or Academic Advising. Key responsibilities will include:

- **Setting admission criteria and policies:** establish and periodically review the criteria for admission to ensure it aligns with Program Outcomes and addresses the evolving needs of the healthcare industry and educational standards.
- **Reviewing admission applications:** in conjunction with setting admission criteria and policies, this responsibility will be to ensure that the process is fair, and the program selects candidates who are academically prepared and have a high potential to complete the Nursing Program.
- **Monitoring progress of students** in meeting course and program outcomes: regularly review the academic and clinical performance of students to ensure they are meeting course and program outcomes.
- **Making progression decisions:** determine whether students are eligible to advance to the next stage of the program based on performance and adherence to program standards; periodically review attainment of course outcomes as well as identify gaps in curriculum.
- **Addressing appeals and grievances**: review, hear, and decide on petitions and appeals related to requests for an exception to policy in a fair and timely manner. When it is not possible for the entire committee to hear appeals and grievances, the committee must include the Director, Assistant Director, and three faculty members.

The committee plays a vital role in maintaining the high standards of the Nursing Program by ensuring that students are well-prepared to meet the demands of the nursing profession and provide high quality patient care.

Transfer of College Credit

Students are responsible for initiating an **official** transcript review at EAC Records to ensure transfer courses are accepted at EAC. Students requesting transfer evaluation may also be required to submit course descriptions, objectives, and documentation of number of class and clinical contact hours (if applicable). Courses will be accepted for transfer if evaluated as equivalent to required courses in the Nursing Program Course Plan.

Receipt of transcripts may take up to two to three weeks. Please verify receipt and status through the EAC Records. A copy of the transcript 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 first-year level (100 level) or higher with grades of "C" or better.

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 institution. 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 completing the AAS, courses will be evaluated individually by the accepting institution.

Applicants are strongly encouraged to consult an EAC Academic Advisor concerning course transferability prior to enrolling in any course at another institution. For transfer of general education (non-nursing) courses the applicant must submit an official transcript from the transferring college with a request for transcript evaluation to the Records Office.

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

Whether students are transferring courses or applying courses taken at Eastern Arizona College to meet

pre- or co-requisites, the following courses must have been completed within seven years of nursing program application submission: **BIO201, BIO202, BIO205, HCE116, HCE240,** and **NUR219**.

See Admission and Application Guidelines and Transfers and Advanced Placement for more information.

Course Plan

Prerequisites:

Course	Required	Cr	Notes
CHM 130 – Fundamental Chemistry or higher (CHM 138 preferred)	Prerequisite	4	
PSY 101 – Introduction to Psychology	Prerequisite	3	
BIO201 / 201G Human Anatomy & Physiology I	Prerequisite	4	Prerequisite: CHM130 or CHM138
AZ LNA licensure Or **Certified/Registered Medical Assistant** **Or** **National Registry - Paramedic**	Prerequisite	0-6	Students must show proof of an active and unencumbered credential. LNA obtained by successfully completing Nursing Assistant course, such as NUR100, passing state-endorsed testing, and successful application for LNA to the AZ Board of Nursing; OR present verification of current Certified/Registered Medical Assistant; OR present verification of current National Registry Paramedic license.
HCE116 Dosage Calculations or Challenge Exam	Prerequisite	0-1	
*MAT100 or higher course or placement into MAT154	Prerequisite	0-3	MAT100 or higher is needed for entry into the Nursing Program. MAT140 or higher is required for BSN degree

*** MAT100 or EAC Placement Test into MAT154 is required for admission into the AAS-Nursing Program; MAT140 or higher is required for the BSN degree.** Most BSN programs, including EAC's RN to BSN program, will require a minimum of MAT140 College Mathematics and MAT160 Intro to Statistics. For other BSN programs, check with transferring university for specific degree requirements

Other Application / Admission Requirements

- TEAS assessment at Proficient level or higher OR HESI A2 score at 80% or higher
- Reading competency at the 12th grade level or above on an EAC approved reading test, or other approved measure of competency
- HCE 116 or competency exam
- Current Arizona **Licensed Nursing Assistant** (LNA) number in good standing. This can be obtained by taking NUR100 Nursing Assistant and successfully completing all requirements for LNA application through the Arizona State Board of Nursing for licensure. Applicants for the Spring 2026 cohort may present proof of current Certified or Registered Medical Assistant OR current National Registry – Paramedic, in lieu of a LNA credential.
- Arizona Level 1 DPS fingerprint clearance card
- For applicants selected to start the NP: Completed admission packet which contains directions to complete: Immunizations/Approved Exemption, Physical Exam, Background check and Urine Drug Screen.
- Current American Heart Association Healthcare Provider level **Basic Life Support** CPR certification. This can also be obtained by successfully completing EMT121 Cardiopulmonary Resuscitation.

First Semester		Credit Hours
*NUR 120	Nursing One	9
BIO 202	Human Anatomy & Physiology II	4
NUR 219	Pharmacology for Nursing	3
	Total	**16**
Second Semester		
*NUR 130	Nursing Two (pre-req BIO 202 & NUR219)	9
ENG 101	Written Communications I	3
HCE 240	Human Pathophysiology	4
	Total	**16**
Third Semester		
*NUR 240	Nursing Three	9
ENG 102	Written Communications II	3
	Total	**12**
Fourth Semester		
*NUR 250	Nursing Four	10
BIO 205	Microbiology	4
Total		**14**

*Must be taken in sequence. Students should consult with an academic advisor for progression through the Nursing Program.

Program Requirements

Students intending to pursue a nursing degree should expect to spend at least 25 hours per week for each nursing course to include skills labs, clinicals, classroom time, and study. If additional 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, and students are responsible for their own transportation and travel expenses. Students should limit additional activities and employment as needed to be successful in the Program.

During clinical experiences nursing students must be able to perform essential physical activities. At a minimum, students must be able to lift 50 pounds, stand for several hours, perform bending activities, hear, and differentiate heart and breath sounds, and identify variation in 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 to demonstrate rational and professional behavior under demanding conditions. Individuals should carefully consider the mental and physical demands of the program prior to applying.

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

Graduation Requirements

Students advance through the NP when each nursing core **and** co-requisite course is successfully completed (indicated with * in course plan). A degree check and/or petition to graduate by Eastern Arizona College must be completed prior to taking the NCLEX PN or NCLEX RN.

In addition to the graduation requirements contained in the EAC College Catalog, prospective nursing graduate must:

- Complete all general education and corequisite courses listed in the official course plan with a minimum grade of "C."
- Complete all core nursing courses listed in the official course plan with a minimum grade of "B."
- Complete all nursing courses in sequence.
- At least 25% of credit hours towards the degree completed at Eastern Arizona College.
- Have transcripts from all other colleges sent to EAC Records for evaluation, if applicable.
- Apply for graduation according to College Policies.

Occupational Information

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 cost for application, testing, and fingerprinting in Arizona is approximately $556.00. Contact the Arizona Board of Nursing for further information.

Students are eligible to apply for licensure as a licensed practical nurse (LPN) upon successful completion of CHM130 or higher, PSY101, BIO 201, BIO 202, NUR 219, ENG 101, HCE 240, NUR 120, NUR 130, NUR 240. **The NCLEX-PN Preparation Exam is required** with a score of 80% or greater highly recommended.

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

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

Course Description: *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.*	
Course Objectives: Upon completion of NUR 120 the student will display characteristics of the themes and subthemes of the Nursing Program as displayed below:	
Theme: **Caring**	
Course Goal: *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.*	
Sub-Themes:	Students in NUR 120 will demonstrate sub-themes by accomplishing the following:
Holism	*Identify principles of holistic care nurses provide to adult clients.*
Cultural Diversity	*State the importance of cultural diversity when caring for the stable adult client.*
Therapeutic Communication	*List effective communication techniques when caring for a stable adult client.*
Spirituality	*Explain the importance of the spiritual dimension when caring for the adult client.*
Health Promotion	*Identify and perform basic health promotion practices when caring for stable adult clients.*
Psychosocial	*Cite the principles and identify psychosocial needs in stable adult clients.*
Theme: **Clinical Competency**	
Course Goal: *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.*	
Sub-Themes:	Students in NUR 120 will demonstrate sub-themes by accomplishing the following:
Nursing Process	*List five steps of the nursing process and discuss how they are used to plan nursing care for a client.*
Evidence Based Practice	*Define evidence-based practice and discuss how it directs nursing care of stable adult clients.*
Technical Skills	*Perform basic clinical skills to provide care to a stable adult client.*
Theme: **Nursing Identity**	
Course Goal: *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.*	
Sub-Themes:	Students in NUR 120 will demonstrate sub-themes by accomplishing the following:
Socialization into the Profession	*Summarize the history of nursing and various nursing roles.*
Integrity	*Describe the importance of integrity to nursing's identity.*
Accountability/Safety	*Cite components of accountability while caring for the adult client as it applies to the nursing profession.*
Collaboration	*Identify collaboration principles within the multidisciplinary team.*

NUR 130: NURSING TWO

Course Description: *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, virtual, and in the clinical setting.*	
Course Objectives: Upon completion of NUR 130 the student will display characteristics of the themes and subthemes of the Nursing Program as displayed below:	
Theme: **Caring**	
Course Goal: *The student will show caring behaviors in holism, cultural diversity, therapeutic communication, spirituality, health promotion and meeting psychosocial needs in clinical and classroom settings for multiple clients.*	
Sub-Themes:	Students in NUR 130 will demonstrate sub-themes by accomplishing the following:
Holism	*Apply principles of holistic care when providing care to multiple clients.*
Cultural Diversity	*Demonstrate nursing care specific to culturally diverse populations while caring for multiple clients.*
Therapeutic Communication	*Demonstrate effective communication techniques when caring for multiple clients.*
Spirituality	*Support spirituality when caring for multiple clients.*
Health Promotion	*Teach health promotion practices to reinforce and integrate health practices when caring for multiple clients.*
Psychosocial	*Apply principles of and identify psychosocial needs while caring for multiple clients.*
Theme: **Clinical Competency**	
Course Goal: *The student will demonstrate principles of clinical competency through the nursing process, evidence-based practice and utilizing informatics in clinical and classroom settings in caring for multiple clients.*	
Sub-Themes:	Students in NUR 130 will demonstrate sub-themes by accomplishing the following:
Nursing Process	*Develop concept maps utilizing five steps of the nursing process and demonstrate how they are used to plan nursing care for multiple clients.*
Evidence Based Practice	*Apply evidence-based practice and demonstrate how it directs nursing care of multiple clients.*
Technical Skills	*Demonstrate clinical skills to provide care for multiple clients.*
Theme: **Nursing Identity**	
Course Goal: *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 multiple clients.*	
Sub-Themes:	Students in NUR 130 will demonstrate sub-themes by accomplishing the following:
Socialization into the Profession	*Apply evidence-based practice concepts learned in the classroom by beginning to act in the registered nurse role in the clinical setting.*
Integrity	*Develop individual integrity and demonstrate principles of ethics in the registered nurse role.*
Accountability/Safety	*Apply principles of accountability while caring for multiple clients as it applies to the nursing profession.*
Collaboration	*Demonstrate collaboration within the multidisciplinary team to deliver safe and competent care to multiple clients.*

NUR 240: NURSING THREE

Course Description:
This course is designed for students to analyze previously learned nursing concepts and apply nursing judgment while focusing on nursing care of maternal, newborn, and pediatric clients. Principles of management and leadership are examined. Themes for the program include caring, clinical competency, and nursing identity. Students will provide evidence-based nursing care to maternal, newborn, and pediatric clients in multiple settings, modeling professional behaviors. Instruction will be offered through multiple methods such as didactic, skills lab, simulation and case studies, online, virtual, and in the clinical setting.

Course Objectives:
Upon completion of NUR 240 the student will display characteristics of the themes and subthemes of the Nursing Program as displayed below:

Theme: **Caring**

Course Goal: *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.*

Sub-Themes:	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
Holism	*Apply principles of holism when providing care to maternal child health and pediatric clients.*
Cultural Diversity	*Anticipate and adapt nursing care specific to culturally diverse populations in caring for maternal child health and pediatric clients.*
Therapeutic Communication	*Illustrate effective communication techniques when caring for maternal child health and pediatric clients.*
Spirituality	*Adapt care and support client's spiritual needs when caring for maternal child health and pediatric clients.*
Health Promotion	*Collaborate with other healthcare professionals to provide health promotion practices to maternal child health and pediatric clients.*
Psychosocial	*Adapt principles of psychosocial needs in caring for maternal child health and pediatric clients.*

Theme: **Clinical Competency**

Course Goal: *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.*

Sub-Themes:	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
Nursing Process	*Construct concept maps utilizing the nursing process and demonstrate how they are used to plan nursing care for maternal child health and pediatric clients.*
Evidence Based Practice	*Illustrate knowledge of evidence-based practice and demonstrate how it directs nursing care of maternal child health and pediatric clients.*
Technical Skills	*Adapt clinical and informatics to care for maternal child health and pediatric clients.*

Theme: **Nursing Identity**

Course Goal: *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.*

Sub-Themes:	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
Socialization into the Profession	*Incorporate principles of personal development and professional growth.*
Integrity	*Apply ethical principles in caring for maternal child health and pediatric clients.*
Accountability/Safety	*Incorporate principles of accountability while caring for maternal child health and pediatric clients in the registered nurse role.*
Collaboration	*Incorporate collaboration within the multidisciplinary team to deliver safe and competent care to maternal child health and pediatric clients.*

NUR 250: NURSING FOUR

Course Description:
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, virtual 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.

