



Associate of Applied Science in Nursing

Nursing Student Handbook

2026-2027

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About This Handbook

The RN-to-BSN Nursing Student Handbook is intended to supplement the Eastern Arizona College Catalog by providing nursing program-specific information, policies, procedures, and expectations for students enrolled in the Associate Degree Nursing Program. Students are responsible for complying with both the policies contained in this Handbook and the policies published in the [Eastern Arizona College Catalog](#).

The Nursing Department reserves the right to revise the contents of this Handbook when necessary to reflect changes in College policies, accreditation standards, regulatory requirements, or program practices. Revisions become effective as published and will be communicated to students in writing.



Welcome to the Nursing Program

Welcome to the Eastern Arizona College Associate Degree Nursing Program. We are pleased that you have chosen to pursue your nursing education with us and congratulate you on taking this important step toward becoming a registered nurse.

The Nursing Program is designed to prepare graduates to provide safe, compassionate, evidence-based nursing care while developing the knowledge, clinical judgment, and professional behaviors expected of entry-level registered nurses. Throughout the program, you will be challenged academically, personally, and professionally as you learn to care for individuals, families, and communities in a variety of healthcare settings.

This Nursing Student Handbook serves as a resource to help you understand program expectations, academic and clinical requirements, policies, and available resources. It should be used in conjunction with the Eastern Arizona College Catalog and Student Handbook, course syllabi, and official College policies. Students are responsible for becoming familiar with the information contained in these documents and for complying with all program and College requirements.

The nursing faculty are committed to fostering a supportive learning environment that values professionalism, integrity, accountability, collaboration, and lifelong learning. We encourage you to seek guidance when needed, communicate openly with faculty, and take advantage of the many resources available to support your success.

We look forward to partnering with you throughout your nursing education and wish you success as you begin this rewarding journey toward professional nursing practice.

Welcome to the Eastern Arizona College Nursing Program!

Sincerely,

Nursing Faculty
Eastern Arizona College

Part I – 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 the 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 promote 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

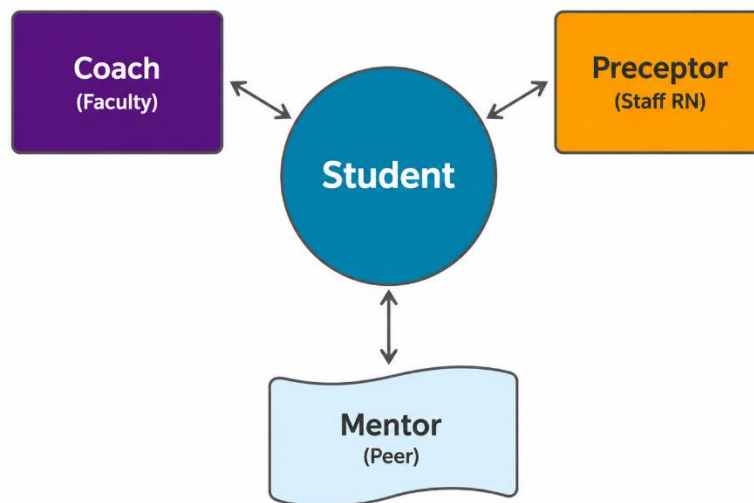
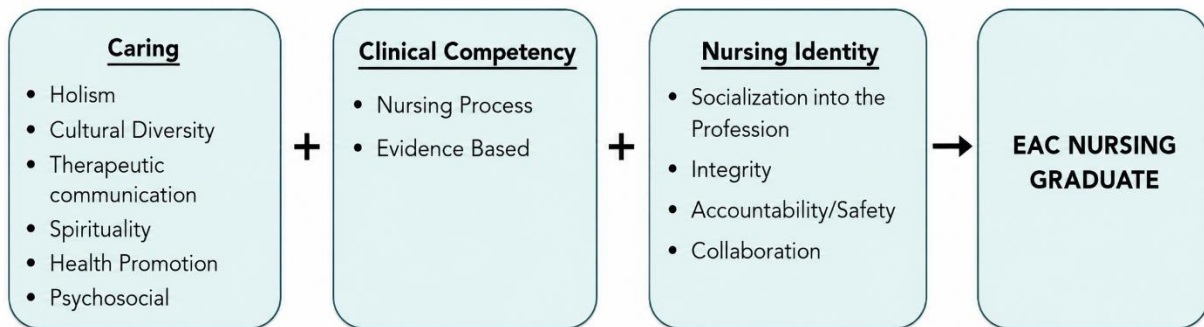
A conceptual framework provides the organizing structure for implementation of learning activities. Central concepts instituted in our conceptual framework include caring, clinical competency, and nursing identity. These themes are essential components reflective and fundamental to the NP at Eastern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

Program Outcome Goals

1. 50% of all students who begin 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 End-of-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.

Relationship of ADN Program Learning Outcomes to the AACN Essentials (2021)

The American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education (2021) were developed to guide baccalaureate and graduate nursing education. Although the Eastern Arizona College Associate Degree Nursing Program is not designed around the AACN Essentials, the curriculum develops foundational competencies that support safe entry-level nursing practice and facilitate academic progression to the BSN. The following crosswalk illustrates how the ADN Program Learning Outcomes relate to selected AACN competency domains.

ADN Program Learning Outcome	Primary AACN Essentials (2021) Domain(s)	Rationale
Students will demonstrate safe performance of nursing skills of a registered nurse.	Domain 7: Systems-Based Practice Domain 10: Personal, Professional, and Leadership Development	Safe nursing care requires adherence to quality and safety standards, accountability, professional responsibility, and continuous skill development.
Students will manage patient care using the nursing process.	Domain 2: Person-Centered Care Domain 6: Interprofessional Partnerships	The nursing process provides the framework for assessment, planning, implementation, evaluation, and collaboration with patients and healthcare team members.
Students will incorporate evidence-based practice into patient care.	Domain 4: Scholarship for the Nursing Discipline	Students use current evidence and clinical judgment to inform nursing decisions and improve patient outcomes.
Students will exemplify legal and ethical behaviors of a registered nurse.	Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development	Professional nursing practice requires ethical decision-making, legal accountability, integrity, advocacy, and professional identity.
Students will be prepared to take the nursing licensure exam.	Domains 1–10 (Foundational Competencies)	NCLEX readiness reflects achievement of the knowledge, skills, and professional behaviors represented across all AACN competency domains, particularly those expected of entry-level registered nurses.

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

5.	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.

Part II – 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-person on the main campus in Thatcher, Arizona. Acceptance into the Nursing Program requires a formal application.

Program Expectations

Students 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. 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, 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, differentiate heart and breath sounds, and identify variation in skin tones. Clinical experiences may present emotionally and mentally demanding situations as students provide patient care under supervision. Students are expected to demonstrate sound judgment, professionalism, and emotional resilience while in the classroom, lab, and clinical practice. Prospective students should carefully consider the academic, physical, and emotional demands of nursing before 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. The theory and clinical components of each course are interdependent. If a student fails to meet competency in either, both components must be repeated if the student is eligible to return to the program.

Admission Criteria

See detailed [admission criteria and application process](#) for EAC’s Nursing Program.

Course Plan

Current course plans for the Associate of Applied Science - RN program track can be found online in the [EAC College Catalog](#). 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 Bachelor of Science in Nursing (BSN) degree. This track recommends (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.

Course Sequence Guide

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	4
	Total	12
Fourth Semester		
*NUR250	Nursing Four	10
BIO205	Microbiology	4
	Total	14

*Must be taken in sequence. Students should consult with an academic advisor for progression through the Nursing 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 taking two to three years. General education courses may be taken concurrently with the specified semester of nursing courses or any time prior to admittance into the NP according to the Course Plan.