Course Objectives:
Upon completion of NUR 250 the student will display characteristics of the themes and subthemes of the Nursing Program as displayed below:

Theme: **Caring**	
Course Goal: *Caring is exhibited by utilizing nursing knowledge of holism, cultural diversity, therapeutic communication, spirituality, health promotion and psychosocial needs in clinical and classroom settings.*	
Sub-Themes:	Students in NUR 250 will demonstrate sub-themes by accomplishing the following:
Holism	*Integrate concepts of holism when providing care.*
Cultural Diversity	*Interpret and integrate nursing care specific to culturally diverse populations.*
Therapeutic Communication	*Demonstrate use of effective communication techniques with the client and healthcare team.*
Spirituality	*Evaluate and support spirituality.*
Health Promotion	*Synthesize health promotion practices to reinforce and integrate health practices.*
Psychosocial	*Assist clients with meeting psychosocial needs.*
Theme: **Clinical Competency**	
Course Goal: *Clinical competency is demonstrated through integration of nursing process, evidence-based practice, and technical skills for provision of safe and effective care of complex clients and their families.*	
Sub-Themes:	Students in NUR 250 will demonstrate sub-themes by accomplishing the following:
Nursing Process	*Create care plans or concept maps which incorporate components of the nursing process and clinical reasoning.*
Evidence Based Practice	*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.*
Technical Skills	*Use critical thinking and informatics to care for clients and their families encountered in the complex clinical setting.*
Theme: **Nursing Identity**	
Course Goal: *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.*	
Sub-Themes:	Students in NUR 250 will demonstrate sub-themes by accomplishing the following:
Socialization into the Profession	*Use leadership and management skills to begin to implement a plan for personal development and professional growth.*
Integrity	*Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse.*
Accountability/Safety	*Integrate and refine individual accountability.*
Collaboration	*Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care.*

Relationship between the NLN Competencies and Program Learning Outcomes

NLN Competencies	EAC End-of-Program Student Learning Outcomes
Upon completion of the Associate Degree Nursing Program, the graduate will	**Upon completion of the Associate Degree Nursing Program, the Eastern Arizona College graduate will:**
1. NLN Human Flourishing Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	• manage patient care using the nursing process • demonstrate legal and ethical behaviors of a registered nurse.
1A. QSEN: Patient Centered Care 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.	• demonstrate safe performance of nursing skills of a registered nurse. • manage patient care using the nursing process. • demonstrate legal and ethical behaviors of a registered nurse.
2. NLN Nursing Judgment 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.	• demonstrate safe performance of nursing skills of a registered nurse. • manage patient care using the nursing process. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
2A. QSEN: Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance.	• demonstrate safe performance of nursing skills of a registered nurse. • manage patient care using the nursing process. • demonstrate legal and ethical behaviors of a registered nurse.
2B. QSEN: Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.	• manage patient care using the nursing process. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
3. NLN Professional Identity 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.	• demonstrate safe performance of nursing skills of a registered nurse. • manage patient care using the nursing process. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
3A. QSEN: Teamwork and Collaboration 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.	• manage patient care using the nursing process.
4. NLN Spirit of Inquiry 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.	• manage patient care using the nursing process. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
4A. QSEN: Quality Improvement 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.	• incorporate evidence-based practice into patient care.
4B. QSEN: Evidence Based Practice Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	• incorporate evidence-based practice into patient care. • manage patient care using the nursing process.

Relationship between the ANA Code of Ethics and Program Learning Outcomes

ANA Code of Ethics	EAC End-of-Program Student Learning Outcomes
Upon completion of the Associate Degree Nursing Program, the graduate will:	**Upon completion of the Associate Degree Nursing Program, the Eastern Arizona College graduate will:**
1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.	• manage patient care using the nursing process. • demonstrate legal and ethical behaviors of a registered nurse.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.	• demonstrate safe performance of nursing skills of a registered nurse. • manage patient care using the nursing process. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.	• demonstrate safe performance of nursing skills of a registered nurse. • manage patient care using the nursing process. • demonstrate legal and ethical behaviors of a registered nurse.
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.	• demonstrate safe performance of nursing skills of a registered nurse. • manage patient care using the nursing process. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
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.	• demonstrate safe performance of nursing skills of a registered nurse. • manage patient care using the nursing process. • demonstrate legal and ethical behaviors of a registered nurse.
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.	• demonstrate safe performance of nursing skills of a registered nurse. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
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.	• manage patient care using the nursing process. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.	• manage patient care using the nursing process. • incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.
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.	• incorporate evidence-based practice into patient care. • demonstrate legal and ethical behaviors of a registered nurse.

Application Criteria

See the Nursing Requirement and Information Guide for the EAC NP.

Advanced Placement and Transfer Guidelines

Advanced Placement (AP) students are those who have their Arizona LPN, are in good standing with the AZBN, and have either graduated from an approved program within the last 5 years or have been employed as an LPN.

To be considered for admission as an Advanced Placement student, the candidate must contact the nursing department and submit a nursing application at least 90 days before the start of the semester and present proof of:

- Admission to Eastern Arizona College
- Arizona LPN license number in good standing
- Graduation from an approved program within the previous 5 years and/or are actively employed as an LPN
- Application to the NP, including a resume demonstrating work experience
- Transcripts which demonstrate at least the requisites for NUR 130 which includes all NP prerequisites or equivalent AND BIO 202 and NUR 219

Applicants requesting Advanced Placement will be considered as space is available. After an application with requirements has been received, the Admission and Progression Committee will review for appropriate placement. See section on *Advanced Placement and Transfer Admission Process.*

Transfer students are those who have successfully completed at least the equivalency of NUR 120 Fundamentals at another college, without a lapse of more than one semester from their most current nursing course and have also met the requirements for admission to the NP, and the requisites for the semester to which they wish to transfer.

To be considered for admission as a Transfer student, the candidate must contact the nursing department and submit a nursing application at least 60-90 days before the start of the semester and be able to present proof of:

- Admission to Eastern Arizona College
- Application to the NP
- Submit a letter from the director or dean of the last nursing school attended indicating that the student left in good standing, without any disciplinary, clinical, or professionalism issues.
- Submit **official** transcripts from the transferring college with a request for transcript evaluation to Records. For any nursing courses, students will need to submit copies of course descriptions, objectives, and verified number of class and clinical contact hours to Records for evaluation as directed. It is important to note that not all nursing courses from other institutions will be equivalent to those offered at EAC. For a nursing course to transfer from another college, the course description and learning objectives must meet those of the course that student is seeking credit for. See Transfer of College Credit section for additional information.
- After transcript evaluation by Records, the Admission and Progression Committee will review and determine which semester the candidate is eligible to enter*. A copy of the evaluation will be sent to the applicant and will include which standardized exam the student should take, and other requirements as needed to comply with admission policy. 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 first-year level (100 level) or higher with grades of "C" or better or "B" or better for NUR courses. See applicable EAC policies regarding transfer of college credit.

Applicants requesting transfer status will be considered as space is available. After an application with requirements has been received, the Admission and Progression Committee will review and determine the appropriate block the student may test and place into.

Advanced Placement and Transfer Admission Process:

The Admission and Progression Committee will evaluate an application to determine which semester the applicant will place in the program.

The applicant will be required to take a written exam and demonstrate skills competency from the semester previous to which the applicant is applying. Applicants will be given exam information and test dates at least two weeks prior to testing, once the application is reviewed and accepted. To complete the admission process and register for the appropriate semester, the student must:

- Satisfactorily pass a skills evaluation from the previous semester to which the candidate is applying.
- Earn a minimum equivalency of "exceeding minimum expectations" of performance on a standardized exam covering course content of the previous semester to which the candidate is applying. For entry into:
  - NUR120, Fundamentals ➔ file traditional application as a new student candidate
  - NUR130, MedSurg ➔ take Fundamentals Exam**
  - NUR240, Maternal OB and Pediatrics ➔ take Adult Medical-Surgical Exam**
  - NUR250, Advanced Med/Surg ➔ take Maternal OB & Pediatrics *plus* Adult Med/Surg Exam**

**If a student does not meet the minimum score, they may opt to test into a block lower or apply as a new applicant.

See also Reasons for Denial of Readmission or Advanced Placement for more information.

Students advance through the NP when each nursing core (NUR) **and** co-requisite course is successfully completed (indicated with * in Course Plan). General study courses may be taken at any time but must be completed according to the Curriculum Design prior to taking the NCLEX-PN or NCLEX-RN. All NUR courses must be passed with a grade of "B" or better, and "C" or better in general education courses are required.

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

Repeat Guidelines

Traditional Repeat are those students who are repeating a particular course for the first time and have not already repeated more than two courses during their current progression in the Program and have not been out of the program for more than one semester.

Students who fail or withdraw from any nursing course may be permitted to repeat the course only once. Further, a student may be permitted to repeat no more than two (2) courses. A student who fails (earns a grade of C, D, F, or W) more than two (2) courses, or fails/withdraws from the same course twice, will be dismissed from the Program. Students dismissed from the Program for the reasons above may apply as a new student applicant after a mandatory three-year step out.

Students who qualify to repeat a course with *no more than one semester break* must submit a 'Request to Repeat' form and email/letter to the nursing director within a week of course grades being posted. The form should include the following:

- Reason(s) for withdrawal/dismissal and any steps to remediate that were taken but were not successful, and the reasons why those steps may not have been successful.
- Steps or plans to increase chance of success if repeat. Outline what has already been done to improve changes for successful completion of the Program.

- If withdrawal was due to extenuating circumstance, the student must include how the event(s) impacted one's ability to be successful in the Program, and how the student has worked to resolve those issues, so they are no longer a barrier to being successful. The students should be able to provide communication with their lead faculty regarding extenuating circumstances.
- Any legal or medical documentation that supports extenuating circumstances.

Since space is limited and clinical placement requires advanced notification, intent to repeat should be communicated as soon as possible to ensure priority and optimal planning – within one week of semester grades being posted. If a student has been out of the Program for more than one semester but no longer than two, the applicant may apply as a Reenrollment Student (excluding students who were dismissed from the Program). NUR120, NUR130, NUR240, and NUR250 courses will expire after 1 year after the student exits the program without an LPN Certificate of Proficiency (NUR120, NUR130, and NUR240), or completion of the AAS-Nursing Degree.

The opportunity to repeat a course is not guaranteed. The Admission and Progression Committee (APC) reserves the right to deny a request for repeat if there is insufficient classroom or clinical space, if a student was dismissed from the Program for issues related to academic integrity, multiple unsatisfactory clinical evaluations, unsafe patient care, or unprofessional conduct including insubordination. Further, the APC reserves the right to approve a repeat for a student in good standing who has withdrawn for extenuating circumstances such as illness/injury, military deployment, or other unforeseen events. Students requesting to repeat due to extenuating circumstances should have documentation on file with the lead instructor and evidence of extensive communication as appropriate. Previous student tracking such as clinical tracking, probation, unprofessional behavior, 'no call, no show' and noncompliance instances remain in place, see also Program Clinical Absence Algorithm.

Repeat Priority
Students considered for repeat will be ranked after the completion of each semester for available space according to the following priority order:

First Priority
Students who continue to attend the course through the semester and complete all course requirements but fail or withdraw at the end of the course. Students who did not complete the course and have a current documented medical condition which contributed to the inability to finish, will be considered on a case-by-case basis by the Admission and Progression Committee.

Second Priority
Students who voluntarily withdraw during the semester from a nursing course for personal or health reasons and are in good academic standing.

Third Priority
Students who did not complete the course and/or have instances of clinical tracking, behavioral infractions, or unsafe performance in the clinical setting.

Re-enrollment is considered for EAC NP students who have exited the Program for at least one full semester, but no more than two semesters, or were granted re-enrollment after being previously dismissed. Students permitted to re- enroll may be asked to resubmit the background screening and drug/alcohol testing (at their own expense), plus meet all other admission and requisite requirements of the course to which they are requesting admission, *including skill evaluation, and passing a standardized exam*. Readmission for a NUR course depends on space available and lead-time to schedule a student in a clinical rotation.

Students requesting re–enrollment must notify the Nursing Department in writing at least 90 days prior to the start of the semester.

Previous student tracking events such as clinical tracking, probation, unprofessional behavior, 'no call, no show' and noncompliance remain in place.

To be eligible for re-enrollment, for students who have been out of the program for more than one semester but less than three, the applicant must:

- Satisfactorily pass a skills evaluation from the previous semester to which the candidate is applying. Skills rubrics will be given to the applicant and test dates for the evaluation and exam will be determined after the application is accepted.
- Earn a minimum equivalency of "exceeding minimum expectations" of performance on a standardized exam covering course content of the semester previous to which the candidate is applying for re-enrollment. For entry into:
  - NUR120, Fundamentals ➔ file traditional application as a new student candidate
  - NUR130, MedSurg ➔ take Fundamentals Exam**
  - NUR240, Maternal OB and Pediatrics ➔ take Adult Medical-Surgical Exam**
  - NUR250, Advanced MedSurg➔ take Maternal OB & Pediatrics & Adult Med/Surg Exam

- **If a student does not meet the minimum score, they have the option to test into a block lower or apply as a new applicant

The maximum amount of time a student may exit the program is not to exceed two semesters. If a student sits out more than two semesters, the student must apply as a new student, meet the current admission criteria, and repeat all relevant nursing courses.

Reasons for Denial of Admission

Factors that may prevent admission to any NUR course may include, but are not limited to:

- lack of clinical availability and/or lack of classroom space.
- failure to pass the standardized exam.
- failure to show competency in an appropriate level skills evaluation.
- Failure to demonstrate satisfactory remediation of non-academic concerns including felony convictions, positive drug screen, unprofessional behavior in clinical/classroom, etc.
- evidence of violation of integrity or professional behavior. This includes but is not limited to academic integrity infractions, dishonesty, falsification, insubordination, issues with confidentiality or incivility.
- physical or verbally abusive behavior or unprofessional/unsafe conduct.
- substance use/abuse.
- situations leading to immediate dismissal from the Program.

Computer Requirements

Class materials are offered in multiple formats: Microsoft Word, PowerPoint, Excel, Adobe Acrobat, and e-texts. Some online platforms and LMS systems recommend specific browsers for optimal functioning. Canvas is used as a course repository for materials, supplemental links, calendar, assignments, rubrics, and platform for administering exams and assignment submissions as well as access to grades. Students are required to have their own laptops for class and testing that meet the operating system requirements for the platforms used in the NP. Testing is administered via Respondus Lock Down Browser on Canvas. Loaner laptops may be available through the college library.