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:

NUR120 Nursing One Course Description

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

NUR130 Nursing Two Course Description

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

NUR240 Nursing Three Course Description

Course Description: <i>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.</i>	
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: <i>The student will apply caring behaviors in the areas of holism, cultural diversity, therapeutic communication, spirituality, health promotion and meeting psychosocial needs in clinical and classroom settings for maternal child health and pediatric clients.</i>	
Sub-Themes:	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
Holism	<i>Apply principles of holism when providing care to maternal child health and pediatric clients.</i>
Cultural Diversity	<i>Anticipate and adapt nursing care specific to culturally diverse populations in caring for maternal child health and pediatric clients.</i>
Therapeutic Communication	<i>Illustrate effective communication techniques when caring for maternal child health and pediatric clients.</i>
Spirituality	<i>Adapt care and support client's spiritual needs when caring for maternal child health and pediatric clients.</i>
Health Promotion	<i>Collaborate with other healthcare professionals to provide health promotion practices to maternal child health and pediatric clients.</i>
Psychosocial	<i>Adapt principles of psychosocial needs in caring for maternal child health and pediatric clients.</i>
Theme: Clinical Competency	
Course Goal: <i>The student will apply principles of clinical competency through utilization of nursing process, evidence-based practice and utilizing informatics in clinical and classroom settings providing care for maternal child health and pediatric clients.</i>	
Sub-Themes:	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
Nursing Process	<i>Construct concept maps utilizing the nursing process and demonstrate how they are used to plan nursing care for maternal child health and pediatric clients.</i>
Evidence Based Practice	<i>Illustrate knowledge of evidence-based practice and demonstrate how it directs nursing care of maternal child health and pediatric clients.</i>
Technical Skills	<i>Adapt clinical and informatics to care for maternal child health and pediatric clients.</i>
Theme: Nursing Identity	
Course Goal: <i>The student will apply components of nursing identity through socialization into the profession, integrity, accountability/safety, and collaboration in clinical and classroom settings in caring for maternal child health and pediatric clients.</i>	
Sub-Themes:	Students in NUR 240 will demonstrate sub-themes by accomplishing the following:
Socialization into the Profession	<i>Incorporate principles of personal development and professional growth.</i>
Integrity	<i>Apply ethical principles in caring for maternal child health and pediatric clients.</i>
Accountability/Safety	<i>Incorporate principles of accountability while caring for maternal child health and pediatric clients in the registered nurse role.</i>
Collaboration	<i>Incorporate collaboration within the multidisciplinary team to deliver safe and competent care to maternal child health and pediatric clients.</i>

NUR250 Nursing Four Course Description

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

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.

Part III — Admission, Progression and Graduation

Admission Requirements

Students selected for admission to the Nursing Program must complete all admission requirements by the deadlines identified in the admission packet. These requirements are designed to ensure compliance with clinical agency expectations, regulatory standards, and College policy.

- Meet admission requirements to Eastern Arizona College
- Current American Heart Association CPR Basic Life Support (BLS) card
- Current Arizona Licensed Nursing Assistant (LNA) number in good standing
- Meet the minimum math requirements set forth by the Nursing Program by demonstrating competency through testing or course completion of HCE116 Medical Dosage Calculation, in addition to math requirements outlined below
- Complete Immunization Record (See also [Immunization Checklist](#)) and [Nursing Physical Form](#)
- Background Check and Urine Drug Screen through the designated third-party provider
- DPS Level One Fingerprint Clearance Card
- Transcript verification of the following prerequisites completed with grades of “C” or better and required courses completed within last seven (7) years:
 - ✓ CHM 130 or higher (CHM 138 Preferred)
 - ✓ MAT 100 or higher OR Math placement score into MAT 154
 - ✓ PSY 101 Introduction to Psychology
 - ✓ BIO 201 Anatomy & Physiology I

Detailed instructions, required forms, and submission deadlines are provided in the Nursing Program Admission Packet. Failure to do so will result in forfeiture of the student’s admission seat.

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. A current Certified or Registered Medical Assistant OR current National Registry – Paramedic may qualify in lieu of a LNA credential.
- Arizona Level 1 DPS fingerprint clearance card
- Admitted applicants will receive an admission packet which includes instructions 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.

- 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 detailed [admission criteria and application process](#) for EAC's Nursing Program.

Transfer Credit/ Advanced Placement

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 or have been employed as an LPN within the last 5 years.

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

Transfer students are individuals who have successfully completed the equivalent of NUR 120 Fundamentals at another accredited nursing program, have not experienced a lapse of more than one semester since completing their most recent nursing course, and meet all Eastern Arizona College (EAC) Nursing Program admission requirements and prerequisites for the semester in which they are seeking placement.

To be considered for transfer admission, applicants must contact the Nursing Department and submit a Nursing Program application **60–90 days prior to the beginning of the desired semester**.

Applicants must provide the following:

- Proof of admission to Eastern Arizona College.
- A completed Nursing Program application.
- An official letter from the director or dean of the most recent nursing program attended verifying that the student left the program in good standing and was not subject to disciplinary, clinical, or professionalism-related action.
- Official transcripts from all colleges attended submitted to the EAC Records Office for evaluation.
- Course descriptions, course objectives, and documentation of classroom and clinical contact hours for nursing courses, as requested by the Records Office, to determine course equivalency.

Acceptance of transfer nursing coursework is not guaranteed. Nursing courses must be determined to be substantially equivalent in content, learning outcomes, and clinical experiences to the corresponding EAC nursing courses. Additional information is available in the [Transfer of College Credit](#) section of this handbook.

Following transcript evaluation by the Records Office, the Nursing Admission and Progression Committee will review the applicant's qualifications and determine eligibility for placement into the Program. Applicants will receive written notification of the evaluation results, including the appropriate placement level, any required

standardized examinations, and additional admission requirements, if applicable. Please allow two to three weeks for the evaluation process after all required documentation has been received.

Only coursework completed at regionally accredited institutions, as recognized by Eastern Arizona College, will be considered for transfer credit.

Transfer applicants are considered for admission on a space-available basis. Meeting the minimum transfer requirements does not guarantee admission into the Nursing Program.

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.

Applicants are required to successfully complete a written examination and demonstrate competency in the clinical skills from the semester preceding the block for which they are seeking placement. Once the application has been reviewed and approved, applicants will receive examination information, study resources (if applicable), and testing dates at least two weeks before the scheduled testing date. 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 → Fundamentals Exam**
 - NUR240, Maternal OB and Pediatrics → Adult Medical-Surgical Exam**
 - NUR250, Advanced Med/Surg → Maternal OB & Pediatrics *plus* Adult Med/Surg Exam**

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

Repeat Guidelines

Traditional repeat students:

- are repeating a particular nursing course for the first time
- have not repeated more than two nursing courses during their current progression in the Nursing Program; and
- have not been out of the Nursing Program for more than one semester

Students who earn a C or lower 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 ineligible to continue in 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 period.

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 are ineligible to return to the Program). Students who exit the NP without earning the LPN Certificate of Proficiency or the Associate of Applied Science (AAS) in Nursing degree must re-enter the program within one year – otherwise credit for NUR120, NUR130, NUR240, and NUR250 will expire.

The opportunity to repeat a course is not guaranteed. The 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:

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 APC.

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 students who have exited the Program for at least one full semester, but no more than two semesters. Students will submit a new background screening and drug/alcohol testing (at their own expense), plus meet all other admission and requisite requirements. 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 no more than two, the applicant must:

- Satisfactorily demonstrate competency of 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

If a student does not re-enroll for the semester immediately following the second semester absence, the student must apply as a new student, meet the current admission criteria, and repeat all relevant nursing courses.

Reasons for Denial or Delay 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 demonstrate proficiency on the standardized exam.
- failure to demonstrate 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 NP.

Progression/Retention in the Program

Students advance through the NP when each nursing core and co-requisite course is successfully completed (indicated with * in Course Sequencing). General study courses may be taken at any time but must be completed prior to taking the PN (Practical Nurse) or RN (Registered Nurse) NCLEX (National Council Licensure Examination).

All nursing (NUR) 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, and progress through, the Program. The theory and clinical components of each course are interdependent. If a student fails to meet competency in either, both components must be repeated if the student is eligible to return to the program.

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 graduates 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.
- earn at least 25% of credit hours towards the degree 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.

Part IV — Student Expectations

Academic Expectations

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.