⇒ Canvas: https://eac.edu/canvas/index.php
⇒ Canvas Support: canvassupport@eac.edu
⇒ ATI: https://www.atitesting.com/contact
⇒ 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

Electronic Devices

Tape recorders, smart phones, cameras, and other recording devices are not to be used in the clinical setting for recording identifiable client data. Additionally, recording devices are not permitted in preconference, post conference, or other client care conferences. Students may access client records only as directed by the clinical faculty. Any unauthorized access of client records may result in immediate dismissal from the program.

Recording of classes or labs is NOT permitted without receiving permission from each individual instructor. These recordings can only be for personal use and cannot be shared or placed on the internet or any social network, etc.

Failure to follow this policy may lead to dismissal from the program. ADA accommodations will be honored.

Library Resources

Online resources including Full Text Peer Reviewed Journals may be accessed off campus using your student monster-ID and password. https://eac.libguides.com/libraryhome/.

Communication

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

Student Input and Involvement

Division Meeting

Division meetings will be held monthly during the academic year. Students from each nursing course are invited to attend. Students are encouraged to communicate contributions and concerns from their classmates for discussion.

- Student representatives from each class and campus should attend as available.
- A representative from the Student Nurses' Association (SNA) is encouraged to attend.
- Diverse student involvement is strongly encouraged.

Pertinent 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.

College Activities

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

Nursing Occupational Advisory Committee Meeting

The Nursing Occupational Advisory Committee (NOAC) meets yearly with Program stakeholders. This meeting is scheduled every fall. NOAC membership shall consist of but not be limited to the following:

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

The objectives of the Nursing Occupational 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 may 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. Faculty may only access aggregated anonymous evaluations after grades are submitted at the course's end. Student evaluations are considered during yearly faculty evaluations by the director.

Program Policies

All policies are subject to change by the NP, agency requirements, or college directives as deemed necessary. Policy revisions and additions will be updated promptly.

Attendance Policy – Didactic

- Attendance will be taken in every class and records maintained to comply with institutional requirements.
- Absence from the didactic portion of the course may affect the performance and/or grade of the student. Information presented in lecture may be tested and it is the student's responsibility to be present to receive content.
- 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.
- It is the student's responsibility to notify the instructor of any tardy or absence from lecture. Students should communicate early and often with the instructor regarding tardies and absences should the reason later be considered an extenuating circumstance.
- Three consecutive absences without notice will result in automatic withdrawal of the course.
- A student who misses three days of lecture will be placed on a Student Nurse Learning Plan. Failure to meet goals outlined in the learning plan will result in withdrawal or failure of the course.
- See Testing Policy and Procedures regarding absence during an exam or quiz.

Classroom/Clinical Behavior

- Students must be respectful of peers, staff, and faculty in all learning settings.
- Serious disruption may result in immediate dismissal from the course/program.
- The instructor will determine what constitutes disruptive behavior.

Medical Math Competency

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

- Prior to admission, medical math proficiency must be demonstrated in Medical Dosage Calculations (HCE 116) (with a C or higher) or Medical Dosage Challenge Exam with a score of 70% or higher.
- A math competency exam will be administered for nursing core courses. The purpose of this exam is to help identify students who might need additional math remediation.
- The date and time for administration of the math competency exam is established by the faculty and communicated to the student by Canvas and/or email.
- Math competency will be measured by the inclusion of 10 math items on each unit exam and aggregated at the end of each semester. Students show competency by passing the math competency exam, achieving an 80% cumulative average of those items on all unit exams in the semester, and/or successful pass on designated skills test for each block.

Pharmacology Competency

Pharmacology concepts are a requirement of professional nursing practice and essential for safe and competent nursing care. Pharmacology concepts will be measured by the inclusion of 10 pharmacology items on each unit exam and aggregated at the end of each semester. Students show competency by achieving an 80% cumulative average of those items on all unit exams in the semester and/or successful pass on designated skills test for each block, and/or achieving a Proficiency Level 2 on the ATI Pharmacology for Nursing Content Mastery Series Assessment in NUR 240 and/or 250. This is one measure of assurance that nursing students and graduates are competent in this area.

Grading

1. The course grade is a composite of lecture and lab/clinical components.
2. Grading scale:
   - A 900– 1000 of total point value
   - B 800 – 899.99 of total point value
   - C 700 – 799.99 of total point value, **ineligible to continue in program.**
   - D 600 –699.99 of total point value, **ineligible to continue in program.**
   - F 0 – 599.99 of total point value, **ineligible to continue in program.**
3. Clinical component is Pass/Fail. A clinical fail results in a failure of the course. Students must pass both the theory and the clinical portions to progress. If a student repeats a course, both the clinical and theory portions must be taken. If a student fails the clinical component of the course but has more than 800 points, a grade of "C" or "W" can be issued for the core NUR course.
4. Evaluation Methods:
   a. Written/online examinations. A variety of sources are used to construct exams.
   b. Assignments, including but not limited to professional papers, clinical documentation, group activities, in-class and online activities, and other assignments.
   c. Skills Testing
   d. Clinical simulations
   e. Clinical evaluation
   f. Final examination
5. Students must attend scheduled clinical experiences and clinical simulation/assignments for the

course's lab/clinical component. Failure to attend assigned clinicals and clinical simulation will result in an "F" for the course. If a student earns an unsatisfactory or failing evaluation in this component, he/she cannot progress to the next course. If the student repeats a course or is readmitted to the program, both lecture and lab/clinical components must be repeated concurrently.

6. Students must complete the required community service and mentorship hours during each block. Community service opportunities are disseminated to students throughout the semester and over breaks via email. Students may ask for permission to do other volunteer/mentor hours and those should be approved *in advance* by the current instructor. Students who commit to community service are expected to attend those hours and find a replacement if they are unable to attend. Details for each course are outlined in the syllabus.
7. ATI proctored assessments constitute a final exam for each core nursing course. See course syllabi for details.
8. Students must achieve at least 800 course points, clinical competency, and completion of all objectives and assignments to progress through the Program.
9. Students have one week after grading to contest issues related to exams, quizzes, assignments, evaluations, etc. Disputations must be in writing and submitted to the faculty via email
10. **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**. Theory and clinical components of each course are interdependent. If a student fails to meet competency in either, both components must be repeated

Late Assignment Policy

Select assignments may be submitted after the due time/date and will incur a 10% deduction plus 10% deduction for each day late, according to instructor syllabus. This policy does not apply to quizzes which incur a zero and may not be submitted late.

Testing Procedures/Policy

EAC Nursing will follow best practices for testing as outlined in the Arizona State Board of Nursing Advisory Opinion. To ensure that all students are evaluated under equally favorable conditions, the following regulations and procedures are observed upon testing:

- Exams will be given through Canvas and/or Respondus Lockdown Browser.
- Results will be posted in the student's gradebook.
- In order to maintain the integrity of exams, students are not permitted to review exams. Exam questions may not be discussed between students and/or instructors, and confidentiality is expected and part of the academic integrity policy.
- All belongings-including 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 before exam. Students in possession of any of these items during the exam will receive a zero on the exam.
- White boards will be provided by the instructor for testing.
- A calculator will be provided through the testing program.
- Students requiring assistance must obtain it from the instructor. Communication between students during an exam is strictly prohibited. If this occurs both students will receive a zero on the exam and be reported to administration for violation of the Academic Integrity Policy.
- Students may not leave the testing site 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.
- Students causing a disturbance of any kind or engaging in misconduct will be dismissed and receive a zero on the exam.
- 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. Accommodations cannot be made retroactively. Accommodations must be requested with each new semester through the Disability Resource Center.

- 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 10%. Students who are tardy may not be allowed to start the exam, the decision to allow the student to start late will be at the discretion of faculty.
- Any testing outside of the class schedule will impose an automatic 5% deduction of the student's test score.
- Students will make up an exam no later than two (2) days from the originally scheduled date of the exam. Extended time must be approved by a faculty committee.
- Extenuating circumstances may be reviewed by nursing faculty.
- Students who witness testing violations are expected 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

Computerized unit exams will be timed to assist students with time management and to prepare for the standardized exams, which are also timed. Nursing exams will be allotted a maximum of 2 hours and 30 minutes for a unit exam.

Actions Related to Academic Deficiencies

Students with academic deficiencies may meet with faculty members to discuss progress and strategies for success at student's request. Tutors are available and hours will be posted. Grades are available on Canvas for students to monitor progress in course. Students are encouraged to seek advising and resources such as: Student Learning Center (SLC), nursing tutor, skills lab coordinator, nursing faculty and nursing director.

Clinicals and Clinical Attendance Policy

1. The didactic and clinical components complement each other 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 start of each semester. Clinical evaluation is based upon written behavioral objectives, rubrics, and skills testing.
3. Students must submit required documentation on MyClinicalExchange (MCE) by designated deadlines in order to maintain compliance. If a student fails to maintain compliance at any time during the semester and/or by the given deadline, a $50 MCE Noncompliance Fee will be assessed, and the student may be removed from their scheduled clinical rotation. Each violation of MCE non-compliance will result in a $50 non-compliance fee and removal from the scheduled rotation. If a clinical rotation cannot be rescheduled for the semester due to MCE noncompliance removal/cancellation, the student may receive a clinical fail for the course. See MCE Deficiency Algorithm.
4. Clinical schedules will be made available to students as soon as possible. Please be aware that 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 and with little notice. If a schedule change is requested after the deadline, a $100 fee per clinical will be assessed.
5. It may be possible that clinical agencies cancel a clinical shift and/or rotation. These situations are beyond Program control. If this occurs, every effort will be made to schedule a similar number of hours and clinical experience. A set minimum number of clinical hours are determined for each semester and must be completed to meet the clinical course requirement.
6. Students must call the clinical instructor and/or course instructor if they will be tardy or absent at least 60 minutes PRIOR to the start of clinicals. A tardy student will be sent home and the hours must be rescheduled (a $100 rescheduling fee will apply). There is no grace period for tardiness. Students will be dismissed from clinical if even one minute late.
7. The student is responsible for arranging clinical make-up hours with the Clinical Coordinator. When a student is absent or dismissed from clinical, the Clinical Coordinator will offer at least one make-up date during the semester. If the student is unable to attend on the date provided, the student will have

the opportunity to pay for their own clinical instructor ($400, in addition to the $100 rescheduling fee) and work with the coordinator to arrange a date during the semester break. Clinical make-ups must be completed before the start of the next semester, unless there are circumstances for which documentation and accommodations have already been approved.

8. **Only one no-call/no-show is permitted during the program**. A student incurring a 'no call/no show' will be placed on Clinical Tracking which is recorded in the student file. A second no call/no show in the same or subsequent semester will result in clinical failure for that semester.
9. Students must be prepared for all clinical experiences. A student unprepared, according to the Clinical Evaluation Tool (CET), will be dismissed from the clinical. The student will need to make up missed hours. A $100 rescheduling fee will apply. See Clinical Absence Algorithm.
10. In the event that a student is unable to attend clinical due to physical injury, the student will contact the lead instructor prior to the clinical day(s). Upon return the student must present a medical clearance form completed by his/her primary care provider.
11. If a student is obviously ill, the student should not attend clinicals. If a student attends clinical during illness, the clinical instructor will send that student home and arrangements will be made with the clinical coordinator to reschedule the clinical. A student either presents evidence of a medical screening to the clinical coordinator, or a rescheduling fee will apply. See Clinical Absence Algorithm.
    a. Students are responsible for all medical expenses.
12. Students are responsible for their own transportation to and from clinical facilities. This may involve travel to clinical sites that require overnight accommodation.
    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 on the night of a clinical do so at their own risk.
13. Students are permitted in the hospital in the role of "Nursing Student" only during the designated clinical rotation and clinical preparation times. Additional time on the nursing unit must be arranged with the clinical instructor. When not in the role of "Nursing Student," students assume the role of visitor and abide by hospital regulations. Uniforms, lab coats, or name tags should not be worn while the student is in the role of visitor. While participating in clinicals, students must only use their student ID/credentials; students who are also employed at a clinical facility where they are participating in clinicals at must not use their employee ID/credentials to access any locked doors or computer systems.
14. Failure to complete required clinical hours will result in clinical failure of the course. The student will receive an "F" grade for the course.
15. Students are evaluated according to the Clinical Evaluation Tool (CET) by a clinical instructor during each clinical shift.
    a. Students may review their own evaluations and receive written notification of clinical probation whenever performance is unsatisfactory.
    b. Students may be assigned a remediation clinical at no extra cost in order to demonstrate competency.
    c. See TracPrac Policy for additional information and Appendix A for current Clinical Evaluation Tools.
16. The clinical component of each course is Pass/Fail. A clinical fail will necessitate repeat of the course.

Preceptorship Guidelines (see also the NUR250 Syllabus and LMS for additional information)

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 year to adapt to the role of RN, develop clinical skills, and socialize the novice to a department or institution. A "preceptor" is a licensed RN who teaches, mentors, supports, and facilitates the socialization of a student nurse into their new role. To ensure high-quality learning experiences and patient safety, preceptors must have a minimum of one year of RN experience, including at least six months in the current department.

Preceptorships emphasize the development of critical nursing skills including prioritization, clinical judgement, documentation, communication, time management, delegation, and the ability to manage multiple patient assignments.

Preceptors will be selected by facility personnel in collaboration with nursing faculty. Preceptors will directly supervise nursing students according to requirements of Arizona Board of Nursing R4-19-206, clinical agency, NP policies, and by being present and available during the time the student is rendering patient care. The NP will collaborate with the preceptor and student at least once before the learning experience, at the mid-point, and at the end of the learning experience to evaluate student clinical competence and communicate concerns to faculty in a timely manner. Students may not be assigned to a preceptor with who they have a familiar or personal relationship. This includes individuals related by blood, marriage, and cohabitation.

Students will adhere to the policies of the EAC Nursing Student Handbook, Arizona Nurse Practice Act, facility policies and procedures, and professional standards while enrolled in the Nursing Program and engaged in clinical time.

Preceptorship Structure and Scheduling

- Each student is required to complete a **minimum of 72 clinical hours** with their assigned preceptor.
- Students must remain **present for the full duration of each shift**, including shift report. Arriving late, leaving early, or completing partial shifts is not permitted unless directed by the preceptor or facility.
- Shifts should be coordinated with the preceptor's schedule and may be scheduled around the student's academic commitments (i.e., no clinicals on class days—Tuesdays and Wednesdays).
- Preceptorships are ideally completed within **2–4 weeks**, with no more than **three consecutive shifts** worked in a row.

Preceptorship Goals

Students are expected to develop the following competencies under the guidance of their preceptor:

- Organize care and manage time effectively.
- Develop and implement nursing care plans.
- Prioritize and cluster patient care tasks.
- Recognize and respond to critical changes in patient condition.
- Communicate clearly and professionally using SBAR.
- Provide care for multiple patients.
- Deliver accurate and thorough handoff reports.
- Collaborate with patients, families, and healthcare teams.
- Advocate for patient needs and safety.

Evaluations

- *Preceptor Evaluation of the Student*. This document is completed TWICE by the preceptor- once at the end of the 3rd shift (after about 36 hours of clinical) but before the 5th shift; and again, after the last shift. It must be emailed to the instructor. The student may submit the evaluation or allow the preceptor to email it. The student may choose to write comments on this document also.
- *Student Evaluation of the Preceptor*. This document is completed TWICE by the Student- same schedule as the Preceptor Eval. The preceptor may choose to write comments on this document also, in response to any student comments.

Patient safety and care come first. At any time, the preceptor does not feel comfortable with the knowledge, skills, or attitude of the student, they should contact the student's instructor as soon as possible.

As always, students should be respectful to their preceptor and courteous to other staff and visitors. They are guests of the clinical facility and ambassadors of EAC's Nursing Program.

The preceptorship experience is a vital capstone to nursing education. It provides students with a unique opportunity to apply classroom knowledge in real clinical settings under the mentorship of skilled practitioners. Students are encouraged to approach this experience with curiosity, dedication, and

professionalism as they prepare for independent nursing practice.

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;
Arizona Administrative Code, Arizona Board of Nursing R4-19-206 Section E.
Arizona State Board of Nursing, Advisory Opinion: Preceptorship for Students in Pre-licensure Programs. (May 2018 and rev. July 2023).

Uniform Policy

Students participating in clinicals or obtaining clinical assignments must dress professionally and modestly. If in doubt about what is appropriate, check with the clinical coordinator.

1. 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 the EAC Campus Store.
    a. Uniform must fit properly and be in good condition.
    b. Scrub pants must be ankle length.
    c. White or black solid-colored t-shirts in good condition may be worn under scrubs.
    d. Solid black or purple scrub jackets may be worn. Hoodies and sweatshirts are not permitted.
2. EAC nursing badge securely fastened and easily visible. Students are responsible for replacing lost or damaged badges at an additional charge.
3. Clean white or black shoes. Laces must be clean and neat.
4. Shoes with holes (example: Crocs) may not be worn.
5. A watch with second hand, bandage scissors, a good quality stethoscope, penlight, black and red pens. Smart watches are not permitted per clinical facility preference/policy.
6. Hair is to be clean, off the collar and managed. Hair must be a natural color and styled in a manner that does not distract or draw attention.
7. Facial hair should fit under a surgical mask or beard cover. Beards and mustaches must be short and neatly trimmed. If a student requires religious accommodation, please notify the Clinical Coordinator.
8. Fingernails must be short and clean. Artificial fingernails and nail polish are not permitted.
9. Jewelry should be limited to a watch, flat band ring, and earring studs (one per earlobe). All other visible jewelry from piercings (tongue, nose, eyebrow, etc.) must be removed while in the clinical setting and during professional/NP sponsored activities. Nose piercings for cultural or religious purposes may be permitted according to facility policy. Visible tattoos above the wrists must be covered while in the clinical setting (tattoo makeup is preferred). Bathing and use of unscented deodorant is required. Strong odors such as perfume or after-shave lotion are not permitted.
10. Uniform may only be worn for EAC activities/clinicals.
11. Community service / mentor uniform which includes an EAC Nursing sanctioned t-shirt and black scrub pants or slacks may be worn per activity requirements.
12. Cell phone use is strictly prohibited in the clinical setting except in private areas designated by the facility.
13. Failure to comply with the above standards may lead to dismissal from the clinical shift. The clinical coordinator or instructor reserves the right to make exceptions based on circumstance.

Clinical Guidelines for the Protection of Patient and Student Safety

1. Students will be required to meet academic and clinical criteria for the NP per clinical facility policy.
2. Students must have direct supervision for all nursing procedures and medication administration.
3. Standard precautions must be followed such as hand hygiene, personal protective equipment (PPE), respiratory hygiene, and linen and waste disposal guidelines.
4. All body fluids and blood are considered potentially infectious and are treated as such with caution

for blood-borne pathogens. OSHA and TJC standards should be followed while at clinical and volunteer service experiences.

5. All students must maintain a current:
    a. Valid Department of Public Safety Fingerprint Clearance card
    b. American Heart Association (AHA) Health Care Professional Basic Life Support certification
    c. Two-step TB skin test/ or T-spot test; then subsequent annual TB test or QuantiFERON-TB Gold (QFT)
    d. Yearly influenza (flu) immunization*
    e. Immunizations* and Statement of Current Health Status (urine drug screens may be repeated as needed, randomly and "for cause"). See Drug Screening, "For Cause."

    *Exemptions may be available. EAC nursing staff will assist students to work through clinical partners to request exemptions. Not all clinical partners have a defined process for requesting exemptions.
6. Students must complete hospital orientation and other requirements for facilities that do not use MCE by set due dates.
7. Students will complete HIPAA training and orientation modules, including verified documentation requirements for facilities that use MyClinicalExchange (MCE) by set due dates.
8. Consistent compliance with MCE by deadline. See MyClinicalExchange Deficiency Algorithm.
9. Students must practice within their scope (the level of knowledge and skills permitted by the student's current level in the program), and under the direct supervision of an RN.
10. Students must have at least eight hours off from employment before clinicals, or any experience involving healthcare activity, begins. Violation of this policy will result in clinical dismissal for unsafe practice, and the time will not count towards required hours.
11. In circumstances of student illness, injury, or other health limitations, both the clinical facility and the college health policies must be considered. The lead or clinical instructor will assess a student's ability to administer sufficient and safe nursing care and determine if they may complete the clinical rotation. In cases of injury or serious ongoing health limitations, students must submit a release from the physician who treated the medical issues that caused the student's inability to perform.
12. Students are closely monitored and evaluated for patient and personal safety during their clinical practices.
    a. Clinical instructors/assigned RN will supervise all medication administration and nursing skills. Clinical instructors who are aware of the violation of basic medication administration principles, including but not limited to checking identification/allergies and applying the seven rights of medication administration, may initiate immediate removal from the clinical setting and subsequent discipline and contact the Clinical Coordinator. See Immediate Dismissal from the Program.
    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 unusual occurrence report shall be maintained by the clinical coordinator.
13. Students must always maintain patient confidentiality.
    a. Protected Health Information (PHI) or Personally Identifiable Information (PII) may not be included in care plans or assignments.
    b. The student may not photocopy any portion of the client's chart for clinical preparation nor record staff or client interviews, take photos of clients or client records.
    c. Any copies of a patient EHR record used during clinicals must be shredded before leaving the unit. Student retainment of identifiable patient information is grounds for immediate dismissal.
    d. PHI or PII may not be posted in any type of social media setting.
14. Students must not disclose their student or facility username/password.
15. While participating in clinicals, students must only use their student ID/credentials; students who are also employed at a facility where they are participating in clinicals must not use their employee ID/credentials to access any locked doors or computer systems.
16. If there is a suspicion of a student being impaired, the drug and alcohol screening policy will be implemented. See Drug Screening "For Cause" Testing.
17. Failure to comply with the above standards will trigger a conference between the student,

clinical instructor, clinical coordinator, and/or nursing director. Violations may include but are not limited to warning, increased supervision with clinical tracking, temporary exclusion, probation, or dismissal.

Exposure Guidelines

Nursing students who are directly exposed to body fluids must immediately notify the clinical instructor. Students exposed to body fluids shall follow this protocol:

1. Immediately wash needlesticks and cuts with soap and water.
2. Flush splashes to the nose, mouth, or skin with water.
3. Irrigate eyes with clean water saline or sterile irrigant.
4. Report the incident to your clinical instructor.
5. Immediately seek medical treatment. The student should immediately go to an emergency department, employee health, or urgent care to seek triage and treatment. Students will need to provide their personal health insurance information.
6. The clinical instructor and the student will notify the agency department supervisor and the nursing director who will inform Risk Management.
7. The student and/or the clinical instructor/nursing director will complete an agency site incident report and forward to Risk Management.
8. The student and/or the clinical instructor/nursing director will complete an Unusual Occurrence form and forward to the College.

Source: https://www.cdc.gov/infectioncontrol/guidelines/healthcare-personnel/exposures.html

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 NP 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 Nursing Student Handbook, and the policies and regulations of the assigned clinical healthcare agency.

American Nurses Association Code of Ethics:

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, designeeand/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 uniform policy 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 and scope of practice 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 NP 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.

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 fails to 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 for clinical practice
- Fails to respect client rights and preserve human 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

Violations of safe practice regulations may result in failure of course and/or dismissal of the program. See Immediate Dismissal of the Program.

Student Expectation in Reporting Unprofessional Conduct

During the course of study in the NP, 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 a responsibility to report any questionable activity to the instructor and/or nursing director.

Clinical 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 direct RN supervision. Either the clinical instructor or the supervising 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. Students may perform procedures under direct supervision according to their skills list. Failure or negligence to comply with clinical performance guidelines is considered unprofessional behavior and may result in immediate dismissal from the program. See Immediate Dismissal from the Program.

Clinical Misconduct

1. Students who are dismissed from clinicals and/or cannot be placed in a clinical facility due to misconduct or facility discretion, and therefore cannot be placed for a clinical rotation may receive a failing grade for the course and/or be dismissed from the Program.

2. A student may receive a failing grade for the course and/or be dismissed from the Program for violation of Standards of Professional Conduct.

Substance Use/Abuse Policy

To ensure the safety of patients and uphold professional standards, substance abuse and misuse are strictly prohibited. Violations of this policy will result in disciplinary action, up to and including, permanent dismissal from the program. The Admission and Progression Committee may convene as necessary to determine the appropriate course of action for random or for-cause testing, or positive results that result in withdrawal, dismissal, or appeals.

Drug/Alcohol Screening Requirements

Students enrolled in clinical programs at Eastern Arizona College must complete drug and alcohol screening upon admission as required by the Program and partnering-clinical agency policies. Failure to complete drug testing by stated deadlines will result in admission status being rescinded or, if the student is enrolled in a course, will constitute a clinical fail and result in withdrawal from the course. Students may be required to do additional testing, either as random or "for-cause" testing while they are enrolled in nursing courses. Failure to comply may result in dismissal from the program. *All costs associated with testing/screening are the responsibility of the student.*

Test Results and Consequences: New Students, For-Cause, and Random Testing

Negative Results: Test results are negative for alcohol, illegal substances, and/or unapproved prescription drugs. See also Prescription Drugs section. If a "for-cause" test is found negative, the student will meet with the Nursing Director to discuss the circumstances that led to the behavior in question.

Positive Results: If test results are positive for alcohol, illegal substances, and/or unapproved prescription drugs, the student is subject to withdrawal or will have the opportunity to file an appeal within 3 days of the result disclosure. Students who are positive and have not started the nursing program will have their admission status rescinded. The student may opt for a hair follicle test at their own expense.

Prescription Drugs: If a student tests positive for a drug but has a valid prescription at the time of the test date, they must provide that evidence along with a written statement from a qualified healthcare provider confirming that the medication will not interfere with clinical performance and that the student is safe to deliver nursing care. Failure to provide this documentation within the specified timeframe may result in missed clinicals and subsequent

course withdrawal and/or Program dismissal.

Cost Responsibility

All costs associated with testing/screening are the responsibility of the student.

For-Cause Testing

If a faculty member, clinical instructor, or clinical agency staff observes signs (including, but not limited to, slurred speech, unsteady gait, confusion, extreme fatigue, lethargy or the odor of substances or alcohol) that suggest a student is impaired by alcohol or drugs, the following steps will be taken:

1. Immediate Removal: The student will be removed from patient care or assigned work area immediately.
2. Transportation for Testing: With the student's verbal consent, the instructor or clinical designee will arrange transportation to a designated medical facility contracted by EAC for drug/alcohol testing. The student must have a valid photo ID at the time of testing.
3. Post-Testing Transportation: For safety reasons, the instructor may arrange transportation to a safe location, at the expense of the student.
4. Disclosure: Voluntary disclosure of alcohol or drug use does not exempt the student from required testing.
5. Cost Responsibility: The student is responsible for all costs associated with "for-cause" drug or alcohol testing.
6. Tampering: Tampering with, contaminating, switching, or attempting to alter a sample in any way will result in immediate dismissal from the Program.

Refusal of Testing

If a student refuses to provide a urine drug screen sample:

- The student will be removed from the clinical setting pending a full investigation.
- Transportation to a safe location will be arranged. Refusal of transportation will result in security or law enforcement notification.
- Failure to comply with any part of this process will result in dismissal from the Program.

Appeals Process

If a student tests positive for any substance but denies use, the student may opt for a hair follicle test within 3 days of positive result notification. The student is responsible for the cost of testing, approximately $300.