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 repeated. If a student fails the clinical component of the course but has more than 800 points, a grade of "C" or "W" will 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.** The theory and clinical components of each course are interdependent. If a student fails to meet competency in either, both components must be repeated if the student is eligible to return to the program and/or repeat a course.

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 and ATI platform.
- Results will be posted in the student’s gradebook.
- To maintain the integrity of exams, students are not permitted to review exams. Exam questions may not be discussed between students and/or instructors. Confidentiality is expected and part of the Academic Integrity Policy.
- Students are prohibited from possessing personal belongings during examinations. All books, papers, reference materials, calculators, cell phones, hats, electronic devices, food, and beverages must be placed in the designated area before the examination begins. Possession of any prohibited item during the examination constitutes a testing violation and will result in a score of zero on the examination.
- Students may not wear smartwatches or glasses with recording devices or any other electronic recording, communication, or internet-enables devices during online testing unless specifically approved as part of an authorized accommodation.
- White boards will be provided by the instructor for testing.
- A calculator will be provided through the testing program.
- Students requiring assistance during an examination must seek help only from the instructor. Communication or collaboration between students during an examination is strictly prohibited. Any student who engages in unauthorized communication will receive a score of zero on the examination and will be referred to the NP Director for violation of the Academic Integrity Policy.
- Students may not leave the testing site for any reason before completing 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 for each new semester through the [Disability Resource Center](#).

- Students are expected to arrive on time for all scheduled examinations. A student who fails to notify the instructor before the examination begins will be considered a "no call/no show" and will receive an automatic 10% deduction from the examination score. Students arriving after the examination has started may not be permitted to test. Any exception is at the discretion of the instructor.
- 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

To prepare students for the timed nature of standardized examinations and the NCLEX-RN, all computerized unit examinations are administered under timed conditions. The maximum time allowed for each unit examination is 2 hours and 30 minutes.

Late Work Policy

Late submission of select assignments is permitted only as specified in the course syllabus. A 10% penalty will be assessed immediately after the due date and time, with an additional 10% deduction for each calendar day thereafter. Quizzes are excluded from this policy and may not be submitted late. Missed quizzes will receive a score of zero.

Actions Related to Academic Deficiencies

Students experiencing academic difficulty are encouraged to meet with nursing faculty as early as possible to discuss their progress and develop strategies for success. Faculty are available during office hours or by appointment to provide academic guidance and referrals to appropriate support services. Students are responsible for monitoring their course progress through Canvas and seeking assistance when needed. Additional academic resources are available through the [Student Learning Center \(SLC\)](#), nursing tutors, the Skills Lab Coordinator, nursing faculty, and the Nursing Director.

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.

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.

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.

Academic Integrity Policies can be found in the [EAC Catalog](#) under Academic Regulations.

Artificial intelligence (AI)

Eastern Arizona College Nursing Program recognizes that there are a variety of AI programs available to assist students in creating written assignments. While these programs are useful, AI programs are not a replacement for an individual's creativity, originality, and critical thinking. Writing is a skill that students must develop to cultivate their own individual voice as a writer.

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained in. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.” Some examples of generative AI tools include but are not limited to: ChatGPT, Google Bard, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Always check the syllabus for your course to see if AI-generated work is allowed. Your course instructor can provide the answer for their course. If AI is allowed, always use the correct citation to indicate the work that is AI generated.

Professional Expectations

Standards of Professional Conduct

Professional conduct is fundamental to safe, ethical, and competent nursing practice. Students are expected to demonstrate professionalism, integrity, accountability, and respect in all academic, clinical, and professional activities. Students must comply with the Arizona Nurse Practice Act, the American Nurses Association (ANA) Code of Ethics for Nurses, the Nursing Student Handbook, College policies, and the policies and procedures of assigned clinical agencies.

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, designee, and/or instructor will complete a Student Learning Contract describing the behavior and documenting 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.

Classroom Behavior

- Students are expected to conduct themselves in a respectful, professional, and courteous manner that supports a positive learning environment.
- Disruptive behavior may include, but is not limited to, excessive talking, inappropriate use of electronic devices, sleeping during class, repeated tardiness, disrespectful or uncivil behavior, refusing to follow instructor directions, or any conduct that interferes with teaching, learning, or the safety of others.
- Students who engage in disruptive behavior may be asked to leave the classroom or clinical setting and may be subject to disciplinary action in accordance with College and Nursing Program policies. Serious or repeated misconduct may result in removal from the course and/or [immediate dismissal](#) from the Nursing Program.
- The instructor has the authority to determine whether a student's behavior is disruptive or inconsistent with the professional standards and expectations of the Nursing Program.

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.

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 may only be for personal use and may not 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.

Student Responsibility to Report Unprofessional Conduct

Students are expected to promote a culture of professionalism, integrity, and patient safety. Any observed behavior that may violate academic integrity, professional standards, Nursing Program policies, or that has the potential to compromise patient safety, or the well-being of others must be promptly reported to the course instructor, clinical instructor, and/or Nursing Director. Reports will be addressed in accordance with College and Nursing Program policies.

Clinical Expectations

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 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 failure 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 requirements.
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 to a remediation clinical at no extra cost to demonstrate competency.
 - c. See [TracPrac Policy](#) and [Clinical Evaluation Tools](#) for additional information.
16. The clinical component of each course is Pass/Fail. A clinical fail will necessitate repeat of the course.

Uniform Policy

Students participating in clinicals or obtaining clinical assignments must dress according to Nursing Program uniform, 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 strictly prohibited.
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. Shoes must have closed toe, closed heel. No backless clogs.
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 strictly prohibited.
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).
10. Bathing and use of unscented deodorant is required. Strong odors such as perfume or after-shave lotion are prohibited.
11. Uniform may only be worn for EAC activities/clinicals.
12. Community service / mentor uniform which includes an EAC Nursing sanctioned t-shirt and black scrub pants or slacks may be worn per activity specifications.
13. Cell phone use is strictly prohibited in the clinical setting except in private areas designated by the facility.
14. 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 any activities that require a nursing license, which includes 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](#)").

- f. *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 all clinical agency requirements, including hospital orientation, HIPAA training, facility-specific onboarding modules, and submission of required documentation by the specified deadlines. For clinical agencies that use MyClinicalExchange (MCE), students are responsible for maintaining current compliance with all MCE requirements. For agencies that do not use MCE, students must provide all required documentation as directed by the Nursing Program and clinical facility. See [MyClinicalExchange Deficiency Algorithm](#).
 7. 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.
 8. To promote patient safety and student readiness for clinical practice, students must have at least eight (8) consecutive hours free from employment before participating in any clinical experience or other required healthcare activity. Students who fail to meet this requirement will be dismissed from the clinical experience for unsafe practice, and the missed time will not be credited toward the required clinical hours.
 9. If a student experiences an illness, injury, or other health condition that may affect participation in clinical experiences, both Nursing Program and clinical agency health and safety requirements will be considered. The lead or clinical instructor will assess the student's ability to safely participate in clinical activities and provide patient care and will determine whether the student may continue or complete the scheduled clinical experience. Students with an injury or ongoing health condition that affects clinical performance must provide written medical clearance from the treating healthcare provider before returning to clinical.
 10. All medication administration and nursing skills must be performed under the supervision of the clinical instructor or assigned RN. Failure to adhere to fundamental medication administration principles—including, but not limited to, verifying patient identity and allergies and applying the Seven Rights of Medication Administration—constitutes unsafe clinical practice and may result in immediate removal from the clinical setting. The clinical instructor will notify the Clinical Coordinator and initiate appropriate disciplinary action in accordance with NP policies which may include [Immediate Dismissal from the Program](#).
 - a. Any action or omission that jeopardizes patient safety or fails to meet accepted standards of nursing practice may be considered unsafe clinical practice and may result in removal from the clinical setting and additional disciplinary action.
 - b. Any patient-related incident involving a student must be reported immediately to the clinical instructor and the appropriate clinical agency personnel. Students may not complete or sign a clinical agency incident report unless specifically authorized by the agency. The NP will document the incident in accordance with Program policies, and the Clinical Coordinator will maintain the required documentation.
 11. Students are responsible for safeguarding all student, College, and clinical agency login credentials. Usernames, passwords, and other access credentials must not be shared, disclosed, or used by another individual.
 12. While participating in clinical experiences, students must function solely in the role of a nursing student and use only the credentials, identification, and system access assigned for their student role. Students who are employed by the clinical agency may not use their employee identification badge, access credentials, or computer login to enter restricted areas, access electronic health records, or perform any activity associated with their employment while participating in clinical experiences.
 13. Students exhibiting behaviors or signs consistent with possible impairment may be subject to for-cause drug and alcohol screening in accordance with the Nursing Programs' [Drug and Alcohol Screening Policy](#).
 14. Failure to comply with the above standards may result in a conference with the student, clinical instructor, Clinical Coordinator, and/or Nursing Director to review the incident and determine the appropriate course of action. Depending on the nature and severity of the violation, disciplinary actions may include, but are not limited to, a warning, increased supervision with a clinical improvement plan, temporary exclusion from clinical, probation, course failure, or dismissal from the NP.