- If the second test is also positive, the student will be dismissed from the Program.
- If the second test is negative, the student will be permitted to continue in the Program.

EAC and the Nursing Program reserves the right to use and disclose drug testing results for internal academic and disciplinary purposes, and in defense of any student grievance or legal claim, including in court or before federal/state administrative agencies.

Marijuana Policy

Eastern Arizona College prohibits the possession and use of marijuana on all campuses and in all off-campus student activities, including clinical experiences and internships in health programs.

This policy complies with:

- Arizona Revised Statutes §15-108, which prohibits any individual-including medical marijuana cardholders- from possessing or using marijuana on the campus of any public post-secondary institution.

- Federal law prohibits any federally funded institution from allowing the possession or use of marijuana.

Because EAC receives federal funding, marijuana use is not permitted under any circumstances. Students or employees found in violation- on campus or during educational activities such as internships- will be subject to disciplinary action and criminal prosecution.

As required by our clinical partners, urine drug screens are mandatory prior to and throughout enrollment in nursing courses. Marijuana (including THC metabolites) is not accepted in clinical urine screens. Medical Marijuana prescriptions or cards do not exempt students from the requirement.

(Nursing Program ONLY)

Readmission Guidelines Related to Substance Use/Abuse

Students dismissed or withdrawn due to a positive test or refusal to undergo testing may reapply after a three-year period. Reapplication must follow the current admission guidelines. Additional conditions during the reapplication process may be imposed for nursing students, this determination will be made by the Admission and Progression Committee.

Students seeking readmission may be required to provide any or all of the following as indicated by the Admission and Progression Committee:

- Documentation from a license therapist with certified addiction experience indicating treatment progress and current status, including specific dates.

- Evidence of compliance with recommended treatment programs, if applicable.

- A repeat random urine drug screen, as directed, before readmission.

- Agreement to random or routine drug/alcohol screening during the program.

All costs associated with treatment or screening are the responsibility of the student.

Upon re-admission, if a student receives a positive drug/alcohol screen, they will be permanently dismissed from the Program. The Arizona State Board of Nursing will be notified.

Immediate Dismissal from the Program

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

Performance of nursing skills without direct RN supervision.

- performance or negligence, which may cause physical or emotional risk to a patient.
- failure to immediately report a patient care error to the clinical instructor and/or responsible staff.
- practicing under the influence of alcohol or drugs which impair judgment (antihistamines, muscles relaxants, etc.), or illegal drugs while in lab/clinical/practice.
- any verbal or written communication that is fraudulent, untruthful, and/or dishonest. This includes fabricating charting and written assignments.
- 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).
- 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.). This includes bullying or incivility. Any verbal, non-verbal and/or written actions that are determined to be threatening or abusive.

- unprofessional behavior that seriously jeopardizes clinical affiliations.
- failure to follow college or agency policies.
- HIPAA violation, including disclosure of facility passwords or social media violation.

***Students who are immediately dismissed from the NP for unsafe practice or unprofessional behavior are not eligible for readmission and may not reapply to the EAC Nursing Program.**

Immunization Policy

Nursing students must comply with Arizona law and clinical facility requirements related to immunizations. Students must provide a copy of immunization records at the time of admission. Students should retain a copy of all submitted documentation for their own records. The nursing office is not able to supply students/graduates with copies of immunization records. The Immunization Checklist must remain current. Students are required to update as indicated in MCE each semester by the due date to continue enrollment.

EAC's clinical partners dictate vaccination requirements. Although some clinical partners allow for exemptions of certain immunizations, EAC cannot guarantee that a clinical partner will grant an exemption. EAC Nursing will provide students with an Immunization Checklist and assist students seeking an exemption, if needed.

EAC Nursing may be unable to place a student in a clinical rotation if the student has not met the applicable clinical facility's requirements for proof of immunization. The student has been advised and understands that Eastern Arizona College has no duty to seek out alternative clinical experiences to accommodate a student's immunization history but will guide students to obtain needed forms from clinical agencies.

Students are responsible for remaining in compliance with all clinical partner mandated immunizations and must adhere to all deadline requirements for demonstrating compliance with immunization requirements or approved exemption from participating clinical facilities. Students who have upcoming expirations for any requirements that will occur during the semester must renew the requirement prior to expiration. Copies of immunization records and updated immunization documentation, or approved exemptions, must be submitted to MCE after admission in order to continue in the Program.

The immunization requirements are the requirements of clinical partners and not the college itself. Any student who cannot provide documentation of all required immunizations must have an approved exemption from a participating clinical partner on file with Eastern Arizona College to demonstrate compliance with requirements and to meet all deadlines. Employees and students may request accommodations for disabilities and may also obtain forms for a medical or religious exemption from a vaccine by contacting EAC Counseling. An exemption must be approved by the clinical partner and not by the college. Approved requests for vaccine exemptions may be submitted in place of proof of the relevant vaccination.

MyClinicalExchange Deficiency Algorithm

1st Deficiency

Student is non-compliant in MyClinicalExchange (MCE) at scheduled deadline. Student is assessed a $50 Non-Compliance Fee and is removed from the rotation. If another rotation is available, the student will be added when their account reaches compliance.

The Clinical Coordinator will notify students, via the email they use for MCE, in advance that they are going to be added to a rotation. Students are initially added to a rotation and are required to keep their account paid in full and maintain current records for clinical experiences on MCE.

2nd Deficiency

Fail to update requirements or activate account by 2nd deadline. Second Non-Compliance Fee is assessed AND student risks losing clinical placement for the course.

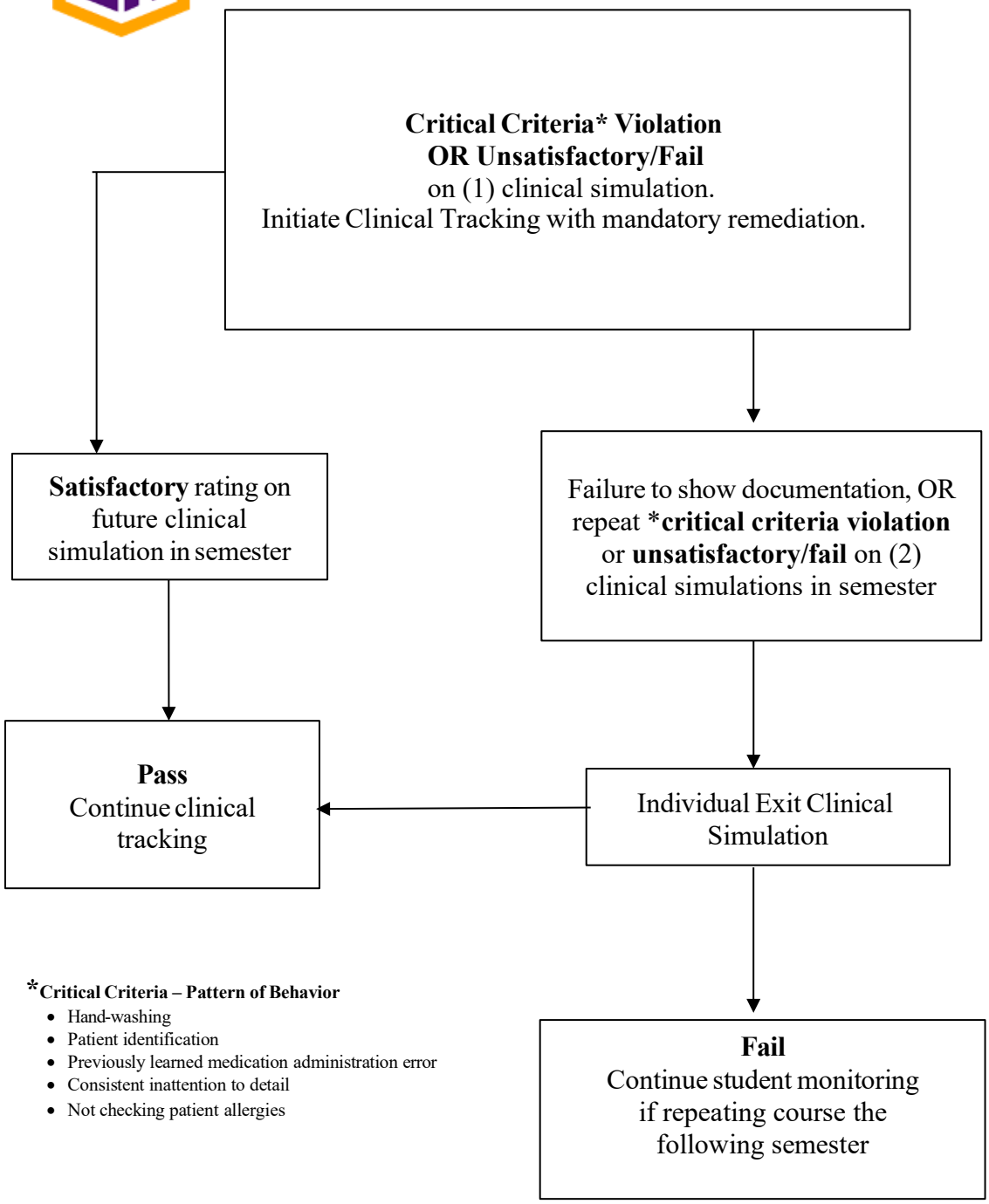
If placement is lost EAC Nursing has no obligation to seek out alternative clinicals and student fails the clinical component of the course.

Pay Non-Compliance Fee and meet compliance requirements by new deadline. Clinical Coordinator is able to add student to a new rotation.

Continue to be compliant with requirements and complete clinical hours in full.

Student does not meet deadline and cannot be placed in clinical rotation. Student cannot meet clinical component and **does not pass**.

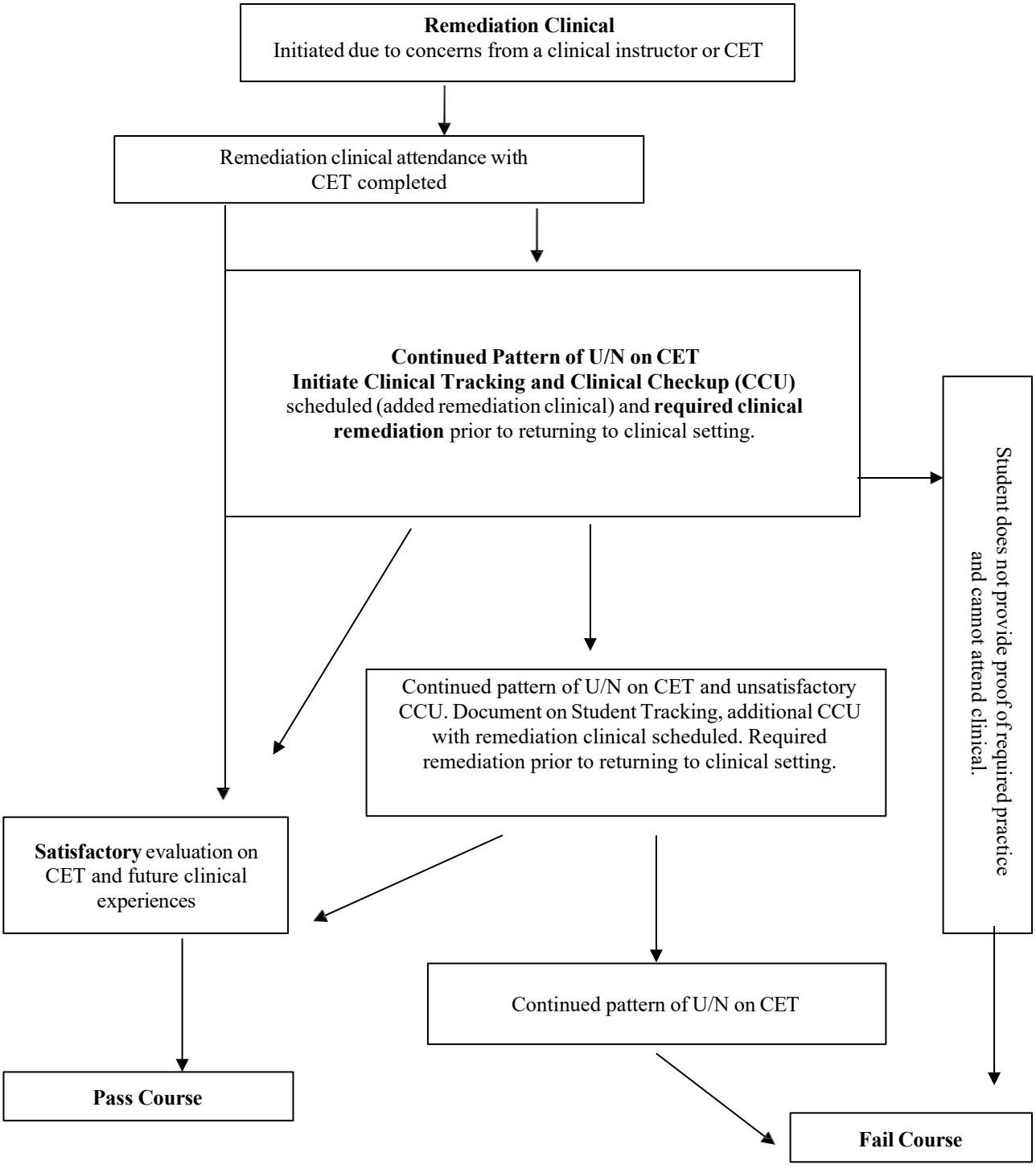
Clinical Simulation Algorithm



***Critical Criteria – Pattern of Behavior**

- Hand-washing
- Patient identification
- Previously learned medication administration error
- Consistent inattention to detail
- Not checking patient allergies

Clinical Performance Algorithm



*CET Clinical Evaluation Tool
*CCU Clinical Check-Up

Program Clinical Absence Algorithm

Student misses a clinical or is dismissed by the clinical instructor (1st offense in Program)
Initiate Clinical Tracking
Assess $100 Rescheduling Fee

*Student may be rescheduled with **Rescheduling Fee per clinical missed** to cover the cost of the makeup clinical. Students should pay fee at EAC Fiscal and provide a receipt to the Nursing Office prior to rescheduling clinical.*

Ex: illness, emergency, tardiness, lack of preparation
(If there is an extenuating circumstance, documentation will be required).
Regardless of the reason for absence, student MUST make up clinical

Student misses or is dismissed from a second clinical (2nd offense in Program) or fails to make-up absence per the Clinical Tracking agreement during the Program

Continue Clinical Tracking and/or Initiate Student Success Plan. Assess 2nd rescheduling fee. Reschedule clinical hours

Student pays Rescheduling Fee(s), attends make up hours and meets all other requirements per Clinical Tracking Tool and/or Student Success Plan

Student misses a third clinical or is dismissed from a 3rd clinical (3rd offense in Program) or fails to make-up absences per the Clinical Tracking agreement during the program

Final warning on Student Success Plan & Clinical Tracking
Assess 3rd rescheduling fee
Reschedule clinical hours

Successfully complete clinical hours and requirements

Student misses or is dismissed from a fourth clinical (4th offense in Program)

or fails to make-up absences per the Clinical Tracking agreement during the program

Clinical Failure

Continue Clinical Tracking and Student Success Plan if student is eligible to repeat course the following semester

TracPrac® Policy

I. Purpose:

Real time tracking of clinical, mentor or community service hours and skills performed/observed and clinical evaluation each semester of the program for each student; provide summary reports of data as well as feedback to students and faculty on the progress through the duration of the program.

II. General Overview:

The data described below is tracked on a cloud-based system, and the student or didactic instructor can check status or obtain summary records at any time. This will eliminate the need for paper copies of clinical evaluations, logs, and skills sheets.

III. Tracking location, hours, responsible supervisor:

a. Students use the app to check in and out of their clinicals, volunteer hours (including community service and mentor), and skills labs / simulation hours.
b. Students will start or stop their sessions to initiate GPS location of site. Time is logged and recorded, creating a complete record for student evaluations or a summary at the end of each course and program.
c. Students are responsible for notating the location, activity performed, hours, and supervisor's signature (and date if back dating) for accuracy and credibility of the hours.
d. Signature for hours
    1. The Clinical Instructor will provide the digital "signature"
    2. The volunteer leader should provide the physical "signature", while the session is under the didactic instructor's name on the student's app to validate hours electronically.
    3. Students doing lab/sim hours will check in under the Skills Lab Coordinator name.
e. Replacement hours: Students will have the opportunity to input replacement hours by choosing the "replacement hours" option when checking in. This is to be used only with permission from the didactic or clinical instructor depending on the circumstances.

IV. Tracking Activities/Skills

a. Students input skills they have assisted with, observed, or performed during clinical, labs, or simulations. Skills may also be performed during volunteer/mentor activities when they are properly supervised by an RN.
b. The supervisor/instructor will rate, tag, and sign off on each skill for immediate feedback to the student.

V. Tracking Student Performance and Competency via the Clinical Evaluation Tool (CET)

a. The Clinical Instructor initiates a CET for each student per clinical shift to evaluate the student's knowledge, skills, and attitude. Ideally the CETs should be completed before the students and instructor leave the clinical facility unless there are extenuating circumstances. This is to ensure the student receives timely feedback on their performance before the next clinical shift.
b. Students review their CETs on the TracPrac app or on TracPrac.com and digitally sign their evaluation by noon the day following the date of the evaluation to ensure timely feedback and responses. The TracPrac system is set up to send reminders via email and/or text message. The student will need to acknowledge their CET before the Clinical Instructor is able to open a new CET for the next clinical shift.
c. Didactic faculty will routinely access completed CETs to review the performance of their students, make recommendations for goal attainment, or take necessary action, if warranted, per the Clinical Performance Algorithm.
d. Preceptorship Evaluation (NUR250 only). Students will pull up a QR code which allows the preceptor to render an evaluation at the end of the shift. The preceptor scans the code or follows a link to the evaluation and completes it. Once submitted the evaluation goes directly to the program director.

e. Other Evaluations such as the Clinical Instructor and Clinical Facility Evaluation will be completed separately through the Nursing and Institutional Review Departments.
f. The NP will use the Clinical Tracking Form (CTF) which is separate from TracPrac when there is a need for corrective or disciplinary action such as dismissal from clinicals or other criteria noted on the CET. The CTF is available via the Nursing Division's SharePoint or on Canvas.

Policy Changes

Policy changes will be communicated to the students within two weeks. Faculty will convey policy changes via announcements in class, posts through Canvas and/or by email. Changes will also be reflected online in the Nursing Student Handbook. Students acknowledge changes to policy each semester and as revisions arise.

Noncompliance with Program Policies

Noncompliance with the policies and procedures of the NP, faculty guidelines, or clinical affiliates may be grounds for dismissal from the program.

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.

The NP follows Eastern Arizona College's Academic Standards policies in issues involving student misconduct.

Student Health

Health Insurance

The NP 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 outlining restrictions and limitations. See Disability Resources in the EAC Catalog.

Medical Restrictions/ Disabilities

Students are expected to fully participate in activities required by the program. Physically, this includes, but is not limited to lifting, bending, walking, and standing for several hours at a time. Students must also exhibit stable mental processes and fortitude to function appropriately under stressful conditions. Students experiencing a temporary medical condition that inhibits or restricts their abilities must submit a written order from their health care provider. In the event that 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 after missing two weeks. Students with disabilities are encouraged to contact the EAC Counseling Office at the start 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 accommodation must document the need with the appropriate Student Services.

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 Statues, a service animal may be permissible in areas specified by the EAC NP. In this instance the service animal must demonstrate good health, hygiene, and behavior. A service animal must 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 NP.

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 first with the instructor, then the nursing director. After following the chain of command, a student who feels he/she has not received fair and/or just treatment or that policy and procedures were not followed as outlined

in the Nursing Student Handbook and/or class syllabi, may file a grievance with Academic Standards (https://eac.edu/current-students/disability-resource-services/).

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 Student or by telephone: (928) 428-8915.

Faculty Requisites

- All faculty members are approved by the district governing board.
- Faculty who teaches didactic hold a minimum of a master's degree in nursing in compliance with district hiring qualifications. Nursing clinical instructors hold a baccalaureate degree in nursing, master's preferred, as the minimum degree requirement. Nursing lab personnel hold an RN license as the minimum degree requirement.
- Each member of the faculty has functioned in a clinical area prior to faculty appointment and has demonstrated competencies as a clinician.
- Faculty who works 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 concern. Instructors are 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, as specified on the admission letters.

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 NP 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
- Board Vitals
- NCLEX-RN review questions
- Individual instructor consultation
- Check with the Nursing Education Center 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 beta items in the NCLEX-RN administered via CAT. This is the minimum number of questions required to complete the examination. One hundred, forty-five, 130 "real" plus 15 "beta" 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 and comfortable. All centers provide access and other accommodation for persons 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:
    - Incompetent to practice.
    - Guilty of unprofessional conduct.

- 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

Constructive student feedback is important in improving the curriculum and instruction. Students are given opportunities to evaluate each course, clinical facilities, and instructors. Additional program evaluation is provided by student exit surveys, alumni, and employer surveys. Evaluation forms/links and directions for completion are provided in each course. All evaluations are anonymous.

Student Records

Academic and health information pertinent to each nursing student is maintained by the Nursing Department files for three years after the student graduates, withdraws, or is dismissed from the Program. At that time transcripts and pertinent information will be sent to Institutional Records and stored according to College Policy.
Academic records may include:

- Application(s)/Transcripts
- CPR training documentation
- Correspondence to and from the student
- Clinical evaluation tools
- Confidentiality forms
- Licensure/certification
- Clinical Tracking form
- Student information sheet
- Physical examination form
- Immunization records
- Medical releases

*Health record copies will not be provided to students.

Scholarships and Financial Aid

Information regarding nursing scholarships for students are available at: https://eac.edu/costs-aid/financial-aid/scholarships.php
Refer to the financial aid page on the EAC website://www.eac.edu/Student_Services/Financial_Aid/

Eastern Arizona College Campus-Wide Policies

The following policies can be accessed through online EAC Catalog:

⇒ 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

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.

Policies academic integrity can be found in the EAC Catalog under **Academic Regulations**.

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.

Policies academic integrity can be found in the catalog under the **Academic Regulation**s section.

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.

Policies academic integrity can be found in the EAC Catalog under **Academic Regulations**.

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 students' 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

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 are determined to have occurred.

Advanced Placement pertains to an LPN or transfer student who has submitted official transcripts and received credit for NUR 120 or higher at EAC.

Clinical Tracking identifies goals and tracks progress towards satisfactory clinical performance. This is initiated for monitoring purposes in the clinical setting and is part of the student file.

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 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.

MCE Non-Compliance Fee is a $50 fee assessed for failure to maintain compliance in MCE.

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.

Readmission pertains to any student who has completed at least NUR 120 at EAC and has taken more than one semester off.

Student is an individual who is registered in a college course.

EASTERN ARIZONA COLLEGE

Immunization Checklist
Clinical Partner Requirements
Tracked by EAC Nursing

☐ **2-Step Tuberculosis (TB/PPD) Test:** Two (2) TB skin tests administered within three weeks of each other. Tests must be read 48-72 hours after administration. Ensure the administrator documents the date and time test is administered and read. Failure to document times or read too early or late will invalidate the test. A negative T-spot or Quantiferon is acceptable in place of the 2-Step TB test. TB tests must be administered within the last three months. If TB test is positive a chest X-ray and/or statement of health clearance are required.

- **Visit 1**: The first TB skin test is given to student.
- **Visit 2**: Return to the clinic 48-72 hours after Visit 1, the first TB skin test is read.
- **Visit 3**: The second TB skin test given to student (in 7-21 days AFTER Visit 1).
- **Visit 4**: Return to the clinic 48-72 hours after Visit 3, the second TB skin test is read.

☐ **Measles, Mumps, Rubella (MMR):** Two (2) doses administered at least 28 days apart. A positive titer result is also acceptable.

☐ **Hepatitis B:** Three (3) doses according to the following schedule: 2nd dose administered 1 month after the 1st dose, followed by a third dose 6 months after the 2nd dose. A positive titer result is also acceptable.

☐ **Varicella (chickenpox):** Two (2) doses administered 4 weeks apart. A positive titer result is also acceptable.

☐ **Tetanus, Diphtheria and Pertussis (Tdap):** Administered within the last 10 years.

☐ **Influenza (Flu):** Current flu vaccination if admitted in spring semester. Annual administration due by October 1st.

☐ **Health Insurance:** Some facilities require proof of health insurance.

☐ **CPR:** Current American Heart Association BLS CPR card. Alternate provider cards are unacceptable.

*Exemptions may be available. EAC Nursing will assist students to work through the clinical partner to request exemptions. Note that not all clinical partners have a defined process for requesting an exemption. Although EAC does not require immunizations, students who do not have all of the above listed immunizations must also inform EAC of the need for an exemption by requesting an accommodation as set forth above.

**Supporting documents for immunization records must be verified by a licensed medical provider with student name recorded on each document. For questions, please email kari.hull@eac.edu

Vaccine Acknowledgment

I understand and agree that in order to complete the Eastern Arizona College Nursing Program, I will need to participate in clinical experiences outside of EAC among clinical agencies that have affiliation agreements with EAC Nursing. I further understand and acknowledge that (initial each item, please):

1. _ EAC's clinical partners require students to provide proof of immunization to participate in clinical experiences. Agencies may change vaccination requirements at any time. I have a right to seek an exemption of any vaccination requirement based on my sincerely held religious beliefs or medical contraindication(s). Such an exemption must be sought directly from each agency.

2. ____EAC has no governance over the vaccination requirements or exemption policies of the agencies; EAC cannot force clinical partners to provide exemptions or accommodations.

3. _____It is my responsibility to provide proof of immunization or to apply for an exemption directly from the agency(ies) required to complete my clinical requirements. I must abide by the agency's policies and procedures regarding vaccinations and any additional precautions required if I decline one or more vaccinations.

4. _I understand that my clinical experiences may be limited, or I may not be able to complete my required clinical experiences if I decline one or more required vaccinations and I am unable to obtain an exemption from a partner agency.

5. _____I understand that proof of vaccinations or exemptions must be uploaded and approved to MyClincalExchange (MCE) or the clinical agency's individual process at least thirty (30) days prior to the assigned clinical experience to avoid being removed from the clinical rotation group.

6. _____I understand that failure to complete the required clinical experiences will result in my inability to complete the program and that failure to provide proof of vaccinations or an approved exemption in a timely manner may result in forfeiting paid tuition and failing required nursing courses.

Printed Name: _____ Date: _____

Signature: _____

Eastern Arizona College 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.

Currently, the intent is to continue instruction in this manner. However, due to the nature of emerging infectious diseases, there is no guarantee that there may not be a change in the format or modality of instruction. 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, 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)_____

Nursing Program
Waivers, Release, and Assumption of Risk

The EAC Nursing Program requires participation in activities which are, by nature, physically demanding, and may expose students and staff/faculty to communicable agents. Therefore, all participants must be cautious of medical or physical conditions which might create undue risk 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 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 (new or 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**. 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. I 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 _____

( ) 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.