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.

Patient Privacy and Confidentiality

- Students must maintain the confidentiality and privacy of all patient information at all times in accordance with the Health Insurance Portability and Accountability Act (HIPAA), clinical agency policies, and Nursing Program requirements.
- Protected Health Information (PHI) and Personally Identifiable Information (PII) must not be included in care plans, assignments, presentations, or any other academic work unless specifically authorized and de-identified in accordance with applicable privacy requirements.
- Students may not photocopy, print, download, photograph, or otherwise reproduce any portion of a patient's medical record. Students may not photograph or record patients, patient records, or clinical staff, or record patient or staff interviews without prior authorization from the clinical agency and all required parties.
- Any clinical worksheets or notes containing patient information must be de-identified and disposed of in accordance with clinical agency policy before leaving the clinical site. Students may not remove or retain identifiable patient information in any format, including handwritten notes, printed documents, photographs, electronic files, or personal devices.
- Protected Health Information (PHI) or Personally Identifiable Information (PII) must never be shared through social media, text messages, email, or any other unauthorized electronic or verbal communication.
- Failure to maintain patient confidentiality or comply with HIPAA, clinical agency privacy requirements, or Nursing Program policies may result in disciplinary action, including immediate removal from the clinical setting, course failure, dismissal from the NP, and/or legal consequences.

Exposure Guidelines

Students who sustain an exposure to blood or other potentially infectious materials (OPIM) during a clinical experience must immediately notify the clinical instructor, report the incident in accordance with clinical agency policy, and follow the NP exposure protocol outlined below.

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 will notify the agency department supervisor who will inform the agency's Risk Management department and follow hospital protocol.
7. The clinical instructor/nursing director will complete a Student Clinical Tracking form and forward to the Director of Risk Management at EAC.

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

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.

Clinical Misconduct

Continued enrollment in the Nursing Program is contingent upon maintaining eligibility for clinical placement. Students who are dismissed from a clinical experience due to misconduct or who are denied or lose clinical placement at the discretion of a clinical agency may be unable to complete required clinical course objectives. In such cases, the student may receive a failing grade for the course and/or be dismissed from the Nursing Program.

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 violations.

***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.**

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 whom 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(s). Arriving late, leaving early, or completing partial shifts is not permitted unless directed by the preceptor or facility, and the clinical coordinator is notified.
- 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. Students will work with the lead faculty and clinical coordinator to ensure that shifts are scheduled and approved by the facility.

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).

TracPrac® Policy

Purpose

TracPrac is the Nursing Program's electronic clinical management system used to document and monitor students' clinical experiences throughout the program. Students are required to use TracPrac to record clinical, mentor, and community service hours (as applicable), document skills performed or observed, complete clinical evaluations, and track progress toward program requirements. The system also provides faculty and students with access to reports and feedback regarding clinical performance and program progression.

General Overview

TracPrac is a secure, cloud-based platform that maintains each student's clinical records throughout the Nursing Program. Students and faculty may access the system at any time to review clinical hours, skills documentation, evaluations, and progress reports. Use of TracPrac replaces paper documentation for clinical logs, skills records, and clinical evaluations and serves as the official record of students' clinical activities.

Student Responsibilities

Students are responsible for maintaining accurate and current records in TracPrac. Failure to comply with TracPrac requirements may affect successful completion of clinical course requirements.

- i. 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
 - d. supervisor's signature (and date if back dating) for accuracy and credibility of the hours.
 - e. The clinical instructor, volunteer leader, or lab personnel will acknowledge student's time log
- ii. 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.
- iii. 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.

Part V — Student Health and Compliance

Essential Performance Standards

The Nursing Program requires students to demonstrate the physical, cognitive, emotional, and behavioral abilities necessary to provide safe patient care and meet course and clinical objectives. These essential performance standards must be met throughout the program, with or without reasonable accommodation.

Nursing students are expected to safely perform the duties of a student nurse in classroom, laboratory, simulation, and clinical settings. Essential performance standards include, but are not limited to, the following:

- **Physical Abilities:** Demonstrate sufficient strength, endurance, mobility, balance, and coordination to safely perform nursing skills, including lifting, transferring, repositioning, and supporting patients; standing and walking for extended periods; bending, reaching, kneeling, and performing repetitive movements as required in the clinical setting. Students should be able to safely lift or assist in lifting up to approximately 50 pounds with appropriate equipment and assistance when indicated.
- **Sensory Abilities:** Possess adequate visual, auditory, and tactile abilities to accurately assess patients, observe changes in patient condition, differentiate heart, lung, and bowel sounds, detect changes in skin color and condition, read medication labels and monitors, and safely perform nursing procedures.
- **Communication Skills:** Effectively communicate in English with patients, families, faculty, peers, and members of the healthcare team through verbal, written, and electronic communication. Students must be able to receive, interpret, and convey information accurately and professionally.
- **Cognitive Abilities:** Demonstrate the ability to think critically, exercise sound clinical judgment, solve problems, calculate medication dosages accurately, prioritize patient care, and respond appropriately to changing or emergency situations.
- **Behavioral and Emotional Stability:** Demonstrate emotional maturity, professionalism, integrity, and the ability to function safely under stressful, rapidly changing, and emotionally demanding situations. Students must be able to maintain appropriate interpersonal relationships, accept constructive feedback, adapt to changing environments, and regulate emotions in a manner that supports safe patient care and effective teamwork.
- **Mental Well-Being:** Students are expected to maintain their mental well-being in a manner that supports safe participation in academic and clinical activities. Students experiencing physical, emotional, psychological, or personal circumstances that may impair their ability to provide safe patient care or meet program requirements are encouraged to seek appropriate support and communicate with the Nursing Program as appropriate. The College offers resources to assist students in maintaining their health and well-being throughout the program.

Prospective and enrolled students should carefully consider the academic, physical, cognitive, and emotional demands of nursing education prior to and throughout enrollment in the 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 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.

I understand that completion of all required clinical experiences is essential for successful completion of the Nursing Program. I further understand that failure to obtain required vaccinations or an approved exemption, or denial of an exemption by a clinical agency, may prevent placement in a clinical facility. Because clinical experiences are required for program completion, inability to obtain or maintain a clinical placement may result in delayed progression, withdrawal, or dismissal from the Nursing Program.

Background Clearance

Eastern Arizona College healthcare students are required to complete a criminal background check and drug screen. Previous background checks and drug screens are invalid. EA Nursing will send information regarding when and how to obtain these requirements once a student is admitted to the Program. Enrollment is contingent on a passing disposition of the designated background check. Once admitted, students have a duty to immediately report to the NP Director any arrests, convictions, placement on exclusion databases, suspension, removal of the DPS Fingerprint Clearance Card, or removal or discipline imposed on any professional license or certificate at any time during enrollment in the program. Any student who loses eligibility to participate in clinical experiences due to inability to meet program requirements will be withdrawn from the Program.

As a condition of continued enrollment in the Nursing Program, students must maintain both a valid Arizona Level One Fingerprint Clearance Card and a passing disposition on the certified background check. Failure to maintain either requirement will affect eligibility to participate in clinical experiences and will jeopardize continued enrollment in the Nursing Program. *Admission requirements related to background checks are subject to change as mandated by clinical experience partners.*

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

Drug and Alcohol Screening Requirements

As a condition of admission and continued enrollment in the Nursing Program, students must comply with all required drug and alcohol screening in accordance with Nursing Program and affiliated clinical agency policies. Required screening includes admission, random, and for-cause testing. Failure to complete required screening or comply with screening requirements by the specified deadlines may result in rescission of an admission offer, withdrawal from a nursing course with a clinical failure, or dismissal from the Nursing Program, as applicable. Students are responsible for all costs associated with required drug and alcohol screening.

Prescription Medications

Students who test positive for a prescribed medication must provide documentation of a valid prescription that was in effect on the date of testing. In addition, the student must submit written documentation from the prescribing healthcare provider or other qualified healthcare professional verifying that the medication will not impair the student's ability to safely participate in clinical activities or provide patient care.

Failure to submit the required documentation within the specified timeframe may result in missed clinical experiences and may lead to withdrawal from the course and/or dismissal from the Nursing Program.

Drug and Alcohol Screening and Impairment Policy

To ensure patient safety and uphold the standards of the nursing profession, the use, misuse, or impairment from alcohol, illegal substances, or unauthorized medications is strictly prohibited during any NP activity. Violations of this policy may result in disciplinary action, up to and including dismissal from the NP.

The APC may convene, as necessary, to review cases involving random or for-cause drug and alcohol testing, positive test results, withdrawals, dismissals, and appeals, and to determine the appropriate action in accordance with Nursing Program and College policies.

For-Cause Drug and Alcohol Screening

If a faculty member, clinical instructor, or clinical agency staff member has reasonable suspicion that a student may be impaired during a NP activity based on observed behaviors or physical signs—including, but not limited to, slurred speech, an unsteady gait, confusion, extreme fatigue, lethargy, or the odor of alcohol or other intoxicating substances—the following procedures will be implemented:

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 and 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 drug or alcohol 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 screening.
6. Tampering: Tampering with, contaminating, switching, or attempting to alter a sample in any way will result in immediate dismissal from the Program.

Test Results and Consequences

Negative Results: A negative test result indicates that no alcohol, illegal substances, or unauthorized [prescription medications](#) were detected. See the Prescription Medications section for additional information. If a for-cause test yields a negative result, the student will meet with the Nursing Director to review the circumstances that prompted the testing and discuss any concerns related to the observed behavior or incident.

Positive Results: A positive test result for alcohol, illegal substances, or unauthorized prescription medications may result in rescission of an admission offer for applicants or withdrawal from the NP for enrolled students, as applicable.

Students who wish to dispute the findings of a positive test result may submit a written appeal within three (3) business days of notification of the positive result. As part of the appeal process, the student may elect to undergo a hair follicle test at the student's own expense.

Refusal of Testing

If a student refuses to provide a drug and/or alcohol 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 to ensure public safety.
- Failure to comply with any part of this process will result in dismissal from the Program.

Drug and Alcohol Appeals Process

A student who wishes to dispute the findings of a positive test drug screen result may elect to undergo a hair follicle test within three (3) business days of notification of the positive result. The student is responsible for all costs associated with the hair follicle test, 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 and alcohol screen 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.

Cost Responsibility

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

Readmission Guidelines Related to Substance Use/Abuse (Nursing Program ONLY)

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 APC.

Students seeking readmission may be required to provide any or all the following as indicated by the APC:

- 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.

Student Health

Health Insurance

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

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).

Pregnancy

Pregnant students should consult with their healthcare provider regarding their ability to safely participate in clinical experiences, as clinical activities may involve physical demands and potential exposure to infectious diseases, hazardous substances, or other occupational risks. Students who develop pregnancy-related medical restrictions or complications must provide written documentation from their healthcare provider outlining any restrictions or limitations that may affect participation in clinical activities.

The NP will review recommended restrictions and work with the student to determine whether [reasonable accommodations](#) can be provided while ensuring that essential clinical course requirements and patient safety standards are met.

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 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 and Support Animals

Pets and other animals are not permitted in nursing classrooms, laboratories, simulation areas, clinical agencies, or other Nursing Program learning environments.

Eastern Arizona College is committed to providing reasonable accommodations for qualified students with disabilities in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and applicable Arizona law. Students requesting the use of a service animal as an accommodation must work with the College's Disability Resources Office and comply with all College policies and procedures.

Approved service animals must remain under the control of their handler at all times and demonstrate appropriate health, hygiene, and behavior that does not interfere with the learning environment or patient care.

Because nursing education occurs in healthcare settings, access to certain laboratories, simulation experiences, or clinical areas may be limited due to infection prevention requirements, patient safety considerations, environmental hazards, or clinical agency policies. When restrictions exist, the Nursing Program will work collaboratively with the student, the Disability Resources Office, and the clinical agency to determine whether reasonable accommodations can be provided while ensuring that essential program requirements are met.

Part VI — Student Resources

As an EAC student, you have access to many resources:

- [MyEAC Account](#)
- [Free Tutoring](#)
- [Academic Advising](#)
- [Personal Counseling](#)
- [Financial Aid](#)
- [Testing Center](#)
- [Alumni Library](#)
- [Online Bookstore](#)
- [Reptile Resources](#)
- [Career Coach](#)
- [Disability Resources](#)
- [Tuition Rates](#)
- [Scholarships / Financial Aid](#)

Library Services

RN-to-BSN students have access to Eastern Arizona College Library resources, including online databases, electronic journals, eBooks, research guides, librarian assistance, and interlibrary loan services. [Library resources](#) are available remotely and support coursework requiring scholarly literature and evidence-based practice.

Computer Requirements and Support

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 EAC 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 may only be for personal use and may not 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.

Faculty Advisors

Full-time nursing faculty and the Nursing Director serve as academic advisors for students enrolled in the NP. Students are encouraged to meet with their assigned advisor at least once each semester and before registering for the following semester's courses. Students experiencing academic or personal challenges that may affect their success are encouraged to seek assistance as early as possible. Nursing faculty are committed to supporting student success through academic guidance, mentoring, and remediation when appropriate. Appointments should be scheduled during faculty office hours or at another mutually agreed-upon time.

Program completion audits are required at program entry, prior to enrollment in NUR240, and before program completion, as outlined in the student's admission letter.

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: http://www.eac.edu/Student_Services/Financial_Aid/

Tuition

Subject to change due to state budget adjustments; costs of textbooks, supplies and courses may incur additional fees. See: <https://EAC.edu/tuition/>

Student Input and Involvement

Nursing Division Meeting

Division meetings will be held monthly during the academic year. Students in the NP are encouraged to attend. Students are urged 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.

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 Nurses Association (SNA)

The Eastern Arizona College Student Nurses Association (SNA) is a voluntary student organization that promotes leadership, professional development, service, and engagement in the nursing profession. Membership is open to all students enrolled in the Nursing Program.

The SNA provides opportunities for students to participate in community service projects, fundraising activities, scholarship opportunities, professional networking, and leadership development. Members also serve as student representatives by providing input and feedback to Nursing Program faculty regarding student experiences and program initiatives.

The SNA meets twice each month on Wednesdays at 11:00 a.m. Meeting dates and activities are announced throughout the semester. Students are encouraged to participate as their schedules permit and to take advantage of the personal and professional growth opportunities offered through the organization.

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 \(ASEAC\)](#).

Student Evaluation

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.

Official Communication

Eastern Arizona College [Monstermail](#) email is the official means of communication between the College, faculty, and students. Students are responsible for monitoring their EAC email and Canvas announcements regularly and responding to College communications in a timely manner.

Part VII — College and Program Policies

Complaints and Grievances

Eastern Arizona College encourages students to first address concerns through open communication with the individual(s) involved whenever appropriate. If a concern cannot be resolved informally, nursing students should follow the College's established complaint and grievance procedures.

Academic concerns, grade appeals, academic integrity matters, and other instructional issues are addressed through the College's Academic Standards and Appeals procedures. Non-academic complaints are addressed through the College's Student Complaint and Grievance procedures. These institutional policies ensure that student concerns are reviewed fairly, consistently, and without discrimination.

Students may access the complete complaint and grievance procedures in the Eastern Arizona College Catalog and on the College website:

- [Student Complaint and Grievance Procedures](#)
- [Register Student Complaint](#)

The Nursing Programs follow Eastern Arizona College's published complaint and grievance procedures. Nursing program-specific concerns should first be discussed with the course faculty member and, when appropriate, may be referred to the Director of Nursing in accordance with College policy.

Nursing Program 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 the application and admission criteria identify qualified students who are prepared to succeed in the Program, meet academic and professional standards, pass the NCLEX-RN, and enter practice as competent, registered nurses. This committee is dedicated to ensuring a fair, transparent, and rigorous selection process for prospective nursing students. Members of the committee may 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 NP.
- 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.

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).

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.

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 Nursing Program, 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): 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.

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.

Licensure

To be eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN), students must have a high school diploma or equivalent, successfully complete all Nursing Program requirements, earn the Associate of Applied Science (AAS) in Nursing degree, and meet all eligibility requirements established by the applicable state board of nursing. Completion of the Nursing Program does not guarantee eligibility for licensure or successful 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 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:

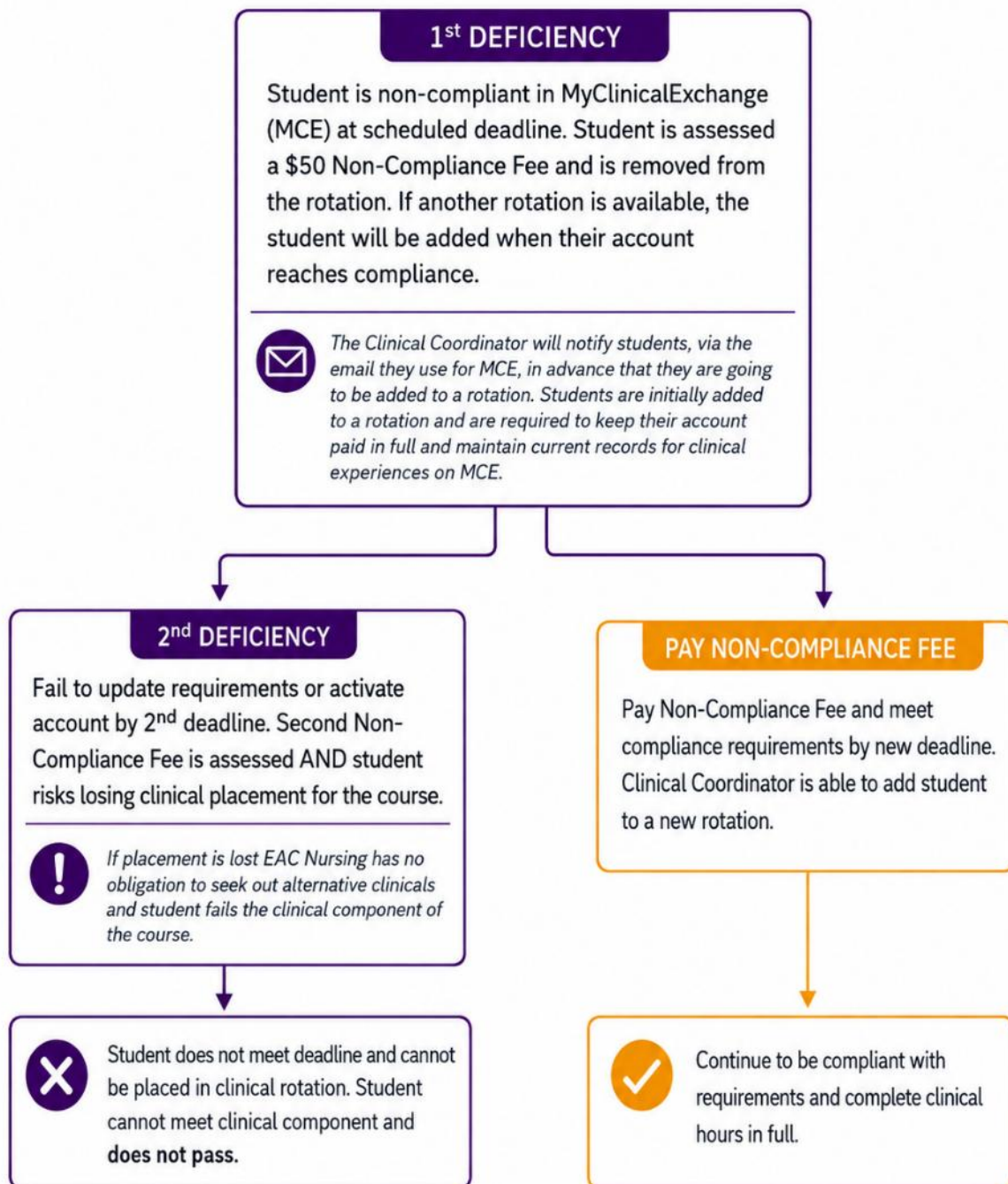
- a. Committing fraud or deceit in obtaining, attempting to obtain, or renewing a license or a certificate issued pursuant to this chapter.
- b. Committing a felony, whether or not involving moral turpitude or a misdemeanor involving moral turpitude, in either case, conviction by a court of competent 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.

Eastern Arizona College Campus-Wide Policies

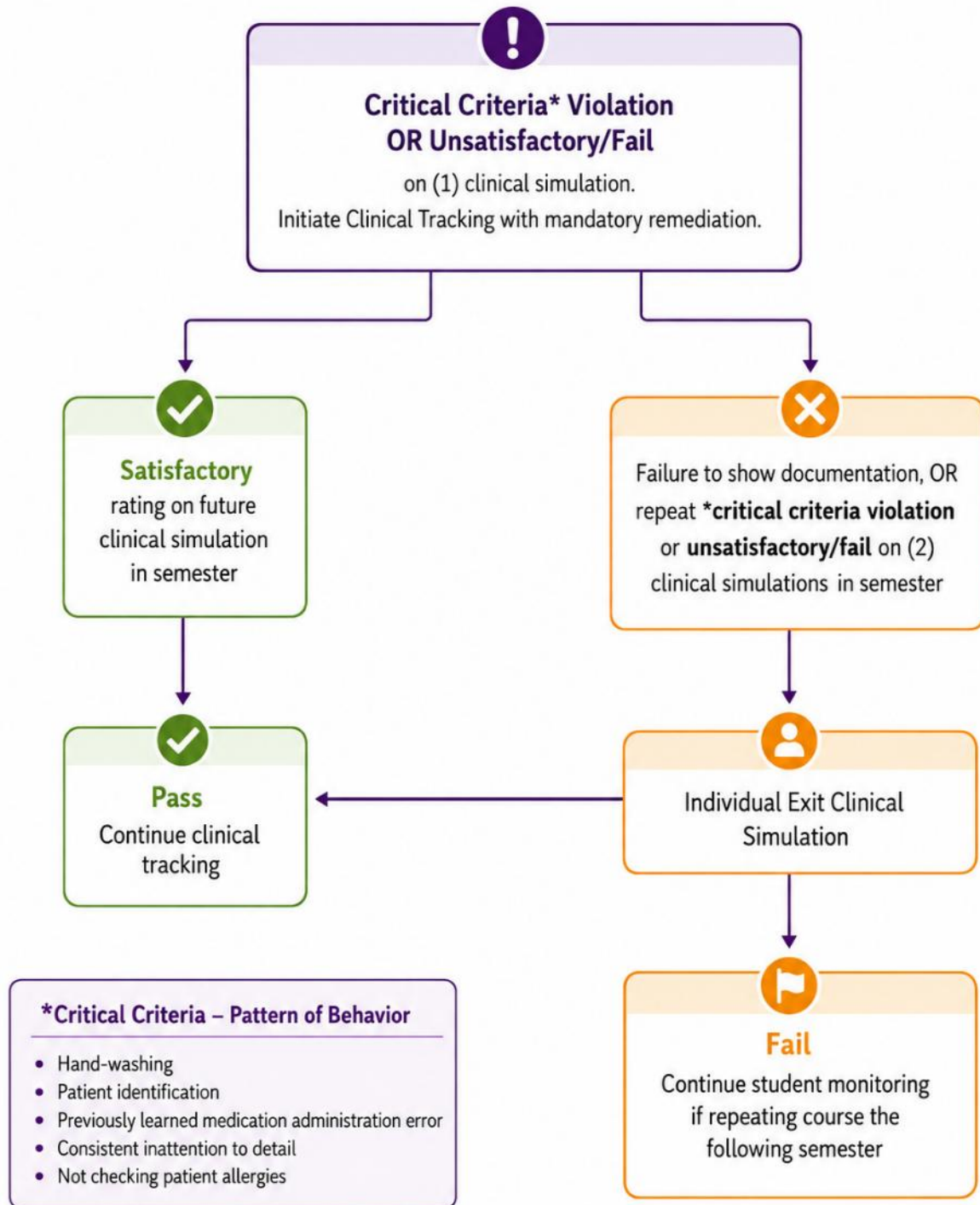
The following policies can be accessed through online [EAC Catalog](#):

- ⇒ 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

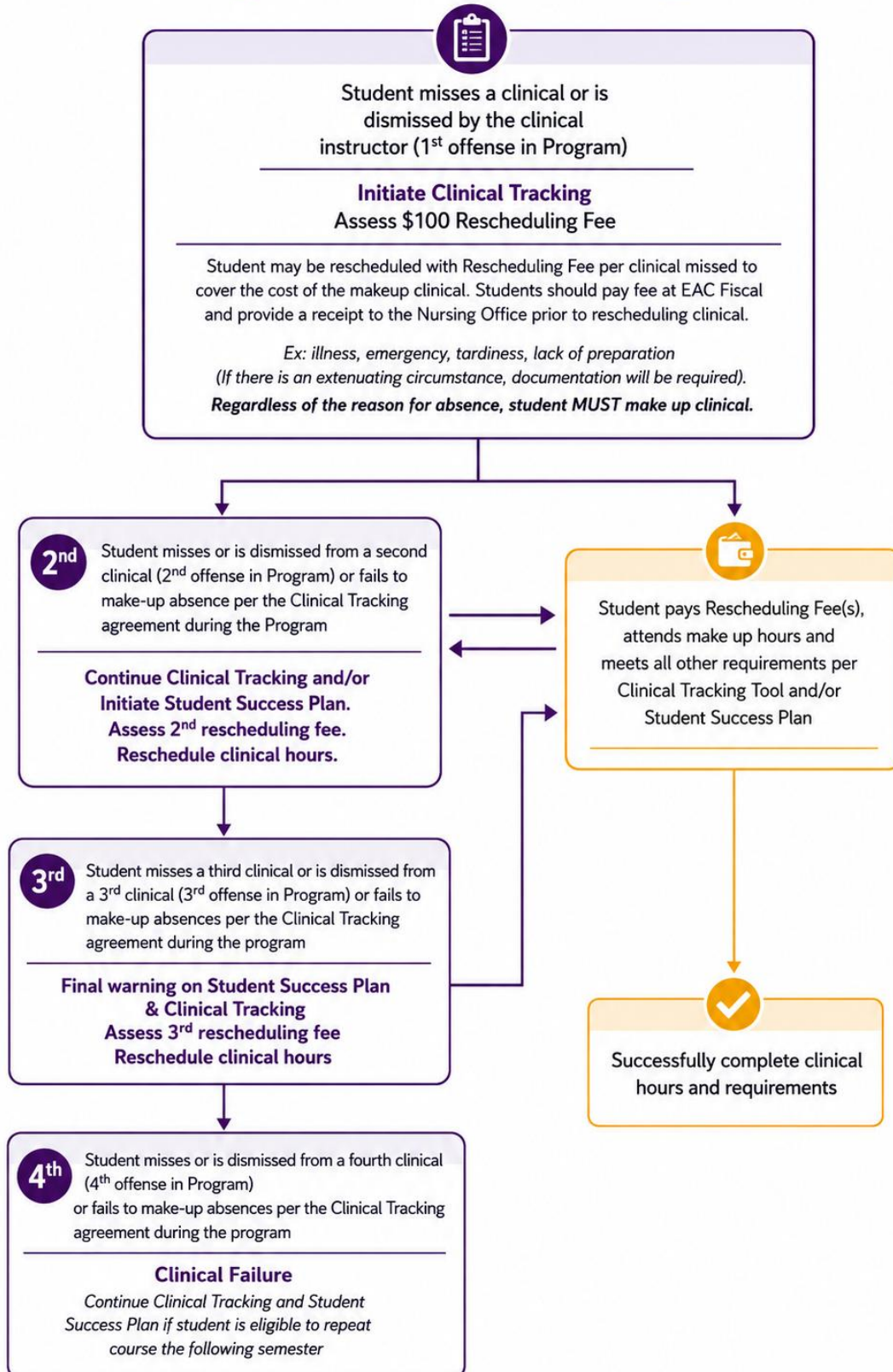
MyClinicalExchange Deficiency Algorithm



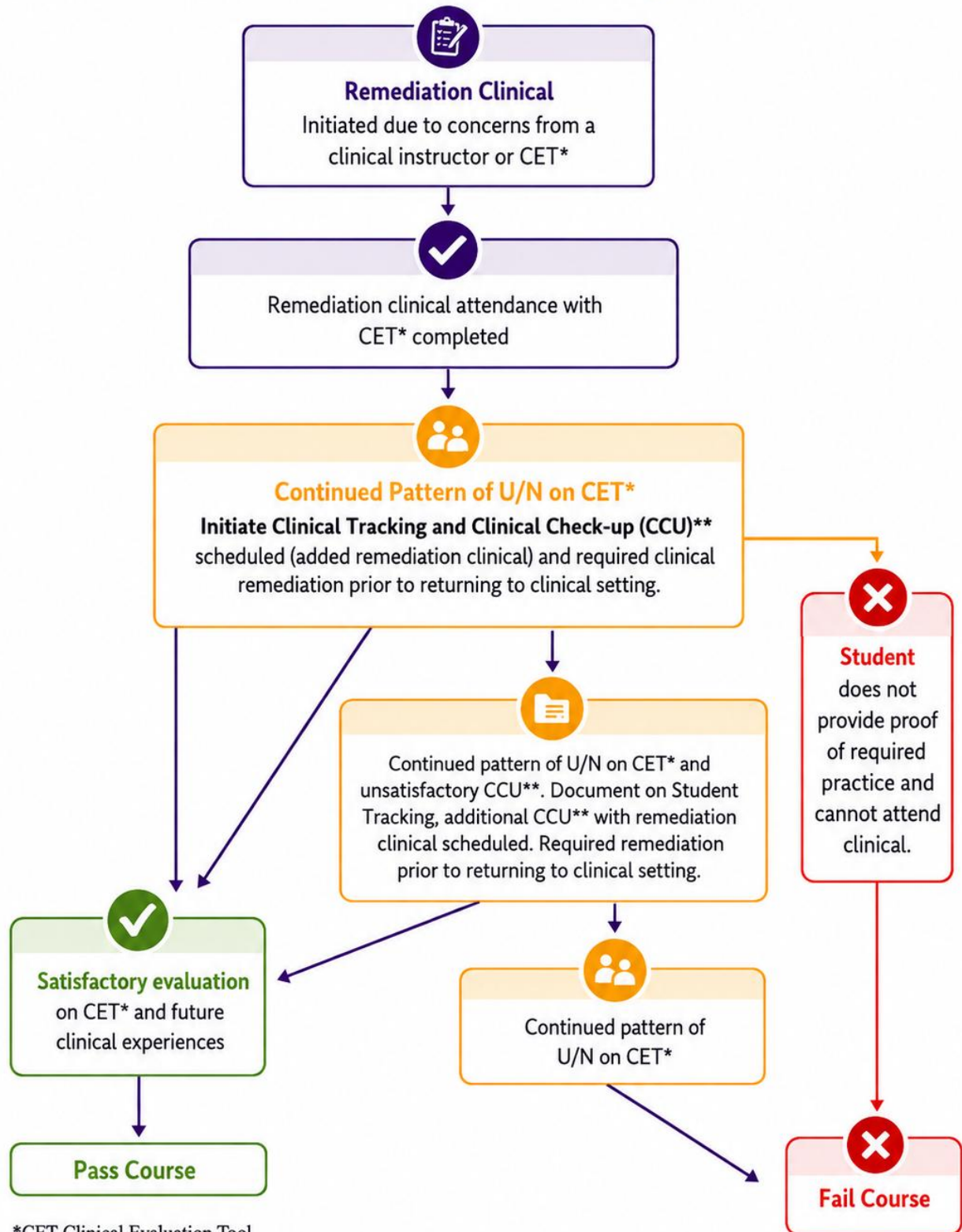
Clinical Simulation Algorithm



Program Clinical Absence Algorithm



Clinical Performance Algorithm



*CET Clinical Evaluation Tool

**CCU Clinical Check-Up



EASTERN ARIZONA COLLEGE

Immunization Checklist

- ☐ **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 2).
 - **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 the above listed immunizations must also inform EAC of the need for an exemption by requesting 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



EASTERN ARIZONA COLLEGE

Vaccine Acknowledgment

I understand and agree that 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 MyClinicalExchange (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

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 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.

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 nursing courses at 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 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 _____ Date _____

Signature _____ Course _____

() Verification of Health Insurance Health Insurance Carrier: _____



EASTERN ARIZONA COLLEGE

Acknowledgement of Nursing Student Handbook

I (print name) _____ 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: _____

EASTERN ARIZONA COLLEGE PHYSICAL EVALUATION

Students/Faculty Complete this page prior to seeing your Health Care Provider

It is essential that nursing students/faculty be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students/faculty will be required to lift patients (50 pounds), stand for several hours at a time, perform bending activities, hear heart and breath sounds, and identify different skin tones (pale, ashen, bluish). The clinical nursing experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting clients' lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions.

Name _____ Sex _____ Age _____ Date of Birth _____

Address _____ City _____ Zip _____

Home Phone _____ Cell Phone _____ Email _____

Emergency Contact	Phone #																																																						
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I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct. I understand and acknowledge that truthful and accurate information is essential in properly determining whether the student should be cleared for participation in the EAC Nursing Program.

Signature _____

Date _____

**** Bring immunization records to your physical exam with your Health Care Provider**

PHYSICAL EXAMINATION

Name _____ Age _____ Date of Exam _____

Height _____ Weight _____ Pulse _____ B/P _____ Resp _____ Temp _____

Date of Last Eye Exam _____ Vision Rt _____ Lt _____ Both _____ Contacts ☐ yes ☐ no

It is essential that nursing students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to lift patients (50 pounds), stand for several hours at a time, perform bending activities, hear heart and breath sounds, and identify different skin tones (pale, ashen, bluish). The clinical nursing experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting clients' lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Please give careful consideration to the mental and physical wellbeing of this applicant during your examination.

Medical	Normal	Abnormal Findings	Initials
Appearance	☐		
Skin/ Integumentary	☐		
Eyes/ Ears/ Nose	☐		
*Gross hearing intact	☐		
Throat/ Oropharynx	☐		
Lymph Nodes	☐		
Heart/ Cardiovascular	☐		
Pulses -apical & peripheral	☐		
Lungs/ Respiratory	☐		
Abdomen/ Gastrointestinal	☐		
Genitalia/ Hernia	☐		

Musculoskeletal	Normal	Abnormal Findings	Initials
Neck	☐		
Back	☐		
Shoulder/ Arm	☐		
Elbow/ Forearm	☐		
Wrist/ Hand	☐		
Hip/ Thigh	☐		
Knee	☐		
Leg/ Ankle	☐		
Foot	☐		

PLEASE INITIAL THE FOLLOWING THAT APPLY:

- _____ 1. Can lift 50 pounds
- _____ 2. Stand for several hours
- _____ 3. Carry supplies, push and pull equipment
- _____ 4. Able to care for individuals with infectious diseases
- _____ 5. Is free of infection, e.g. tuberculosis, skin lesion. Excludes short-term conditions such as a cold, influenza.
- _____ 6. Is mentally and emotionally stable
- _____ 7. Physical or emotional conditions such as diabetes, seizure disorders, cardiac disease, emotional problems controlled
- _____ 8. Communication skills adequate to communicate verbal and written messages clearly in English
- _____ 9. Manual dexterity involving hands and fingers to write and use small equipment

Please Check One:

- _____ I have examined the above nursing program applicant and he/she meets the health requirements listed above
- _____ I have examined the above nursing program applicant and he/she DOES NOT MEET the requirements listed above. PLEASE EXPLAIN, give prognosis for improvement _____

Health Examiner's Printed Name _____ Signature _____

Address _____ Phone # _____

CLINICAL EVALUATION TOOLS

NUR120: Nursing One

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:	Comments:	Student Dismissed:
Satisfactory Y	Needs Improvement Y	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 1 st 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 1 st 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 1 st 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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y

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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y

NUR130: Nursing Two

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:	Comments:	Student Dismissed:
Satisfactory ☐	Needs Improvement ☐	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:	Comments:	Comments:
Satisfactory ☐	Needs Improvement ☐	Unsatisfactory ☐
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:	Comments:	Comments:
Satisfactory ☐	Needs Improvement ☐	Unsatisfactory ☐
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:	Comments:	Comments:
Satisfactory ☐	Needs Improvement ☐	Unsatisfactory ☐

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:	Comments:	Comments:
Satisfactory ☐	Needs Improvement ☐	Unsatisfactory ☐
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:	Comments:	Comments:
Satisfactory ☐	Needs Improvement ☐	Unsatisfactory ☐
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:	Comments:	Comments:
Satisfactory ☐	Needs Improvement ☐	Unsatisfactory ☐
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:	Comments:	Comments:
Satisfactory ☐	Needs Improvement ☐	Unsatisfactory ☐
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:	Comments:	Comments:
Satisfactory ☐	Needs Improvement ☐	Unsatisfactory ☐

NUR240: Nursing Three

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: Satisfactory Y	Comments: Needs Improvement Y	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: Satisfactory Y	Comments: Needs Improvement Y	Comments: Unsatisfactory Y
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: Satisfactory Y	Comments: Needs Improvement Y	Comments: Unsatisfactory Y
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: Satisfactory Y	Comments: Needs Improvement Y	Comments: Unsatisfactory Y

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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y
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:	Comments:	Comments:
Satisfactory Y	Needs Improvement Y	Unsatisfactory Y

NUR250: Nursing Four

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: Satisfactory Y	Comments: Needs Improvement Y	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 CT 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, CT, and reschedule clinical with CCU per algorithm Pattern of "U"/"N" indicates need for CT with CCU 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: Satisfactory Y	Comments: Needs Improvement Y	Comments: Unsatisfactory Y
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: Satisfactory Y	Comments: Needs Improvement Y	Comments: Unsatisfactory Y
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: Satisfactory ☑	Comments: Needs Improvement ☑	Comments: Unsatisfactory ☑
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: Satisfactory ☑	Comments: Needs Improvement ☑	Comments: Unsatisfactory ☑
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: Satisfactory ☑	Comments: Needs Improvement ☑	Comments: Unsatisfactory ☑
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: Satisfactory ☑	Comments: Needs Improvement ☑	Comments: Unsatisfactory ☑
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: Satisfactory ☑	Comments: Needs Improvement ☑	Comments: Unsatisfactory ☑
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: Satisfactory ☑	Comments: Needs Improvement ☑	Comments: Unsatisfactory ☑