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

Signature: _____Date: _____

CLINCIAL PERFORMANCE EVALUATION TOOL
Nursing One

Student Name: _____ Date: _____

Clinical Facility/Unit: _____ Clinical Instructor _____

Socialization into the Profession **Theme:** Nursing Identity **CLO:** The student will recognize professional behavior in all learning settings.		
Adheres to school/agency policy/procedure & principles of ethical behavior & professionalism. Positive attitude. Regularly takes advantage of learning opportunities. Appropriately seeks feedback from instructor/staff. Pt advocate. Follows HIPAA regulations. Respect for culture & values.	Requires cues to adhere to school/agency policy/procedure and principles of ethical behavior & professionalism. Uncertain, vague, reluctant. Hesitates with learning opportunities. Minimal instructor/staff interaction. Needs reminder to follow HIPAA regs. Minimal respect for culture/values, professionalism.	Fails to adhere to policy/procedure. Absence/tardiness. Unprofessional dress, CRT prep not complete. Unmotivated, negative/complains. Hides in rooms/ avoids learning opportunities. Seeks supervision of peer/staff rather than CI. Behavior jeopardizes safety. HIPAA violation. Disrespect for culture/values.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Student Dismissed: See Nursing Student Handbook
B1 Criteria: • 2 'U's indicates the need for dismissal from clinical, reschedule clinical plus a remediation clinical • 1 'U' in a clinical day indicates need for remediation clinical • 3 'N's in a clinical day indicates need for Clinical Tracking & remediation clinical Pattern of "U"/"N" indicates need for Clinical Checkup and/or clinical fail		
Assessment **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
VS/Pain assessment/docu and focused assessment completed before 1st med pass and PA completed with minimal instructor cues in a timely manner. Identifies normal/abnormal PA findings/baseline changes and reports them to CI/RN/LPN. Able to describe/interpret basic assessment findings with minimal prompting. Able to describe/interpret labs/Dx tests with minimal prompts.	Requires prompting for VS/Pain assessment/docu and focused assessment completion before 1st med pass. PA not completed in a timely manner &/or required frequent cues. Identifies/reports only normal PA findings. Able to ID baseline changes with frequent prompts and/or report them to CI/RN/LPN. Needs significant assist to describe/interpret basic assessment findings. Needs frequent prompts to describe/interpret labs/Dx test	Fails to perform VS/Pain assessment/docu and focused assessment completion despite instructor prompts before 1st med pass. Does not complete physical assessment at course level accurately and/or on time. Fails to identify/report normal/abnormal PA findings despite instructor prompts. Unable to describe/interpret basic assessment and/or labs/Dx tests despite instructor prompts.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Planning **Theme:** Clinical Competency **EPSLO:** Students will incorporate evidence-based practice into patient care.		
Est appropriate prioritized POC for 1 pt r/t medical, physical, & psychological needs. Lists 3 nursing care priorities with short term goals and 3 nsg care/interventions for each by end of shift with min prompts.	Est appropriate prioritized POC for 1 pt r/t medical, physical & psychological needs; Lists 3 nursing care priorities with short term goals and 3 nsg care/interventions for each by end of shift with freq prompts.	Unable to formulate appropriate POC during clinical. Cannot ID pt needs, est nsg care priorities, goals, and/or interventions by end of shift despite frequent prompts.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Communication **Theme:** Caring **CLO:** Students will practice appropriate communication skills in all learning situations.		
Appropriate listening and communication skills for obtaining pt data and reporting to CI/Staff. Good SBAR with min. prompts.	Weak listening/communication skills for obtaining pt data/reporting to CI/Staff. SBAR requires frequent prompts.	Unable to effectively communicate with pt/Staff/CI. SBAR incomplete/unorganized despite freq prompts.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ

Therapeutic Nursing Interventions **Theme:** Clinical Competency **CLO:** The student will practice the nursing process as a basis for clinical decision-making.		
Performs previously learned LNA skills, PO IM/SQ meds, ID, foley catheter, NGT, NC O2, Inhaler, SVN, dressing changes in a safe and timely manner. Accurately verbalizes reason for skill/procedure, performs needed assessments pre and post procedure. Collects all equipment and supplies, organized in implementation. Minimal prompts.	Performs previously learned LNA skills, PO IM/SQ meds, ID, foley catheter, NGT, NC O2, Inhaler, SVN, dressing changes in a safe and timely manner. Accurately verbalizes reason for skill/procedure, performs needed assessments pre and post procedure. Collects all equipment and supplies. Some disorganization, requires frequent prompts.	Unable to perform previously learned LNA skills, PO/ IM/SQ meds, ID, foley catheter, NGT, NC O2, Inhaler, SVN, dressing change without significant assistance. Unable to verbalize reason for skill/procedure or assessments despite frequent prompts. Poorly organized. Unsafe skill procedure. Excessive anxiety.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Health Promotion **Theme:** Caring **CLO:** The student will promote health & prevent complications in the stable adult client.		
Able to identify pt learning needs & rationale. Formulates teaching plan correctly with minimal cues. Implements teaching plan correctly by end of shift.	Able to identify pt learning needs & rationale with assist. Formulates basic pt teaching plan with frequent cues. Does not implement plan by end of shift.	Despite prompts, unable to identify basic pt learning needs/rationale. Unable to formulate a teaching plan &/or implement it by end of shift.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Medications **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Verbalizes Trade/Generic name, indication class, action, S/E, adverse reactions. VS/Pain/focused assess/docu complete B/4 med pass. Correctly admin RX using rights & checks. Recognizes how to evaluate drug effectiveness. Minimal prompts.	Verbalizes Trade/Generic name, indication, class, action, S/E, adverse react with extra time/prompts. VS/Pain/focused assess/docu. complete. Correctly admin RX using rights & checks. Recognizes how to eval RX effectiveness. Frequent prompts.	Unable to verbalize Trade/Generic name, indication, class, action, S/E, adverse reactions. VS/Pain/focused asses/docu incomplete or not eval. Did not follow proper RX administration rights and checks Unable to describe evaluation of drug effectiveness despite freq prompts.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Documentation **Theme:** Clini/LNA cal Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Documents pertinent pt data (for 1 pt) in the clinical record and CRT in a timely manner. Demonstrates appropriate use & spelling of terminology and abbreviations.	Documents minimal pt data (for 1 pt) in the clinical record and CRT. Needs reminders/cues to document appropriate pt data in a timely manner. Occasional inappropriate use of terminology, abbreviations &/or spelling errors.	Fails to document pertinent pt data (for 1 pt) in the clinical record and CRT. Unable to complete in a timely manner despite reminders. Frequent inappropriate use of terminology, abbreviations &/or spelling errors
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Management of Care **Theme:** Clinical Competency **EPSLO:** Students will manage patient care using the nursing process.		
Completes basic nursing interventions (RX/TX/LNA) for 1 pt within appropriate time period. Able to adjust POC when necessary.	Completes basic nursing interventions (RX/TX/LNA) for 1 pt within appropriate time period with occasional reminders. Able to adjust POC with minimal help.	Unable to complete nursing interventions (RX/TX/LNA) for 1 pt within appropriate time period despite freq help. Unable to appropriately adjust POC despite freq help
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ

Student Signature: _____ Clinical Instructor Signature:
_____Comments:

CLINCIAL EVALUATION TOOL
Nursing Two

Student Name: _____ Date: _____

Clinical Facility/Unit: _____ Clinical Instructor _____

Socialization into the Profession **Theme:** Nursing Identity **CLO:** The student will emulate professional behavior in all learning settings.		
Positive attitude. Adheres to school policy/procedure regarding ethical behavior & professionalism. Regularly takes advantage of learning opportunities & appropriately seeks feedback from instructor, staff. Pt advocate. Follows HIPAA regulations. Respect for culture & values.	Requires cues to adhere to school/agency policy principles regarding ethical behavior, confidentiality. Avoids instructor interactions. Hesitates to take advantage of learning opportunities. Needs reminder to follow HIPAA, respect culture/values, professionalism.	Absence/tardiness. Unprofessional dress. Displays negativism, complains chronically, avoids learning opportunities. Seeks supervision of peer/staff rather than consulting instructor. Fails to adhere to policy/procedure. Behavior jeopardizes safety (pt, self, others). HIPAA violation. Plagiarized or late doc. Disrespect for culture/values.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Student Dismissed: See Nursing Student Handbook
B2 Criteria: • 3 'N's in a clinical day indicates need for remediation clinical • 1 'U' in a clinical day indicates need for Clinical Tracking and remediation clinical • 2 'U's indicates the need for dismissal from clinical, Clinical Tracking, reschedule clinical ($50 fee), plus a remediation clinical Pattern of U/N indicates need for Clinical Tracking, Clinical Checkup and/or clinical fail		
Assessment **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Accurately performs physical assessment with minimal instructor cues; PA completed by early morning. Identifies abnormal PA data. Reports obvious changes from baseline. Able to interpret basic findings with limited prompting. Able to describe/interpret labs with limited prompts. Reports significant clinical findings on SBAR report.	Using assessment tool, accurately performs physical assessment. PA not completed until midpoint. Identifies/reports only normal or obvious changes from baseline with prompting; needs significant assist to interpret basic findings. Needs significant prompts to describe/interpret labs/dx test. Reports significant clinical findings on SBAR with excessive promptings.	Unable to perform physical assessment at course level accurately & on time. Fails to identify/report normal/abnormals with assistance. Omits significant clinical findings from SBAR report despite promptings. Unable to interpret labs/dx tests.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Comments: **U**nsatisfactory ☐
Planning **Theme:** Clinical Competency **EPSLO:** Students will incorporate evidence-based practice into patient care.		
Establishes appropriate POC for 1 pt r/t physical, psychological, social & cultural needs with minimal assist. Establishes 3 appropriate priorities & outcome criteria with minimal assistance.	Establishes plan of care for 1 patient with frequent cues at midpoint. Has difficulty setting priorities & establishing outcome criteria related to pt problems/nursing dx.	Unable to formulate appropriate plan of care for pt needs. Fails to complete POC during clinical. Cannot identify appropriate priorities. Clinical doc is incomplete or poorly done.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Comments: **U**nsatisfactory ☐
Therapeutic Communication **Theme:** Caring **CLO:** Students will demonstrate therapeutic communication skills in all learning situations.		
Demonstrates therapeutic communication skills with at least 1 pts to obtain data. Reports pt data to appropriate HCP/CI using accepted terminology.	Demonstrates minimal listening/ communication skills to obtain data. Needs frequent cues to report appropriate pt data to HCP/CI.	Unable to effectively communicate with pt, clinical instructor, staff. Fails to report relevant pt data to appropriate HCP/CI.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Comments: **U**nsatisfactory ☐

Therapeutic Nursing Interventions **Theme:** Clinical Competency **CLO:** The student will develop the nursing process as a basis for clinical decision-making.		
Performs previously learned skills (LNA, injections, oral medication admin, IVP, IVPB, catheter, dressing change) in timely manner. Accurate verbalization of skills/ procedures & performs new skills with assist. Collects all equipment/supplies, implements proper nursing interventions prior to performing skill. Rationalizes need intervention.	Needs assist to perform previously learned skills (LNA, injections, oral medication admin, IVP, IVPB, catheter, dressing change) on time, accurately, safely. Occasionally skips steps. Accurate verbalization of skill/procedure needs occasional cues. Disorganized setting up for procedures. Rationalization for intervention/skills is weak/needs prompts.	Unable to perform previously learned skills (LNA, injections, oral medication admin, IVP, IVPB, catheter, dressing change) without significant assistance. Poor organization when performing skill. Unable to verbalize skill steps. Unsafe skill procedure. Excessive anxiety. Unable to apply rationale to clinical situation and interventions.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Comments: **U**nsatisfactory ☐
Health Promotion **Theme:** Caring **CLO:** The student will promote health & prevent complications in adults experiencing illness.		
Able to identify pt learning needs with rationale. Formulates teaching plan correctly with minimal cues. Implements teaching plan correctly & in timely manner.	Able to identify pt learning needs & rationale with assist. Formulates basic pt teaching plan with frequent cues. Does not implement plan when the opportunity is available.	Unable to identify basic pt needs. Unprepared to teach pt. Cannot describe rationale for teaching.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Comments: **U**nsatisfactory ☐
Medications **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Verbalizes rx knowledge including: class, S/E, indication, action, adverse rxn. Able to correctly admin rx using rights & checks. Recognizes how to effectively evaluate drug effectiveness.	Verbalizes minimal rx knowledge: class, S/E, indication, action, adverse rxn, with extra time/prompts. Needs reminder to use 6 rights/3 checks. Needs cues to describe evaluation of rx effectiveness.	Unable to verbalize drug knowledge: (class, S/E, indication, action, adverse rxn) for 3 or more basic meds. Admin Rx unsafely. Unable to describe evaluation of drug effectiveness.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Comments: **U**nsatisfactory ☐
Documentation **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Doc pt data for at least 1 pt in timely & accurate manner. Appropriate use & spelling of terminology. Able to give detailed SBAR report with critical data using medical terminology & rationale.	Documents minimal pt data. Needs frequent cues to document appropriate pt data in timely & accurate manner. Doc consists of inappropriate use of terminology &/or spelling errors.	Unable to document pt PA or unable to complete in timely manner. Doc is faulty/inaccurate. Unable to demonstrate proper use of written/spoken terminology. Documentation is insufficient to give SBAR report.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Comments: **U**nsatisfactory ☐
Management of Care **Theme:** Clinical Competency **EPSLO:** Students will manage patient care using the nursing process.		
Completes basic nursing interventions for 1 pt in allotted time period. Pt tx/rx completed within time frame with minimal cues. Able to adjust POC when necessary.	Completes basic interventions in allotted time period. Needs frequent cues to complete pt tx/rx. Needs assist to complete basic pt care (including LNA skills).	Unable to complete nursing interventions within allotted time period. Poor organization skills. Requires assistance of others to complete POC.
Comments: **S**atisfactory ☐	Comments: **N**eeds Improvement ☐	Comments: **U**nsatisfactory ☐

Student Signature: _____

Clinical Instructor Signature: _____

Comments:

CLINCIAL PERFORMANCE EVALUATION TOOL
Nursing Three

Student Name: _____ Date: _____

Clinical Facility/Unit: _____ Clinical Instructor _____

Socialization into the profession **Theme:** Nursing Identity **CLO:** Explore nursing identity through socialization into the healthcare profession and practice values of integrity, accountability/safety, and collaboration when caring for maternal, newborn and pediatric clients.		
Positive attitude. Adheres to school policy/procedure regarding ethical behavior & professionalism. Regularly takes advantage of learning opportunities & appropriately seeks feedback from instructor, staff. Pt advocate. Follows HIPAA regulations. Respect for culture & values.	Requires cues to adhere to school/agency policy principles regarding ethical behavior, confidentiality. Avoids instructor interactions. Hesitates to take advantage of learning opportunities. Needs reminder to follow HIPAA, respect culture/values, professionalism.	Absence/tardiness. Unprofessional dress per NSH. Displays negativism, complains chronically, avoids learning opportunities. Seeks supervision of peer/staff rather than consulting instructor. Fails to adhere to policy/procedure. Unsatisfactory use of supervision. Behavior jeopardizes safety of patient, self, others. HIPAA violation. Plagiarized or late clinical documentation. Disrespect for culture/values.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Student Sent Home: See Nursing Student Handbook
B3 Criteria: • 2 'U's indicates the need for dismissal from clinical, reschedule clinical plus a remediation clinical • 1 'U' in a clinical day indicates need for remediation clinical • 3 'N's in a clinical day indicates need for Clinical Tracking & remediation clinical Pattern of "U"/"N" indicates need for Clinical Checkup and/or clinical fail		
Assessment **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Accurately & efficiently performs physical assessment with minimal instructor cues; PA completed by early morning. Relates abnormal PA findings with other data points. Reports obvious changes from baseline. Able to interpret basic findings with limited prompting. Able to describe/interpret labs with limited prompts. Reports significant clinical findings on SBAR report.	Using assessment tool, accurately performs physical assessment. PA not completed until midpoint. Identifies/reports only obvious changes from baseline with prompting; needs significant assistance to interpret basic findings. Needs significant prompts to describe/interpret labs/dx test. Reports significant clinical findings on SBAR with excessive promptings.	Unable to perform physical assessment at course level accurately & on time. Fails to identify/report normal/abnormals with assistance. Omits significant clinical findings from SBAR report despite promptings. Unable to interpret labs/dx tests.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Planning **Theme:** Clinical Competency **CLO:** Construct care plans utilizing the nursing process and practice clinical reasoning. **EPSLO:** Students will incorporate EBP into patient care.		
Able to prioritize patients and their care needs after report and/or assessment; Devise priority problems based on data to develop an individualized POC for 2 pts; Interprets data to anticipate needed care interventions, common complications or worst possible outcomes.	Establishes plan of care for 1 patient with frequent cues at midpoint. Has difficulty setting priorities & establishing outcome criteria related to pt problems/nursing dx.	Unable to formulate appropriate plan of care for pt needs; fails to evaluate or modify plan. Fails to complete POC during clinical. Cannot identify appropriate priorities. Clinical documentation incomplete/poorly done.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Therapeutic Communication **Theme:** Caring **CLO:** Illustrate effective communication techniques when caring for diverse maternal, newborn and pediatric clients.		
Demonstrates therapeutic communication skills with 2 pts, family, and pt care team. Reports data in a timely manner to appropriate HCP/CI using accepted terminology.	Demonstrates minimal listening/communication skills to obtain data. Needs frequent cues to report pt data to appropriate HCP/CI.	Unable to effectively communicate with pt, clinical instructor, staff. Fails to report relevant pt data to appropriate HCP/CI.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ

Therapeutic Nursing Interventions, Medication **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Performs previously learned skills (LNA, injections, oral medication admin, IVP, IVPB, catheter, dressing change) safely, in a timely manner. Provides rationale for intervention and expected outcomes. Verbalizes classifications, S/E implication, action, adverse rxn. Able to correctly admin using rights & checks. Recognizes how to effectively analyze drug effectiveness.	Needs assist to perform previously learned skills on time, accurately, safely or is disorganized. Occasionally skips steps. Verbalization of skill/procedure or rationales needs occasional cues. Verbalizes min drug knowledge for some meds. Needs reminder to use 6 rights/3 checks. Needs cues to describe analysis of rx effectiveness.	Unable to perform skills without significant assistance. Poor organization. Unable to verbalize skill steps. Unsafe skill procedure. Excessive anxiety. Unable to apply rationale to clinical situation and interventions. Unable to verbalize basic drug knowledge for 3 or more common meds. Admin Rx unsafe. Unable to identify signs of drug effectiveness.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Health promotion and Teaching **Theme:** Caring **CLO:** Collaborate with HCPs to provide health promotion practices for maternal, newborn& pediatric clients.		
Discovers pt learning needs with rationale. Formulates teaching and implements teaching plan correctly & in timely manner. Identifies pt understanding.	Able to identify pt learning needs & rationale with assist. Formulates basic pt teaching plan. Does not implement teaching plan when the opportunity is available.	Unable to identify basic pt needs. Unprepared to teach pt. Cannot describe rationale for teaching.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Documentation/Problem Solving **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Doc pt data for 1-2 pts in timely & accurate manner. Constructs solutions to common recurring pt problems w/min cues. Appropriate use & spelling of terminology. Able to give detailed SBAR report with critical data using medical terminology & rationale.	**Documents minimal pt data.** Needs frequent cues to document appropriate pt data, identify problems, and construct solutions in timely & accurate manner. Doc consists of inappropriate use of terminology and/or spelling errors.	**Unable to timely document pt PA.** Unable to document pt progression, problems, problem resolution, or expected outcomes. Doc is faulty/inaccurate. Unable to demonstrate proper use of written/spoken terminology. Documentation is insufficient to give SBAR report.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Management/Delegation **Theme:** Clinical Competency **EPSLO:** Students will manage patient care using the nursing process.		
Completes timely nursing interventions for 2 pts. Pt tx/rx completed within time frame with minimal cues. Identifies functions requiring RN and those that may be delegated. Able to adjust POC and incorporate other HCPs when necessary.	Needs frequent cues to complete basic interventions, pt tx/rx. Needs assist to complete basic pt care (including LNA skills). Needs occasional cues to distinguish between functions of RN & those that may be delegated. Unable to manage 2 pts.	Unable to complete nursing interventions within allotted time period. Poor organization skills. Requires assistance of others to complete POC. Unable to distinguish between functions requiring RN & functions to be delegated. Unable to share responsibility with assigned RN.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ

Student Signature: _____

Clinical Instructor Signature: _____

Comments:

CLINCIAL PERFORMANCE EVALUATION TOOL
Nursing Four

Student Name:_____ Date:_____ Approx # of shifts:_____

Clinical Facility/Unit:_____ Clinical Instructor _____

Socialization into the Profession **Theme:** Nursing Identity **CLO:** 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.		
Positive attitude. Adheres to school policy/procedure regarding ethical behavior & professionalism. Regularly takes advantage of learning opportunities & appropriately seeks feedback from instructor, staff. Pt advocate. Follows HIPAA regulations. Respect for culture & values.	Requires cues to adhere to school/agency policy principles regarding ethical behavior, confidentiality. Avoids instructor interactions. Hesitates to take advantage of learning opportunities. Needs reminder to follow HIPAA, respect culture/values, professionalism.	Absence/tardiness. Unprofessional dress per NSH. Displays negativity, complains chronically, avoids learning opportunities. Seeks supervision of peer/staff rather than consulting instructor. Fails to adhere to policy/procedure. Unsatisfactory use of supervision. HIPAA violation. Plagiarized or late clinical documentation. Disrespect for culture/values.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Student Dismissed: See Nursing Student Handbook
B4 Criteria: • 2 or 3 'N's in a clinical day indicates need for remediation clinical • 1 'U' indicates the need for Clinical Tracking and reschedule clinical with a CCU per algorithm • 2+ 'U' or 1 'U' with 1+ "N" in a clinical day indicates need for dismissal from clinical, Clinical Tracking, and reschedule clinical with CCU per algorithm Pattern of "U"/"N" indicates need for Clinical Tracking with Clinical Checkup per algorithm		
Assessment **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Accurately & efficiently performs appropriate physical assessment with minimal instructor cues; PA completed by early morning. Correlates abnormal PA findings with other data points. Reports obvious changes from baseline. Able to interpret basic findings with limited prompting. Able to describe/interpret labs with limited prompts. Reports significant clinical findings on SBAR report.	Using assessment tool, accurately performs physical assessment. PA not completed until midpoint. Identifies/reports only obvious changes from baseline with prompting; needs significant assistance to interpret basic findings. Needs significant prompts to describe/interpret labs/dx test. Reports significant clinical findings on SBAR with excessive promptings.	Unable to perform physical assessment at course level accurately & on time. Fails to identify/report normal/abnormals with assistance. Omits significant clinical findings from SBAR report despite promptings. Unable to interpret labs/dx tests.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Planning **Theme:** Clinical Competency **CLO:**. Create care plans or concept maps which incorporate components of the nursing process and clinical reasoning. **EPSLO:** The student will apply the nursing process as a basis for clinical decision-making.		
Able to prioritize patients and their care needs after report and/or assessment; Devise priority problems based on data to develop an individualized POC for assigned pts.; Analyzes data to anticipate needed care interventions, common complications or worst possible outcomes.	Establishes plan of care for 1 patient with frequent cues at midpoint. Has difficulty setting priorities & establishing outcome criteria related to pt problems/nursing dx.	Unable to easily identify appropriate priorities. Unable to formulate appropriate plan of care for pt needs; fails to evaluate or modify plan. Clinical documentation mostly incomplete/poorly done.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Therapeutic Communication **Theme:** Caring **CLO:** Demonstrate use of effective communication techniques with the client and healthcare team.		
Consistently displays therapeutic communication with patient, family, instructor and pt care team. Reports data in a timely manner to appropriate HCP/CI using accepted terminology.	Demonstrates minimal listening/communication skills to obtain data. Needs frequent cues to report pt data to appropriate HCP/CI. Consistently misses verbal and non-verbal communication cues. Does not incorporate the SOLER strategy.	Unable to effectively communicate with pt, clinical instructor, staff. Fails to report relevant pt data to appropriate HCP/CI. Misses verbal and non-verbal communication cues. Does not incorporate the SOLER strategy.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ

Therapeutic Nursing Interventions, Medication **Theme:** Clinical Competency **EPSLO:** Students will demonstrate safe performance of nursing skills of a registered nurse.		
Performs previously learned skills (LNA, injections, oral medication admin, IVP, IVPB, catheter, dressing change) in timely manner. Verbalizes rationale for interventions including expected outcomes to evaluate. Verbalizes classifications, S/E implication, action, adverse rxn. Able to correctly admin using rights & checks. Recognizes how to effectively evaluate drug effectiveness.	Needs assist to perform previously learned skills on time, accurately, safely or is disorganized. Occasionally skips steps. Verbalization of key skill/procedure steps or rationale needs occasional cues. Verbalizes min drug knowledge. Needs reminder to use 6 rights/3 checks. Needs cues to describe evaluation of rx effectiveness. Does not consistently evaluate drug effectiveness.	Unable to perform skills without significant assistance. Poor organization. Unable to verbalize skill steps. Unsafe skill procedure. Excessive anxiety. Unable to apply rationale to clinical situation and interventions. Unable to verbalize basic drug knowledge for 3 or more common meds. Admin Rx unsafe. Unable to describe evaluation of drug effectiveness.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Health Promotion and Teaching **Theme:** Caring **CLO:** Synthesize health promotion practices to reinforce and integrate health practices.		
Plans teaching modality and content at appropriate level for pt. Explains information clearly. Obtains feedback to evaluate teaching effectiveness.	Able to identify pt learning needs & rationale with assist. Formulates basic pt teaching plan. Does not implement teaching plan when the opportunity is available.	Unable to identify basic pt needs. Unprepared to teach pt. Cannot describe rationale for teaching.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Evaluation/Problem Solving **Theme:** Clinical Competency **CLO: :** Clinical competency is demonstrated through integration of nursing process, evidence-based practice and technical skills for provision of safe and effective care of complex clients and their families.		
Completes appropriate evaluation of interventions and can validate common recurring pt problems w/min cues. Begins to distinguish steps to solve pt problems in a timely manner. Documents care provided following legal standards and agency policy using correct terminology	Needs prompts to evaluate effectiveness of interventions in a timely manner. Identify obvious recurring pt problems w/ cues. Has difficulty suggesting possible solutions for pt problems. Documentation of care is minimal, incomplete, or does not use correct terminology.	Unable to ID common pt problems. Ineffective problem solving and/or problem resolution. Unable to evaluated expected outcomes for assigned pt(s). Unable to document pt progression. Pt doc is faulty/inaccurate. Unable to demonstrate proper use of written/spoken terminology. Documentation is insufficient to give SBAR report.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Management/Delegation **Theme:** Clinical Competency **CLO:** Use leadership and management skills to begin to implement a plan for personal development and professional growth.		
Able to ID responsibilities of each member of the healthcare team and thoughtfully determine which functions require RN expertise & those that should be delegated. Correctly incorporates other personnel into POC.	Needs frequent cues to appraise the roles of the healthcare team. Needs occasional cues to distinguish between functions of RN & those that may be delegated. Requires prompting to apply theory to clinical situation.	Unable to ID management responsibilities of HCP on unit. Unable to distinguish between functions requiring RN & functions that should be delegated. Unable to share responsibility with assigned RN.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ
Management of Care and Collaboration **Theme:** Clinical Competency **EPSLO:** Students will manage patient care using the nursing process. **CLO:** Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care.		
Collaborates with the healthcare team. Displays integration of nursing concepts and applies theory to the clinical situation. Plans, Performs, Monitors, and Advances POC with minimal prompting	Can identify team members and when collaboration is needed with prompting. Begins to display integration of concepts through patient care.	Unable to identify when collaboration is needed. Requires assistance of others continuous prompting to advance or complete POC.
Comments: **S**atisfactory ϒ	Comments: **N**eeds Improvement ϒ	Comments: **U**nsatisfactory ϒ

Student Signature: _____

Clinical Instructor Signature: _____

Comments: