



**Central
Arizona
College**

Nursing Division Student Handbook

Central Arizona College

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Nursing Division

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Dear Nursing Student,

Welcome to the Central Arizona College Division of Nursing. We are very excited to be a part of your educational experience. Nursing is an extremely rewarding profession and offers numerous avenues for advancement and professional experiences.

The road to becoming a professional nurse starts right here as you walk in the door. The road is full of hills, valleys, curves and turns. But the journey is exciting! You will work closely with faculty who are experts in their field and they will guide you through the maze of courses, requirements, and expectations that will result in you becoming a respected member of the nursing profession.

You will learn how to care for people when they are well and ill. You will use specific knowledge that comes from nursing research. You will also find that the way you approach problems and even some values may change as you learn about safe, competent nursing practice. We are looking forward to your success. The nursing education environment is a place for sharing among students and faculty that is mutually beneficial for both. Students bring their own uniqueness and life experiences to the learning environment while, faculty bring their expertise and individuality.

The Nursing Division Student Handbook contains valuable information that you will need to proceed through nursing courses effectively and efficiently. You will be required to follow the policies found in the handbook and will be expected to reference these as needed. Please read it carefully and keep it handy.

Again, welcome to the Central Arizona College Nursing Division. We look forward to working with you throughout the program.

Sincerely,

Cherrie Evans, MSN, FNP-C, APRN
Director of Nursing
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I. Program Information

A. The Healing Community

The Central Arizona College (CAC) Nursing Program is part of a consortium of five community colleges and Northern Arizona University, the Healing Community, who has designed a curriculum to provide a practical nurse exit, an associate degree exit and a baccalaureate degree in nursing. As an associate degree nurse from the Healing Community the graduate will be prepared to:

1. Use knowledge and skills to provide safe and effective nursing care to clients in well defined practice settings
2. Apply critical thinking in making nursing clinical judgments
3. Implement caring behaviors for self and clients
4. Recognize the impact of diversity on self and others
5. Communicate effectively with clients and other members of the health care team
6. Implement learning-teaching to address client needs
7. Practice nursing within the established ethical and legal framework
8. Collaborate with other health care team members to manage client care

Goals of the Healing Community

1. To develop seamless articulation agreements among rural community colleges and Northern Arizona University.
2. To develop an organizing framework and curriculum for implementation of the articulated model.
3. To develop a flexible infrastructure for ongoing communication and collaboration between and among community college faculty and university faculty.

Curriculum Concept Definitions

1. Competency

- a. Competency is inherent to the practice of nursing. Competency is defined as the ability to plan and carry out knowledgeable, efficient and safe nursing care and assumes an awareness of one's own limitations. The achievement of competency is evidenced by the student's ability to provide nursing care in increasingly complex settings and situations.
- b. Students are required to master the core competencies that include achieving a minimal knowledge base while practicing safe and efficient nursing care.
- c. Students must demonstrate basic nursing skills.



At the associate level, the students learn the skills and knowledge needed to demonstrate competency in classroom and laboratory settings. They begin their initial clinical experiences, to become familiar with nursing skills and clinical judgment. Subsequently, students continue to develop proficiency in their skills and knowledge base for providing nursing care that maintains client safety and client confidentiality. Students must prove competency to demonstrate responsibility and accountability in well-defined settings with individuals, families and groups.

At the baccalaureate level, students display a synthesis of nursing knowledge and skills by demonstrating competency in nursing practice. They must prove their competency to provide and coordinate nursing care by developing and implementing a comprehensive plan of care with individuals, families, groups and communities in complex practice settings. Students reflect the knowledge and skills that are needed to practice safely and efficiently as professional nurses.

2. Critical Thinking

Critical thinking is “based on the evaluation and integration of existing data and theory into a solution about the problem at hand, a solution that can be rationally defended as most plausible or reasonable, taking into account the sets of conditions under which the problem is being solved” (King and Kitchener, 1994, p. 8). Critical thinking is defined as reflective judgment and reasonable thought that focuses on deciding what to believe or do and is a composite of attitudes, knowledge and skills.

Attitude denotes a frame of mind in which there is the recognition of problems. Knowledge involves weighing the accuracy and logic of the evidence and understanding the nature of valid inferences, abstractions, and generalizations. Skill in cognitive application attitudes and knowledge must be demonstrated. Clinical judgment is the framework within which nurse educators expect students to apply critical thinking skills. Students are required to use knowledge from the natural, behavioral, social and nursing sciences and humanities to assess, plan, implement and evaluate care. They need to be able to arrive at decisions that are specific to the particular circumstances of each individual, family, groups and community to facilitate health.

At the associate degree level, students are required to derive information from general studies, the sciences, and nursing theory research to use as a basis for nursing decisions. Students learn to develop nursing interventions by selectively evaluating and integrating knowledge. At this level, students also learn to assess the health as well as the multifaceted needs of individuals, families, and groups at a basic level. Subsequently, students are required to apply information derived from individuals, families and groups to structure clinical judgments and decision-making for common nursing problems.

At the baccalaureate level, students synthesize information from all previous nursing and general studies courses to initiate interventions that are based upon in depth assessments of individuals, families, groups, and communities. Using this information, they formulate independent, complex decisions that relate to nursing care.



3. Caring

Caring is an essential component of nursing which involves the therapeutic use of self within the context of nursing practice. Caring requires a personal, social, moral and spiritual engagement of the nurse. The nurse is committed to self and others. Caring involves the protection, enhancement and preservation of human dignity.

Therapeutic caring is intentional in nature, and is promoted by knowledge, awareness of need, and use of empathy. Therapeutic caring is of benefit to the client. Caring actions do not occur in isolation, but exist within the socio-cultural context of all individuals involved.

At both the associate and baccalaureate levels, students apply and integrate caring behaviors into nursing practice. Students learn to differentiate between caring as an emotional response and a knowledgeable, deliberative intervention. Students incorporate the experience of the client into the self; bringing the caregiver to recognition of the reality of the other's situation. Students recognize the interaction between their own feelings based on their own past experiences and the experiences identified and incorporated from the other person. They use this knowledge with cognitive and psychomotor activities to produce purposeful outcomes that protect, enhance, and preserve human dignity.

4. Culture

Important relationships between culture/diversity and health care require nursing faculty to acknowledge and integrate culture-related influences that help shape how individuals, families, groups and communities experience health and illness related phenomena.

Culture refers to the acquired knowledge that groups (an individual as a member of a group) use to interpret life experiences and to generate social behavior. Nursing professionals are required to learn, understand, acknowledge and integrate into practice the values, beliefs and daily living patterns of diverse cultural and subculture orientations.

At the associate level, students learn to recognize ways that culture/diversity affects health care experiences of individuals. Students learn basic concepts of culturally competent caring. Students begin to develop and expand the awareness, sensitivity, knowledge and skills that constitute culturally competent and meaningful cross-cultural encounters and care. Students use relevant culture-congruent and culture-specific understandings and knowledge to elicit and analyze information and to plan culturally appropriate nursing care. They also recognize, acknowledge, and learn to manage interactions between one's own cultural/subcultural orientation(s) and those of individuals, families and groups, with whom they interact.

At the baccalaureate level, students build on the associate level to integrate cultural concepts and social dynamics in complex clinical judgment and problem solving with individuals, families, and groups.



5. Communication

Communication is the means of sending and receiving messages through symbols, words, signs, and gestures. A student brings to the program communication skills learned through life experiences and prior formal education. These are the foundations upon which theory and application necessary for therapeutic nurse/client interactions and relationships are built. Communication theory and application of that theory provides the student with the skills needed to interact with clients in a therapeutic manner. In implementing the nursing process, the student applies therapeutic communication relevant to the beliefs and value system of those receiving care. The student then adapts communication appropriate to the cultural background, education, development and health of the individual, family, group or community.

Effectiveness in the nurse/client relationship is dependent upon the ability to collaborate with nurses and other health care professionals. The student learns the terminology and the processes that support relationships with colleagues. These processes include clear, accurate and timely, written and verbal communication. Formal presentations and papers contribute to the development of students as colleagues and nursing professionals.

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

6. Learning-Teaching

The learning-teaching process is an ongoing, dynamic, interpersonal process whereby both the learner and the teacher grow, that is, become different from before. Learning is a process of sensory perception, conceptualization, and critical thinking. Teaching is the facilitation of learning based upon various principles of education as well as the theories in human development and learning. Through the learning-teaching process, the nurse facilitates health promotion, maintenance and restoration of clients' health.

The faculty serves as catalysts, facilitators and role models. Educational activities are designed to build upon the student's previous experiences, expand their perceptions, encourage them to clarify, modify and/or reaffirm their values, incorporate knowledge and enhance their interpersonal relations. Through this process, the student has opportunities to develop the ability to think critically, act responsibly, be creative, and communicate effectively. Learning-teaching is most effective when the student is an active participant in the process. Thus, the student



implements choices and selects opportunities to develop personal learning-teaching objectives and experiences.

At the associate level, students identify components of the learning-teaching process. They perform a learning-teaching needs assessment and develop a teaching plan for a learning need in a cognitive, affective, or psychomotor domain. Students incorporate the learning-teaching role into the nursing role. They develop a teaching project for an individual, family or group situation.

At the baccalaureate level, students synthesize learning-teaching principles to assess individual, family, group, or community learning needs. They develop and conduct appropriate interventions to meet an identified need.

7. Accountability

The practice of nursing responds to health care needs of individuals, families, groups and communities through services such as case finding, health teaching, health counseling, and the provision of supportive or restorative care. Nurses are held responsible and accountable for nursing practice based upon the professions' *Code of Ethics, Standards of Practice*, and legal regulations. Nurses are responsible for developing and maintaining current nursing knowledge and skills through formal and continuing education and, where appropriate, seek certification in their areas of practice demonstrating this accountability. Peer review and laws are the mechanisms by which nurses are held accountable for practice. Faculty foster the development of professional responsibility and accountability through students self regulatory mechanisms such as student self appraisal, standards of academic integrity, honesty, and the maintenance of confidentiality.

At both the associate and baccalaureate level, responsibility and accountability are foundational to nursing practice. Students identify, explore and analyze the ethical, legal, and political factors that impact upon the role of professional nursing in the health-care delivery system. Nurses are expected to demonstrate responsibility and accountability appropriate to their levels of education, experience and practice.

8. Management/Leadership

Management and leadership skills are essential elements of nursing practice. Through knowledge and application of the theories and principles of management and leadership, nurses organize high quality health care to individuals, families, groups, and communities.

Management in nursing occurs at all levels of practice and involves coordination of client care, participation in organizational and fiscal concerns, resource utilization and responsibility associated with client care. Faculty facilitates acquisition of the human, technical and conceptual skills students need to become effective managers of client care.



Leadership is the ability to influence and guide the decisions and subsequent actions of others. Developing leadership skills involves self-reflection, understanding human processes and envisioning possibilities for enriching people's lives. An analysis of the health care delivery system introduces students to the importance of nursing involvement in professional organizations, political processes and organizational procedures.

At the associate degree level, students learn traditional and contemporary theories of management and interpersonal processes. Knowledge and skills are developed in the supervision and delegation of nursing personnel and coordination of client care associated with accountabilities.

At the baccalaureate level, students synthesize management and leadership knowledge and skills in the delivery of health care in multi disciplinary settings. Emphasis is on assuming a leadership role in the designing, organizing, directing, supervising, coordinating and evaluating health care in diverse settings.

B. Central Arizona College Associate Degree Nursing Program

Central Arizona College is accredited by the North Central Association of Colleges and Schools. The CAC Nursing Program is also accredited by the National League for Nursing Accrediting Commission, 3343 Peach Tree Rd. NE St. 850, Atlanta, GA, 30326, (404) 975-5000, www.nlnac.org, and approved by the Arizona State Board of Nursing, 4747 N. 7th Street, Suite 200, Phoenix, AZ 85014, (602) 771-7800, www.azbn.gov.

The CAC Nursing Program participates in the Arizona Articulation Taskforce, in which lower division college credits earned at CAC are transferable to Arizona colleges that offer baccalaureate degrees in nursing. While CAC recognizes and accepts credits from other regionally accredited colleges for comparable courses, each individual college has its own standards/requirements regarding transferability of credits and the student is encouraged to verify transferability of particular credits prior to taking a course. <http://az.transfer.org/cas>

Admission to or graduation from the program does not guarantee licensure by the Arizona State Board of Nursing. Under the Arizona State Board of Nursing regulations, an applicant could be denied certification as a nursing assistant or licensure as a registered or practical nurse if convicted of a felony or addicted to habit-forming drugs. Fingerprinting is required for licensure as a CNA, LPN and/or RN by the Arizona State Board of Nursing.

The Nursing Program of Central Arizona College provides rigorous academic education whereby following completion of the first year of nursing courses and NUR 150 (optional) or following Block 3, the student may apply for a certificate from CAC in Practical Nursing. Students who choose this option need to apply for the certificate at the registration office. This allows the student to take the NCLEX-PN exam for licensure as a licensed practical nurse (LPN).



The student will receive an Associate of Applied Science degree when all credits in the Nursing Program are successfully completed, and will be eligible to take the NCLEX-RN licensing examination to become a Registered Nurse (RN). The traditional Nursing Program is four semesters in length, with a May or December completion date, depending on whether the student entered the program in the fall or spring. Students MUST apply for graduation at the registration office at CAC in order to receive their earned degree and qualify for entrance into the NCLEX-RN exam for licensure as a Registered Nurse (RN).

The Central Arizona College Nursing program does not discriminate on the basis of race, religion, color, national origin, sex, handicap/disability, sexual orientation, age, or veteran status in the application, admission, participation, access and treatment of persons in instructional programs and activities.

C. Mission and Goals of the Nursing Program

The Mission of the Nursing Program at the Central Arizona College is to:

1. Provide excellence in nursing education.
2. Demonstrate nursing as a caring profession.
3. Facilitate wellness in others and ourselves.
4. Serve students and clients of all ages and cultures.
5. Facilitate student learning and student success through the use of technology, e.g. simulations, podcasts, and on-line testing.

The Nursing Program fulfills this mission when graduates achieve the goal of licensure. As practical and registered nurses, they will be contributing to the economic and health care needs of our community.

D. Philosophy of the Central Arizona College Division of Nursing

The Program Philosophy has been developed by the faculty to help faculty and students focus on the value of nursing and nursing education. The nursing faculty of Central Arizona College supports the philosophy of the Healing Community.

The nursing faculty of Central Arizona College believes:

- People are important and that all people share common physiological, psychological, sociological, and spiritual needs within the contexts of culture and developmental age. While individuals share similarities, each person is a unique human being with distinct qualities, values and potential. Human needs and individual differences are interrelated and impact the quality of human life, health, and well being. Student's individual contributions and aspirations are often demonstrated in student activities, the nursing organization, and volunteering.



- Health is a state of being that can be defined as a continuum with varying degrees of wellness across the life span. All people have a right to health care, to know what options are available, and to participate in their care, regardless of age, ethnicity, sexual orientation, socioeconomic status, and spiritual values.
- Nursing embraces a unique body of knowledge that encompasses all human responses to needs and experiences. Central to nursing practice is the nurse-client relationship, which is created within the context of caring and nurtured by communication. Caring is a “human response and is the moral ideal of nursing” (Watson, 1979). Communication is the expression of feelings, ideas and behaviors between two or more people. The nursing process is defined as the systematic, dynamic and cyclic critical thinking phases of assessment, diagnosis, planning, implementation, and evaluation that are the nursing mechanism for resolving client care concerns. Critical thinking enables the nurse to achieve the purposes of health restoration and maintenance, promotion of safety, security, a sense of belonging, self-regard, optimum functioning, and prevention of disease.
- The nurse is a patient advocate, a teacher utilizing the principles of learning and teaching, and is accountable as a member of the nursing profession who works collaboratively with other health care providers. The nurse ensures that the client is part of the health care team.
- Learning is a continuous process whereby the learner articulates goals, clarifies values, adapts to change, and develops self-discipline and understanding to best meet personal needs for attaining knowledge and skills. Learning is the fundamental responsibility of the student, faculty and administration. The Nursing Program’s career ladder structure assists students toward successful completion of realistic and purposeful educational goals.
- Progression in the Nursing field through articulation affiliations with Arizona State University, Northern Arizona University, and other colleges for Bachelor and Master’s Degree programs is encouraged. While the learning-teaching process is the collective responsibility of the students, faculty, and administration, learning is the fundamental responsibility of the student. Faculty members serve as facilitators in the learning process and in the maintenance of academic standards. Faculty strives for improvement through workshops, nursing practice, and curriculum development. Learning occurs at varying rates, proceeding from the simple to the complex and from general to specific. Students are of diverse backgrounds and require different types of learning experiences to best meet multiple styles of learning

Finally, the nursing faculty of Central Arizona College believes that faithful presentation of this philosophy and careful implementation of the program curriculum will result in a caring, competent professional nurse who fulfills these nursing roles.



II. Program Requirements

A. Curriculum Requirements for Admission to the CAC Nursing Program

Program Course lists are available for each semester of the Nursing Program.

Prerequisite Courses: **Courses must be completed prior to beginning the first semester of the Nursing Program with a grade of “C” or above:**

BIO 201 Anatomy & Physiology I 4 cr. hrs

BIO 202 Anatomy & Physiology II 4 cr. hrs

Certified Nursing Assistant (copy of current license)

Eligibility for ENG 101, Eligibility for MAT 121 or higher, HESI scores as published on the web site.

B. Curriculum Requirements for the RN AAS Degree (70 credits)

<i>First Semester – Block 1</i>	<i>16 credits</i>
NUR 121	8 credits
NUR 126	2 credits
PSY 101	3 credits
ENG 101	3 credits

All courses listed above must be completed during this semester or prior with a grade of “C” or above in order to advance to the next block. *MAT 141 required for ASU TAG.

<i>Second Semester – Block 2</i>	<i>17 credits</i>
NUR 122	8 credits
NUR 145	3 credits
PSY 203	3 credits
ENG 102	3credits

<i>Bridge Course (Optional)</i>	<i>3 credits</i>
NUR 150 (late start)	3 credits

All courses listed above must be completed during this semester or prior with a grade of “C” or better in order to advance to the next block. Upon completion of Block 1, Block 2 and NUR 150, the student may exit with a Practical Nursing Certificate and be eligible for the NCLEX PN licensing exam.

<i>Third Semester – Block 3</i>	<i>18 credits</i>
NUR 221	8 credits
SOC 100	3 credits
NTR 200	3 credits
BIO 205	4 credits

<i>Fourth Semester – Block 4</i>	<i>16 credits</i>
NUR 222	8 credits
MAT 121 or MAT 141*	4 credits
Humanities Elective	3 credits
PE Elective	1 credit

All courses listed above in Blocks 3 and 4 must be completed during that semester or prior to beginning that semester with a grade of “C” or above in order to graduate.



Practical Nursing Competencies

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

Clinical Competence:

- 1.1 Apply and document selected therapeutic nursing interventions safely and accurately.
- 1.2 Construct therapeutic nursing interventions to provide individualized nursing care.
- 1.3 Complete a holistic assessment with supervision.
- 1.4 Explain healthy versus unhealthy transitions.
- 1.5 Promote clients with acute and chronic illnesses progress towards health transitions.

Critical Thinking:

- 1.6 Demonstrate inquisitiveness and limited interpretation, analysis and evaluation of data, in caring for clients with acute and chronic illnesses.
- 1.7 Apply and use evidence-based sources of professional information when planning client care.

Caring:

- 1.8 Apply holistic assessment skills and therapeutic nursing interventions in a caring manner.
- 1.9 Compare and contrast the impact of client commonalities and diversities on the caring relationship.
- 1.10 Apply caring behaviors in relation to the client needs, strengths, and preferences.

Culture:

- 1.11 Interpret personal cultural/spiritual values and biases.
- 1.12 Initiate flexibility to, sensitivity of, and respect for cultural/spiritual commonalities in providing care to others.
- 1.13 Implement openness to continue learning about culture/spiritual diversity when caring for clients with acute and chronic illnesses.

Communication:

- 1.14 Promote awareness of self and effect on others when communicating with the client and healthcare team.
- 1.15 Demonstrate respect and cultural sensitivity when communicating.



- 1.16 Demonstrate appropriate and accurate written and verbal communication.
- 1.17 Accurately observe and report the status of clients in a timely manner when caring for clients with acute and chronic illnesses.
- 1.18 Document appropriately on records and assignments.

Learning-Teaching:

- 1.19 Construct and implement teaching strategies using principles of learning appropriate to developmental stage and readiness to learn when caring for clients with acute and chronic illnesses.

Accountability:

- 1.20 Incorporate appropriate sources for the ethical, professional and legal standards for nursing practice when caring for clients with acute and chronic illnesses
- 1.21 Demonstrate the ability to take responsibility for own words and actions.
- 1.22 Take responsibility for own development and maintenance of current nursing knowledge.
- 1.23 Maintain the standards of academic integrity, honesty, and maintenance of confidentiality.

Management/Leadership:

- 1.24 With supervision from faculty or licensed nursing personnel in the acute care setting implement time/client care management skills.
- 1.25 Work collaboratively with individuals, families, and other members of the health care team in the management of clients with acute and chronic illnesses.
- 1.26 Complete assigned responsibilities in a timely manner.
- 1.27 Cooperate with peers and faculty to facilitate own and others' learning, within pre/post conference time frames.

Associate Degree Nursing Competencies

Program outcomes for Central Arizona College Associate Degree Nursing Program graduates are based upon the Healing Community competencies.

Following completion of the associate degree program the graduate of the CAC Nursing Program is expected to demonstrate:

Clinical Competence:

- 2.1 Critique, plan, implement, and document selected therapeutic nursing interventions safely and accurately.
- 2.2 Choose therapeutic nursing interventions to provide safe individualized nursing care for complex, high acuity clients experiencing transitions.
- 2.3 Produce a holistic assessment.



- 2.4 Differentiate between healthy versus unhealthy transitions.
- 2.5 Evaluate client progress towards health transitions.

Critical Thinking:

- 2.6 Utilize critical thinking principles in the interpretation of data in complex clinical situations.
- 2.7 Make clinical decisions based on evidence-based practice for complex, high acuity clients experiencing transitions.

Caring:

- 2.8 Demonstrate holistic assessment skills and therapeutic nursing interventions in a caring manner when caring for complex, high acuity clients experiencing transitions and their families.
- 2.9 Critique the impact of client commonalities and diversities on the caring relationship.
- 2.10 Select caring behaviors in relation to the complex, high acuity client and their family needs, strengths, and preferences.

Cultural:

- 2.11 Evaluate personal cultural/spiritual values and biases.
- 2.12 Assess flexibility to, sensitivity of, and respect for cultural/spiritual commonalities in providing care to complex, high acuity clients and their families experiencing transitions.
- 2.13 Encourage openness to continue learning about culture/spiritual diversity.

Communication:

- 2.14 Evaluate awareness of self and effect on others when communicating with the client, their family, and health care team.
- 2.15 Demonstrate respect and cultural sensitivity when communicating with complex, high acuity clients and their families experiencing transitions.
- 2.16 Demonstrate appropriate and accurate written and verbal communication.
- 2.17 Differentiate between healthy versus unhealthy transitions.
- 2.18 Accurately evaluate and report the status of complex, high acuity clients experiencing transitions in a timely manner.
- 2.19 Document appropriately on records and assignments.

Learning-Teaching:

- 2.20 Adapt, implement and evaluate informal teaching using principles of learning appropriate to developmental stage and readiness to learn for complex, high acuity clients experiencing transitions.
- 2.21 Adapt, implement, and evaluate learning/teaching process when composing a formal teaching plan to address the needs for selected community groups.



Accountability:

- 2.22 Compare appropriate sources for the ethical, professional and legal standards for nursing practice.
- 2.23 Critique own ability to take responsibility for words and actions.
- 2.24 Demonstrate responsibility in own development and maintenance of current nursing knowledge.
- 2.25 Maintain the standards of academic integrity, honesty, and maintenance of confidentiality.

Management/Leadership:

- 2.26 Organize high quality health care for complex, high acuity clients experiencing transitions.
- 2.27 Work collaboratively with individuals, families, and other members of the health care team in the management of nursing care.
- 2.28 Effectively complete assigned responsibilities in a timely manner.
- 2.29 Collaborate with peers and faculty to facilitate own and others' learning.
- 2.30 Critique skills in management of time, materials, personnel and self.

C. Registration/Malpractice Insurance

Students **must** be registered and paid in each course before they may attend classes or clinical assignments. If a student's name does not appear on the faculty roster on the first day of classes, the faculty **WILL** ask for registration receipt of payment. Students may **NOT** attend a clinical site, **UNDER ANY CIRCUMSTANCES**, unless they are registered in the course. Registration is necessary so that the College professional liability insurance covers the student, the college, and the clinical affiliating agencies. Keep all registration receipts for the duration of enrollment in the nursing program.

When a student enrolls in the first clinical course during the first year (NUR 121) and second year (NUR 221) of the Nursing Program, a malpractice insurance premium fee will be added to their tuition payment. This group coverage is low cost and required by our affiliating agencies. Personal professional malpractice insurance, if it is carried, rarely covers student experiences. If a student is taking a course out of sequence or independently, it is their responsibility to ensure they have paid for the insurance for the year.

D. Health Insurance

The clinical affiliating agencies require that student's have their own health insurance. During the first semester that the student is enrolled in this program, he/she is required to submit a copy of his/her insurance coverage. Keep the nursing office updated of changes in an insurance carrier. If a student does not have private insurance, he/she may purchase optional insurance through the National Student Nurse Association (NSNA) at low cost each semester. An optional



student health insurance is available to cover such expenses in the event the student does not have another form of health insurance. Information concerning this insurance can be obtained through Student Services on campus.

In the event of student injury suffered during clinical practice, emergency medical treatment may be obtained at the clinical facility. **However, such treatment will be at the expense of the student.**

E. CPR Certification and Certified Nursing Assistant License

All students are required to be CPR certified through the American Heart Association as a health care provider. Students must submit a copy of their current certification card and be in possession of it at all times during clinical rotations. All students are required to possess a current CNA license throughout the program. Enrollment in a nursing program satisfies the maintenance requirement for CNA licensure. A letter from the Director of Nursing must be requested to verify the clinical hours completed to renew your CNA license with the Arizona State Board of Nursing. A LPN license fulfills the CNA requirement.

F. Certified Background Check/Immunization

All students must maintain current records through certifiedbackground.com. All students must be current on all immunizations and maintain current records through this service. TB testing is required on an annual basis. If a TB test has been positive in the past, a chest x-ray is required every two years in place of the annual TB Mantoux test. Failure to do any of the above will result in the student's removal from clinical courses.

No student will be permitted to attend clinical without these items being complete.

The Arizona State Board of Nursing requires under §32-1632 the following:

An applicant for a license to practice as a registered nurse shall file with the board a verified written application accompanied by the prescribed fee and shall submit satisfactory proof that the applicant:

1. Has completed satisfactorily the basic curriculum in an approved registered nursing program and holds a diploma or degree from that program.
2. If convicted of one or more felonies, has received an absolute discharge from the sentences for all felony convictions five or more years before the date of filing an application pursuant to this chapter.



G. Functional Abilities Policy

Students must be able to physically and emotionally complete all program requirements and meet technical abilities of the nursing program. The student is responsible for notifying the clinical instructor of pregnancy or physical conditions that impact the student's ability to meet technical standards.

Functional Abilities

The following are required during enrollment in the nursing program. These same abilities will be needed for a successful professional nursing career:

- Work in a standing position and walk frequently.
- Lift and transfer adult patients up to six inches in an ergonomically correct manner, then push or pull the weight up to three feet.
- Lift and transfer adult patients in an ergonomically correct manner. Accomplish bed-to-chair and chair-to-chair transfers.
- Apply up to 10 pounds of pressure to bleeding sites or when performing CPR.
- Respond and react immediately to spoken instruction, request, and/or monitor equipment.
- Perform auditory auscultation accurately.
- Perform up to 12 hours in a clinical laboratory setting.
- Perform close and distance visual activities involving objects, people, and paperwork, as well as discriminate depth and color perception.
- Discriminate subtle differences between sharp/dull and hot/cold correctly.
- Perform mathematical calculations accurately for medication preparation administration.
- Communicate effectively with voice in words and in writing, using appropriate grammar and vocabulary.
- Make quick decisions in stressful situations in a calm manner.
- Monitor and assess changes in patient status.

III. General Program Policies

A. Class Attendance and Participation

One goal of the Nursing Program is to prepare nurses to practice competently and professionally in the health care environment. Among the many desirable qualities of the nurse is appropriate communication, courtesy to others, punctuality for obligations, and completion of responsibilities. These qualities are expected while a student is learning to become a nurse.

Attendance is required in all classes and all laboratory and clinical settings, as participation is essential to achieve mastery of stated learning outcomes. Attendance will be taken before each class as a record of the students' commitment to the course. Attendance will be taken in class,



laboratory and clinical areas. Should a student present after attendance has been taken they will be marked as tardy. Should a student present 15 minutes tardy, they will be marked as absent.

Online course discussions require that students log on to their class each week, as described in the course syllabus. Attendance is measured electronically. Instructors with online course content may incorporate student postings to the online discussions as part of the class grade requirements.

Online discussions are to be conducted in a respectful, professional manner, without the use of profanities or other electronic discourtesy. Because the computer does not provide the visual cues of body language and the auditory cues of verbal expression and tone of voice, it is wise to read one's message before posting to the class. Students are held accountable for items posted in their name.

Time for class, laboratory, and clinical experience is limited. **No absences are excused.** At the discretion of the instructor, the student may be allowed to complete missed experiences, generally only in the case of documented serious student illness or death in the immediate family. This will not excuse the absence but may allow for completion of missed experiences. Professional behavior dictates that the clinical instructor and the lead nursing faculty be notified of a clinical absence or all nursing faculty in the block be notified of a classroom or laboratory absence (considered a clinical absence) in advance of the absence. Absence without notice is considered unprofessional behavior and may be cause for counseling with faculty and/or result in course failure. Additionally, **leaving a classroom, lab session or clinical experience prior to the release time will constitute an absence or missed day and may not be made up.** Leaving a clinical placement without proper notification is considered unprofessional conduct that may constitute abandonment of the patient which will result in termination from the nursing program. **Illnesses requiring absence of three or more consecutive days will require a release from a primary healthcare provider before the student may return to the learning environment.** This release must be presented to the Director of Nursing as well as to the course faculty. A nurse practitioner/physician excuse may be required for any absence.

When absences or tardiness interfere with the attainment of the objectives of the course, the student may be requested to withdraw from the course or may fail the course. Generally, a third absence or tardiness indicates that the objectives of the course may not be met by the student and a conference with the Director of Nursing is required and withdrawal may be advised.

Students who are absent on the day of an exam must meet with the faculty member responsible for the exam on the first day back after the absence and prior to taking the exam. The student may be required to take another type of exam covering the same subject matter as the missed exam.



Classroom Absence and Tardy Policy and Clinical Tardy Policy

Procedure:

- 1. Classroom absences:** Students shall be required to notify the instructor at least two hours prior to the beginning of class. If a student does not contact the instructor within the expected time period this absence is a “no call, no show” situation and is unacceptable for a professional nurse.
 - a. The first offense will require the student to write a three to five page APA paper on professionalism.
 - b. The second offense will require the student to be placed on an academic contract.
 - c. The third offense will require a meeting with the Director of Nursing. Generally, a third absence indicates the course objectives may not be met and withdrawal from the program maybe advised.

- 2. Tardiness:** All students are expected to be punctual for all classroom and clinical activities. In the event a student is tardy to classroom and/or clinical, the following procedures will be initiated.
 - a. The first offense will constitute a written verbal notice to be placed in the student’s file.
 - b. The second offense will require the student to be placed on an academic contract.
 - c. The third offense will equate one classroom and/or clinical absence. The student will also be required to meet with Director of Nursing. (Refer to classroom absences policy written above. All offenses are cumulative.)
 - d. Subsequent offenses can result in an instructor recommended administrative withdrawal from the course, as documented in the Central Arizona College student handbook’s Tardy Policy.

Classroom Etiquette

Complete participation in class is possible only when you are able to focus attention on the class, therefore:

1. Entering class after it has begun is disrespectful to faculty and classmates and is not tolerated by the nursing faculty.



2. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and you will be required to leave the classroom or lab. Civility in the classroom is expected. Please review the CAC Student Code of Conduct in the student handbook within the college catalog.
3. **Cellular phones and pagers are to be turned off while in class. NO EXCEPTIONS!** Using headphones for radios, CD players, MP3, or other forms of entertainment are not permitted during classroom hours.
4. **Children are not permitted in class or lab. No Exceptions!**

B. Use of Mind-Altering Substances / Zero Tolerance

Central Arizona College has a student policy that prohibits the unlawful possession, use or distribution of illicit drugs or alcohol while in class or on campus. CAC has extensive guidelines regarding the definitions of these substances and the protocol to be followed if students are found to be non-compliant. The policies are available in the office of the Vice President of Student Services at CAC. The nursing program has its own policy in addition to college policy regarding impaired practice.

The nursing program is preparing individuals for state licensure as professional nurses. Professional nurses are held to rigorous standards of personal and professional conduct by the Nurse Practice Act and the Board of Nursing. Therefore, this program has a broader concern regarding the use of mind-altering substances. A mind-altering substance is a medication or recreational consumable that affects one's ability to think clearly, make rational judgments, or solve problems. The affiliating clinical agencies have strict policies regarding substance use and abuse. When a student is assigned to an agency for clinical experiences, the student must comply with all of the agency requirements.

Therefore, the nursing faculty strictly enforces these rules:

The student must notify the faculty if the student has a medical condition that may mimic signs of confusion, disorientation or other conditions with impaired mental functioning. For example, hypoglycemia that occurs with diabetes will cause these signs.

If a student is taking a mind-altering drug by prescription, report this information to the faculty for consultation and guidance. Medications that may impair the student's thinking and reasoning include antihistamines or narcotic analgesics, among others. The student may not be permitted to remain on the clinical site in this situation.

If a student is suspected of using a mind-altering drug (legal or illegal) or alcohol while on campus, they are subject to the college policies and nursing program policies.



If an instructor, agency staff nurses, clients, or other students suspect that a student is under the influence of mind-altering drugs (legal or illegal) or alcohol while in a clinical agency, the student is subject to the policies of that agency as well as those of CAC. Healthcare agencies require urine and sometimes blood tests of their employees/students when substance abuse is suspected. The student will be dismissed immediately and not permitted to return until test results are available.

If a student tests positive for illegal or un-prescribed drugs or alcohol while on the school campus or at a clinical site, the student is subject to immediate dismissal from the program.

Central Arizona College Nursing Program holds the position that chemical dependency and mental illness are treatable disorders. A student experiencing one or both of these disorders can return to safe, competent practice with the proper intervention and appropriate referrals. The student can request readmission following documentation of successful treatment.

Procedural steps have been developed to assess, intervene, report, document and ensure appropriate referral regarding the impairment of the student. Nursing faculty's assessment of the impaired performance of the student may indicate that the student is:

1. Under the influence of alcohol or drugs.
2. Under the influence of prescribed medication.
3. Under the influence of an over-the-counter (OTC) medication.
4. Suffering from a mental illness or mental disorder.
5. Distressed from a situation or condition that interferes with functioning.

If any signs of behaviors are observed by the faculty or are reported to the nursing faculty which elicits concern of impaired performance, the following procedure will be implemented:

1. Remove the student to a private area.
2. Question the student regarding the behaviors observed and the use of any substances used, and what, when, and how much was used and by what route.
3. Allow the student to provide a brief verbal explanation.
4. If signs/behaviors are observed or reported during a campus or clinical session, the student will be informed that it is the faculty's responsibility to remove any student who appears physically or mentally incapable of providing safe, effective and supportive client care.
5. The student is to be relieved of any remaining client responsibilities for the day.



6. A urine drug screen (UDS) or blood test may be requested and must be provided immediately upon request. All costs involved with UDS/blood screen are the responsibility of the student.
7. If the drug screen tests are positive or the student refuses have the drug screen, the student may be immediately dismissed from the nursing program.
8. The student will arrange for transportation. An impaired student is not permitted to drive.
9. The student will inform the faculty member how the student intends to get home.
10. The faculty member will document the occurrence along with the student's travel arrangements home.
11. The faculty member involved in observing the behavior(s) indicative of impaired practice will prepare a written report carefully documenting the observations and events. The faculty will then submit the written report to the Director of Nursing within one working day. The Director of Nursing will inform other appropriate faculty members also involved with the student on a "need to know" basis.
12. A meeting will be scheduled within one week of the documented occurrence. This meeting will consist of an ad hoc "Impaired Performance/Violation of Safe Practice" committee to include the Director of Nursing, two nursing faculty members and the student involved. The faculty members will review the documentation of the alleged impairment and provide the student an opportunity to offer an explanation of his/her conduct and to provide any other relevant information.
13. Following assessment of the additional information obtained at the meeting one of the following actions will be determined:
 - a. No action due to non-validation of Impaired Performance/Violation of Safe Practice.
 - b. Need for action due to validation of Impaired Performance/Violation of Safe Practice.
14. Interventions determined will be specific and documented according to the individual situation. If the evidence supports the impairment is due to chemical use or emotional problem, the Director of Nursing/faculty will refer the student to the Vice President of Student Services for help in assisting in determining a referral source.

The student has the option to appeal following the Central Arizona College policy and procedure should they disagree with the planned interventions. Any positive alcohol or illegal drug use is cause for immediate dismissal from the program. **If a student holds a state certification or license and tests positive for illegal drugs or alcohol, nursing faculty are bound by professional ethics and licensure laws to report to Arizona State Board of Nursing.**



C. Pinning Policy

The purpose for this policy is to provide guidelines for preparation of the Pinning Ceremony. The students and advisor should have input into planning the ceremony in collaboration with the Director of Nursing and the Dean of Health Careers and Sciences.

1. At the beginning of the semester, a committee will be formed that consists of Block 4 student representatives, the Block 4 Team Leader and the Director of Nursing.
2. The pinning ceremony date will be determined by the Nursing Division.
3. The pinning ceremony date will be approved by administration.
4. The committee will decide who are to be the speakers representing their graduating class and by whom the students wish to be pinned (needs to be nursing faculty).
5. The committee will decide what type of music and/or presentation they want at their ceremony. Coordination of the pinning ceremony presentation will be done by the Nursing Division Assistant and the Block 4 Team Leader.
6. All fund raisers will be sponsored by the pinning committee, **not CASNA**. A separate fund will be established to handle these monies.
7. Committee members should not use their own monies to purchase items for the pinning ceremony.
8. All purchases need prior approval by the Director of Nursing prior to purchase.
9. Funds from CASNA and Student Leadership may only be used to purchase items that stay with CAC and require advance approval in writing.
10. Dress for the ceremony will be white robes and green stoles that will be provided for the ceremony by the Nursing Division. Best dress attire will be worn beneath the robes including appropriate shoes (no flip flops or athletic shoes).
11. Invitations and Programs will be handled **by the Nursing Division Assistant** through the Marketing Department. A standardized format will be followed.
12. A Request for Facility Use for the Pence Center and the T Building Lobby using a Facility Request Form will be completed **by the Nursing Division Assistant (as soon as date approval has been received from administration)**.
13. The **Nursing Division Assistant** will make the proper contacts to arrange for the pinning ceremony rehearsal.
14. Refreshments (punch and cookies are suggested) should be arranged through Sodexo 520-494-5256 by the Nursing Division Assistant (Paid for by administration).
15. Nursing pin purchases will be coordinated by the Nursing Division Assistant.
16. Block 3 student volunteers will be recruited to hand out programs, assist with ceremony set up and collect the stoles and robes following the ceremony.

IV. Academic Policies

A. Syllabus and Course Content Guide

At the beginning of each course, a syllabus will be distributed or be published on Blackboard.



Students are expected to maintain a record of their grades and be aware of their own progress in both didactic and clinical components of the course. Faculty will inform students who are progressing unsatisfactorily, and provide academic counseling. However, it is ultimately the student's responsibility to seek assistance in developing a plan to correct unsatisfactory progress.

Course and clinical requirements vary and are distributed at the beginning of each semester. Certain overall requirements for all nursing students have been developed by the nursing faculty. The general requirements are applicable for all nursing courses.

Student Responsibilities:

Reasonable Disability Accommodations:

Central Arizona College seeks to provide reasonable accommodations for all qualified individuals with disabilities. This college will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. It is the student's responsibility to register with the Disability Student Services Office and discuss their specific needs with the Disability Coordinator to determine reasonable accommodations. Once the student registers with the Disability Office and provides documentation identifying the need for accommodations, an Accommodation Plan will be provided to the student. It is the student's responsibility to show the Accommodation Plan to their instructor. The Disability Student Services Office is located in the M building at the Signal Peak Campus. Students may contact the Disability Coordinator at 520.494.5409 to set up an individual meeting. The Disability Coordinator travels to all campuses and centers. All information is kept confidential.

ADA Testing Accommodation: Students who have provided information to the **Disabilities Support Services** office that documents the need for testing accommodation must make appropriate arrangements to take the test. If additional time or restricted environment is needed, the student must:

- a. schedule a time to take the test with disabilities support services at least 4 days in advance of the test date.
- b. the test must be taken at the same time as that of the class.
- c. notify the course coordinator of the arrangements for testing prior to the time of the test.
- d. take the examination at the designated time.

Confidentiality Statement: Students must maintain client confidentiality at all times. No discussion regarding clients is acceptable outside the classroom or clinical setting. This includes commentary in social media networks. Privacy violations will result in termination from the nursing program. In the classroom or clinical areas, all discussions related to clients must take



place in a location where the conversation cannot be overheard by those not involved in the specific client's care. In clinical conferences and classroom references to actual client experiences, the client shall be referred to by initials only. **Photocopying, photographing or printing of any part of client records is a violation of HIPAA and will result in dismissal from the Nursing Program. Any student found to be in possession of agency records or papers with patient identifying information outside of the clinical setting will be dismissed from the program immediately.**

Safety: A student may be removed from a clinical experience for unsafe clinical practice as determined by the clinical faculty. Consequences of such action may be grounds for failure of the course and/or dismissal from the Nursing Program.

Texts and Notebooks: Students are required to obtain the class materials for the course.

Assignments: Any and all assignments for each course must be completed by the due date. Failure to do so may result in a course failure. Extensions are at the discretion of the individual faculty members and must be requested in advance. However, for each day late, points will be deducted. After 72 hours, a late assignment will result in zero points. The assignment must be completed to meet course requirements.

Participation: Students are required to actively and appropriately participate in class discussions and activities.

Examinations: Students are required to take all quizzes and exams at times and on dates scheduled as outlined in the specific course syllabus.

Student records: The Nursing program will maintain a written record of student progress in the nursing program for a period of five (5) years. The file will include academic records, signed functional abilities statement, immunization records, clinical evaluation records and correspondence. Nursing applications will be maintained for a period of three (3) years.

Methods of Teaching and Learning:

- | | |
|---------------------------------------|----------------------------|
| Audio-visuals | Lecture/Discussion |
| Blackboard | Library/Research resources |
| Clinical conferences | Group dynamics |
| Clinical learning experiences | Self evaluation |
| Computer assisted instruction/Testing | Simulation |
| Concept mapping/Care planning | Role playing |
| Demonstration/Return demonstration | Supplementary handouts |
| Evaluation of Procedure Performance | Written assignments |



B. Evaluation/Grades

Students are evaluated by a variety of objective and subjective methods. Examples include examinations, client assessments, nursing care plans, concept maps, formal papers, reports, quizzes, observation, records, process recordings, teaching plans, oral reports, class activities, assignments, class participation and presentations. Method for calculation of the final course grade is described in each course syllabus. Changes will be announced and put in writing. Completion of **ALL** assignments is required for completion of a nursing course. **Successful completion of a course requires a passing grade in theory and a satisfactory clinical grade.**

*All written assignments are due on the date and time determined by the course calendar. If the assignment is not submitted to the faculty on the assigned date and time, the assignment grade will be reduced by 10% per day, including weekend days. **No written assignment will be accepted for credit if it is more than 72 hours past the due date and time and a zero (0) for the assignment will be assessed. Additionally, the assignment must be completed satisfactorily to pass the course.*** No assignments will be accepted after the last official day of class in the semester, unless prior arrangements have been made. Failure to submit satisfactory assignments may result in course failure.

All written assignments are expected to be grammatically correct using principles of basic writing. This includes the use of correct sentence structure, grammar, punctuation and spelling. Students submitting written work with frequent grammatical errors will be required to rewrite and resubmit the assignment at the discretion of the faculty. The grade for the corrected work will not be greater than 75% for the assignment. **All formal papers are to be written in APA format.**

Students are expected to apply the theory learned in class to practice in a variety of clinical/lab settings. Clinical practice is a learning process that involves continuous sharing of information between the student and faculty. Individual student conferences and written counseling records are used to share and document evaluative information with the student.

A student must receive a score of 3-5 on their evaluation in the clinical setting to successfully complete a nursing course. Students deemed "unsatisfactory/unsafe" on their final clinical evaluation (score less than 3) will fail the course. A clinical evaluation form is included in each course syllabus. This form provides the criteria used by faculty in the evaluation of the clinical performance. **Students must meet with faculty advisors at mid-semester and prior to final week to discuss their progress.**

There are five (5) rating categories on the clinical evaluation form:

Score = 5 represents safe and accurate performance each time. The student with this score is considered proficient, coordinated, confident and is able to perform the procedure without support. The student's paperwork is complete, on time and



legible. The student can discuss the procedure with ease.

- Score = 4 represents safe and accurate performance each time. The student with this score is considered efficient, coordinated, confident and is able to perform the procedure with only occasional verbal directives. The student's paperwork is complete, on time and legible. The student can discuss the procedure with occasional verbal directives.
- Score = 3 represents safe performance each time and is accurate most of the time. The student with this score is usually efficient, skillful, coordinated and is able to perform the procedure with occasional verbal and/or physical directives. The student's paperwork is complete, on time and legible. The student can discuss the procedure with occasional verbal and/or physical directives.
- Score = 2 represents safe performance only with assistance and is not always accurate. The student with this score is considered inefficient, and unskilled requiring considerable expenditure of energy and time to direct involving frequent verbal and/or physical directives. The student's paperwork is incomplete, late and/or illegible, but they are able to verbalize safe care.
- Score = 1 represents unsafe performance and is unable to demonstrate appropriate behavior. The student's performance leads to a critical incident at the clinical site. The student with this score is considered unable to demonstrate the procedure and lacks confidence, coordination and efficiency. This student requires continuous verbal and physical directives. The student's paperwork is incomplete, late and/or illegible and they are unable to verbalize safe care.

A score of 3-5 represents behavior that is safe. All behaviors must be at a safe level for the student's clinical performance to be evaluated as "Satisfactory." When the student is unprepared for clinical or has not retained critical knowledge/skills from previous semesters, the student is at higher risk of being deemed unsafe. Clinical evaluations are completed and reviewed weekly. Summative evaluations will be completed at the end of each semester/rotation.

Clinical Incidents or Critical Incidents (CI): CI occurs anytime the student's actions place a client in actual or potential danger. Clinical facility policies will be followed. Clinical faculty will report to charge nurse or supervisor of area.

Course Grade:

Specific criteria included in the course grade are identified in each course syllabus. A final course grade of C or higher (74% or higher) is required in all NUR courses. A student who does not receive a grade of C or higher will not pass the course. Students should complete all course requirements in a timely and professional manner.



The theory portion of the course will be given a letter grade. The clinical portion of the course will be graded pass/fail. Failure in either portion of the course will constitute failure for the entire course.

The following grading scale will be used in the Nursing Division and apply to all courses with the NUR designation:

A = 93-100%, B = 83-92%, C = 74-82%, D = 63-73%, F = 62% or less.

No extra credit is given to raise exam grades. Exams are to be taken only once.

At the beginning of each course faculty will provide the student with access (on Blackboard) to a course syllabus that describes the course, lists course expected outcomes (what you will learn), gives instructions for completing assignments, and includes the course calendar with dates of assignments and exams. The syllabus also lists the Faculty office hours. The syllabus states what a student must do to achieve a successful outcome.

All faculty use Blackboard as an adjunct to the course. Students are expected to use Blackboard on a daily basis to progress successfully. Blackboard provides online methods to supplement the traditional classroom methodologies by providing access to such things as course notes, announcements, and grades depending on your instructor's needs and desires. It also allows students to communicate and participate in ongoing discussions. Computers are available in the Learning Resource Center as well as the Library. It is the expectation that all students have computers and internet access.

Online: Syllabi for Online Courses provided by CAC are available at the Course Home Page. They provide all of the information that is provided for traditional classes. Students are strongly urged to print a hard copy of the syllabus for each class taken on line. It is also wise to check the class announcements and class syllabus periodically throughout the semester for course updates. NUR courses are not available online. Online discussion forums may be assigned by the faculty.

C. Written Assignments

Due dates and explanations of course assignments are given in the course syllabus and calendar which you will receive at the beginning of each course. All projects are individual effort unless specified as a group project. This means that students do not collaborate with classmates and must complete their own work independently. If a student has any question or doubt about the assignment it must be clarified with the instructor.

Most assignments require that written work be typed to complete written assignments. The computer lab in the Learning Resource Center is available for student use. APA format is to be used for all written papers.



All written assignments are due on the date and time determined by the course calendar. If the assignment is not submitted to the Faculty on the assigned date and time, the assignment grade is reduced by 10% per day, including weekend days. After 72 hours, a zero (0) will be posted for the assignment. **The work must still be completed satisfactorily** to pass the course. The policy on cheating, and/or plagiarism can be found under the cheating and plagiarism section.

D. Testing

1. Timed exams: Unit exams and final examinations are timed. It is to the student's benefit to be on time for a test in order to receive the maximum time allotted for the test.
2. The faculty values student input in the analysis of unit exams. If you have concerns regarding exam questions, the faculty has developed a mechanism by which the students may voice their concerns and/or questions.
 - Any questions concerning the exam must be submitted to the faculty member in writing by 9 AM the day following the exam.
 - The question number, textbook reference, page number and rationale **must** be included in the request to review a question.
 - The faculty member will review the request and offer a response to the students' request in a timely manner.

No paper exam is to leave the room for any reason. If a student is caught attempting to remove any part of an exam booklet from the room, whole or partial, he/she will be required to leave the nursing program immediately and will receive an "F" for the course.

3. Taking Exams

This policy is followed for all NUR exams:

- a) Prompt arrival for each exam.
- b) Exams are scheduled during class time.
- c) The exam proctor will use discretion to allow a late arrival to begin an exam later than other students.
- d) Place all books, papers or other personal items (back packs, purses) in a designated area of the exam room before the exam begins.
- e) No pagers, cell phones, PDAs, MP3s or any type of electronic device is permitted in the room during the exam.
- f) Students may not use a radio, tape recorder, or CD or MP3 player with earphones during the exam.

- g) The exam proctor will distribute scratch paper as needed. No other papers may be on student desks.
- h) The exam proctor will give any special instructions regarding the exam, including the time allotted for the exam, and when to begin work on the exam.
- i) During the exam, absolutely no talking among students is permitted.
- j) Students may not share pens, pencils or calculators with other students without the proctor's permission.
- k) Students may not leave the room during the exam without proctor permission.
- l) A basic, nonprogrammable calculator may be used for dosage calculation problems.
- m) Upon completion of an exam, a student may leave the room but cannot reenter until all students have completed their exams.
- n) Final exams are scheduled as posted during Finals week.
- o) Students will not be allowed to copy, print or take notes during exam review.

ONLINE: Online exams may be accessed only once. They must be completed within a specified period of time. If the student encounters computer access problems while taking an exam, she/he must contact the appropriate Help Desk and/or faculty member before logging off of the course site.

4. Late Exams Make-up exams

Exams must be taken at the date and time assigned in the Course Calendar. Any exam taken at a later date or time will automatically be penalized by five (5) points.

The student must notify the faculty member if they are unable to take an exam *at least one hour **PRIOR** to the start time*. Email or leaving a voice message is acceptable notification for the faculty member. Exams should be taken **WITHIN 24 HOURS** of the original test date (excluding Saturday, Sunday and holidays). The make-up exam may be different from the exam given at the scheduled time; however, it will cover the same content. The exam format is at the discretion of the faculty member. It is the student's responsibility to make arrangements with the instructor for the make-up and verify the schedule for taking make-up exam. If the proper procedures are not followed, a grade of zero may be awarded for the exam. Only one make-up exam is allowed in each course.

Students will be further penalized five (5) points each day for failure to notify the faculty. After five (5) calendar days, the student will receive a grade of zero (0) for the exam.

The student will receive a zero (0) for failure to take the exam at the rescheduled time and date. If a student knows in advance that they are unable to take an exam at the assigned time, the student may request permission to take the exam early. However, the faculty is not obligated to grant that request.



5. Exam Grades

Faculty will provide private notification of exam grades within one week from the time of the exam. Grades are posted on the Blackboard site for individual access. Faculty is not permitted to notify a student by telephone or email of their grade (FERPA).

6. Exam Review: An exam review will be scheduled by the faculty following the exam.

The review will involve reviewing test questions and providing rationale for the correct answer. Following the scheduled review, the exam is no longer available for review.

- Students will not be allowed to copy, print or take notes during exam review. Failure to follow this policy will result in disciplinary action, which may include expulsion from the nursing program with no option for returning.
- No voice recorders, PDA's, personal computers or other electronic devices will be allowed during exam review.
- The review is mandatory for those students not passing the exam. It is optional for other students in the course.
- Students with less than a 74% average at mid-term must meet with course faculty to complete a learning contract.
- No paper exam is to leave the room for any reason. If a student is caught attempting to remove any part of an exam booklet from the room, whole or partial, he/she will be required to leave the nursing program immediately and will receive an "F" for the course.
- Most exams will be in the classroom taken on the computer. Exam items and/or grades will NOT be re-evaluated or altered at the end of the semester.

7. Test Plan Policy

The Nursing Program uses testing as one form of assessment. Exams are used to reflect the students learning and use of critical thinking. Exams provide measurement of the course and program outcomes. Exams are utilized to prepare the students for the NCLEX-RN exam. The faculty uses the NCLEX-RN test plan as a guide for developing questions using the categories and subcategories as designated from the National Council of State Boards of Nursing.

Exams are used to assess the learning in each block. As each level of the nursing programs progresses, the level of thinking increases from knowledge to application, analysis, and evaluation. Each block will have periodic exams of 50 questions each. The questions will be on a variety of test items. A minute and half is allowed for each question. Each exam will include drug calculation questions of 10% of the total questions. The questions will be multiple choice or short answer. All exams will be given on Blackboard, except for make-up exams which are at the faculty's discretion.



Exam format in Blackboard will show all questions at once. Randomized questions and randomized answers will be at the faculty’s discretion. All blocks will have a comprehensive final exam of 100 questions. Faculty may write a new exam each time. All questions for exams and finals will meet the categories and subcategories designated by the current NCLEX test plan. Faculty will categorize each question under these specific guidelines.

Cognitive Plan

	Block 1	Block 2	Block 3	Block 4
Knowledge	10%	0%	0%	0%
Comprehension	30%	20%	10%	0%
Application & above	60%	80%	90%	100%

NCLEX-RN Test plan

Category	Percentage of item from each category
Safe & Effective Care: Management of Care	16 - 22%
Safe & Effective Care: Safety and Infection Control	8 - 14%
Health Promotion & Maintenance	6 - 12%
Psychosocial Integrity	6 - 12%
Physiological Integrity: Basic Care & Comfort	6 - 12%
Physiological Integrity: Pharmacological & Parenteral Therapies	13 - 19%
Physiological Integrity: Reduction of Risk Potential	10 - 16%
Physiological Integrity: Physiological Adaptation	11 - 17%

A review for each exam will be scheduled by the faculty. Student review is mandatory for students not passing the exam. Faculty may review the test by showing percentages or reviewing each questions or allowing the students to see their questions with feedback. A brief discussion on exam questions may be allowed at the faculty’s discretion.

Each block will have a pre- and post-exam review. Faculty will review each question for appropriateness to the objectives. Faculty checks to confirm that the correct percentage of questions met the cognitive plan per the block. Test evaluation will be done using the Test Analysis software purchased by the CAC for validity and reliability.

Some blocks require a HESI exam to be taken for progression and points may be awarded for scores as outlined in each block’s syllabus. A certain score is not required to progress. These are to be scheduled during one class period.



8. Dosage Calculation Requirement

Accurate calculation of drug dosages is critical for safe administration of medications. All nursing course exams will consist of approximately 10% of dosage calculation/math questions. The use of a basic, non-programmable calculator is permitted. Upon completion of the Block 1 nursing courses, the student will take a dosage calculation/math exam. This will also be required during Blocks 3 and 4 of the program. The passing score on this exam will be 100% and there will only be two (2) opportunities to take the exam. If the student does not receive a score of 100% on the first attempt, remediation will be provided and a counseling form addressing this concern will be completed by the faculty member. After remediation, a second opportunity to take the exam is given. Students who fail to achieve 100% on the second exam will fail the course.

E. Cheating and Plagiarism

Cheating is defined as “dishonesty for one’s own gain.” It takes many forms: getting exam questions or answers from another student, giving answers to another student, changing answers on the answer sheet after the exam has been turned in but before the grade has been recorded, using crib notes or getting exam answers out of lecture notes, textbooks or other sources when the exam proctor isn’t watching. Deliberately entering incorrect or false information into a health record is another form of cheating that is illegal with potentially career-ending consequences.

Plagiarism is using ideas or written words from another person and presenting them as one’s own. Plagiarism also has many forms: copying part or all of someone else’s care plan or paper, using someone else’s ideas or words, or collaborating with another person to write a paper that is required as individual effort. A common, unintentional source of plagiarism is copying information word for word from a source but not correctly citing the source. Cheating or plagiarism will not be tolerated. If a student is suspected of cheating or observed cheating during an exam, the proctor will remove the student’s exam and request that the student leave the room. If a student is suspected of plagiarism, the student will be informed immediately. The student will be given an opportunity to explain the circumstances, but will be held accountable for the behavior.

The Nursing Faculty has several options when a student is suspected of cheating or plagiarism, including:

- Issue a warning of future disciplinary action if the behavior recurs.
- Administer an alternative examination to the student or students immediately.
- Give a grade penalty, such as a lower grade or even a zero for the exam or paper.
- Issue a failing course grade.
- Expel the student from the nursing program with no option for returning.



If a student is dissatisfied and feels unfairly penalized, the student may pursue grievance procedures as outlined in the CAC Student Handbook found in the CAC catalog.

F. Remediation

A counseling record form will be completed if the student's performance is considered to be marginal. This counseling form will identify specific learning issues, offer recommendations for improvement, and identify consequences should improvement not occur. It is recommended that students communicate frequently with course faculty about progress.

The faculty recognizes the unique expectations of any nursing program and is committed to helping students achieve the course objectives and adjust to the new professional culture of nursing. Faculty and students mutually share a responsibility for the learning process. Therefore, remediation is an integral part of the process to help students meet course objectives and their academic goals.

G. Incomplete Grade

An incomplete grade is issued if a student cannot complete a course for some extenuating circumstances or reason but the student has successfully completed over 3/4 of the course with a passing grade. The student must request this action after discussion of this option with the faculty. The faculty will prepare a contract that specifies those activities that must be completed satisfactorily for the student to receive a passing grade, and a date by which all course activities must be completed or per CAC policies. The student must receive a passing grade in nursing courses before progressing into the subsequent course or semester. If a student does not complete the course within the agreed upon time schedule, the grade becomes an "F" (no credit).

H. Course Withdrawal

If a student is unable to attend the course or must drop the course for a reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current CAC Schedule of Classes for deadline). CAC has a withdrawal option which is listed in the school handbook. If a student withdraws from a nursing course after completion of at least two unit exams and has a failing theory grade and/or an unsatisfactory or marginal clinical evaluation at the time of withdrawal, this will count as an unsuccessful attempt.

Note: It is the student's responsibility to officially withdraw from a course through the Records Office. It is recommended that students planning to withdraw from the Program meet with the Director of Nursing.



I. Progression through the Program

In order to progress through the program the following must occur:

- Completion of core courses and co-requisite as specified in the Curriculum Requirements.
- Grade of “C” or higher in all nursing courses.
- 100% in the math/dosage calculation exam given upon completion of Block 1 courses, and given in Blocks 3 and 4 within 2 attempts.
- Grade of 850 on the HESI-RN exit exam given in NUR 222. If less than 850, proof of remediation may be requested as part of the course requirements.

J. Dismissal from Program

The following is a list of behaviors and/or course requirements, which, if exhibited, or not met, will result in the **immediate** dismissal from the Nursing Program:

- The student receives a grade below 74% in a core NUR course (NUR 121, NUR 122, NUR 126, NUR 145, NUR 150, NUR 221, NUR 222).
- Unsafe clinical behavior
- HIPAA violations
- Threatening, violent, or abusive behavior or communication
- Substance abuse
- Behavioral concerns

The above are examples, and other inappropriate behaviors may also result in dismissal from the Nursing Program at the discretion of the Director of Nursing and/or faculty.

K. Readmission

Students who withdraw or are dismissed from the Nursing Program for academic reasons are allowed to be readmitted **one time**. Requests for readmission must be made in writing to the Director of Nursing, at least two (2) weeks in advance of the start of the semester for which the student plans to return. Included in the request should be:

1. An explanation of factors that contributed to the unsuccessful initial attempt.
2. Actions taken to enhance the chances for success if the opportunity for readmission were to be granted.

The applicant must meet all admission requirements in place for the year/semester that they are reapplying. Readmission will be granted by the Nursing program on an individual basis according to information submitted, space availability and faculty/Director of Nursing approval.



If specific remediation/courses of study have not been completed, the student may be required to demonstrate competency on a nationally-normed examination prior to returning to the Nursing program. Nursing courses build on the knowledge in previous nursing courses, mastery of content and up-to-date clinical competence is vital. Therefore, students requesting readmission to the Nursing Program may be required to participate in remediation and/or validation of previous nursing course content.

The decision to readmit will be made by the Nursing Faculty and the Director of Nursing. Students will receive written notification of the decision.

If a student has been out of the Nursing Program for longer than one semester, the student is required to meet with the Director of Nursing and the faculty advisor to develop a plan for successful readmission. The student will be required to demonstrate competencies and skills in basic nursing and knowledge of nursing to increase the likelihood the student will be successful. If a student has been out of the Nursing Program for longer than one full calendar year, the student may be required to repeat courses or pass a national competency exam to ensure their knowledge and skills are current when the student is readmitted to the Nursing Program.

All students must complete the Nursing Program within four (4) years of initial acceptance. Failure to do so will require going through the entire application process and beginning the program from Block 1.

L. Appeal of a Grade

The student has the right to an explanation of an instructor's grading procedure and how a particular grade was determined. Only in exceptional cases shall a grade appeal be heard at times other than during the regular academic year (fall and spring semesters.) The Dean will determine if a case is exceptional and warrants a review and has the authority to extend the time limits of the appeal process. In no case shall the appeal process extend beyond the end of the first semester following the awarding of the grade without the consent of all parties involved. The Dean will decide if the time constraints have been satisfied.

The appeals procedures are as follows:

1. The student must first confer with the instructor stating the evidence and reasons for questioning the grade received. This conference must take place by the end of the tenth (10th) week of the first semester following the semester in which the grade was assigned.
2. If the grade appeal is not resolved at the student-instructor level, the student may appeal to the Division Chair/Director within five (5) school days. The Chair/Director should review the request and try to resolve the problem if possible. The Chair/Director will respond to the student and faculty member in writing as to the recommendation on the concern. The response shall be made within ten (10) school days.



3. If steps 1 and 2 do not resolve the matter to the satisfaction of both parties, either may appeal. The request shall be made in writing to the Office of the Dean of Health Careers and Sciences within ten (10) school days of the recommendation of the Division Chair/Director. The appeal shall specify in detail the grounds upon which the appeal is based. Failure to file the written appeal on time shall constitute a waiver of any right to request an appeal.

4. The Dean will review the appropriate materials, such as: transcripts, letters, catalogs, the results of the appeal at each level, and other relevant materials. The Dean will also meet with all principals involved. All parties will be notified in writing within five (5) working days of the decision and the decision of the Dean is final with no appeal beyond that point.

M. Exit Interview

Students who withdraw from a nursing course or who are terminated for academic or other reasons must have an exit interview at the time of exit to be eligible for readmission. This exit interview is mandatory; no student will be considered for readmission unless a completed Exit Interview Form is on file. It is the student's responsibility to schedule this interview with their course coordinator or Director. If the student withdraws during a semester, the exit interview should be completed prior to the end of the semester. Students who fail a course after completing the semester, must complete the exit interview no later than two weeks following the end of the semester.

V. Clinical Policies

A. Clinical Experiences

During the course of the two years in the Nursing Program each student will be exposed to several facilities. Students may also be exposed to both day and evening clinical experiences on any day of the week. Clinical experiences are the practice of nursing under the supervision of an instructor in a healthcare agency such as a hospital or clinic. Student clinical experiences are arranged by the nursing program through contractual agreements with healthcare agencies that are committed to nursing education. The nursing program sets the dates of the clinical, but the location and hours are determined by the healthcare agency.

The student nurse is providing nursing services (similar to an employee) when they are in a healthcare agency. This means that the student must follow the agency's rules and regulations for their employees. The student is a guest in all clinical agencies and is expected to behave in a courteous and professional manner. All students must attend the clinical sites they are assigned to attend. The student cannot determine the clinical site, the faculty and clinical agencies make that determination.



B. Clinical Facilities

The following are some of the major health care facilities that may be used for clinical experiences:

Arizona Training Center	Gila River Indian Community Public Health
Banner Baywood Heart Hospital	Huhukam Memorial Hospital – Sacaton
Banner Baywood Medical Center	Maricopa Integrated Health System
Casa Grande Regional Medical Center	Arizona State Hospital
Desert Vista Behavioral Hospital - MIHS	Phoenix Children’s Hospital
Hospice Family Care	RTA Hospice

C. Occupational Safety and Health Requirements

The Federal Occupational Safety and Health Agency (OSHA) requires that every healthcare agency employee must undergo periodic training and testing to ensure that they are prepared to act safely in the event of fire, chemical hazard spills, and exposure to body substances. The educational nursing program has agreed to periodically test all nursing students on these to avoid repeated orientation sessions when students begin clinical experiences. Training and testing also includes proper body mechanics and protection from tuberculosis exposure.

OSHA and Health Information Portability and Accountability Act (HIPAA) training program and testing is administered at the beginning of the first and third semesters for all nursing students. This is a mandatory program that must be completed before clinical experiences begin. Students will be notified of the time and place of the training and testing as early as possible. Clinical facilities may require these annually.

Specific Clinical/Lab Attendance and Tardiness Procedures

Students are required to attend all clinical experiences. In the event an absence is necessary, the student must notify the clinical instructor at least two hours prior to the start of the scheduled experience. If the clinical instructor has established another method for reporting absences, the clinical instructor’s protocol for notification takes precedence. Failure to notify the instructor will result in a clinical failure for the day.

Clinical make-up will be at the discretion of the clinical instructor. Various assignments may be required by the instructor to make up the missed experience. In addition, a nurse practitioner/physician excuse may be required. If the student does not contact the instructor within the expected time period this absence is a “no call, no show” situation and is unacceptable for a professional nurse. The student will receive an unsatisfactory score on the CET (clinical evaluation tool) for that day and repeated occurrences will result in a failing grade for the clinical as the clinical competencies cannot be met. Absence from clinical will lead to an inability to achieve outcomes and may result in course failure.



Scheduled clinical time may involve unit examinations, orientation, lecture/demonstration, skills practice, check-offs, clinical topics, client interviews or clinical practice in the community. Absence from any scheduled clinical activity is considered to be a clinical absence. Absence, repeated tardiness or lack of preparation in the clinical setting may result in failure to achieve critical competencies and subsequent unsatisfactory clinical evaluation and course failure.

D. Uniforms and Dress Code

CAC Dress Code: Classroom

CAC students are expected to dress in a manner appropriate for responsible adults in an educational setting. Bare midriffs, halter tops, tank tops, spaghetti straps, see-through clothing or clothing which is revealing are considered inappropriate. A bare midriff will be defined as any exposed skin between the bottom of one's shirt and the top of one's pants when both arms are fully extended over the head of the student. Pants, shorts or skirts must be worn at or above the hipbone without use of a belt. Shorts, dresses and skirts cannot be shorter than arms length.

Body piercings, atypical hair colors or styles, and tattoos are not considered appropriate for the nursing professional. In a recent study, the perceptions of a nurse's ability to provide skillful, intelligent and caring nursing services were evaluated. Findings of the study indicated that the nurse's appearance did impact a person's perception related to their provision of appropriate nursing services. Thomas and others (2010) stated, "All subjects rated the nurse with the most body art (piercings and visible tattoo) the least caring, skilled, and knowledgeable." Conclusions of the study indicated that nurses who wear solid colored scrubs and have limited visible body art were perceived as more caring, skilled and knowledgeable (Thomas, et al., 2010).

CAC Dress Code: Clinical Setting and Nursing Laboratory

The official nursing program uniform must be worn at all clinical and laboratory experiences unless directed otherwise. Students who present out of uniform according to the dress code, will be sent home. Make-up days for clinical or lab experience may not be available thus jeopardizing successful completion of the course.

The following guidelines are mandatory for students to remain in compliance with the professional dress code while in the clinical setting.

1. Students are to wear the official program uniform with the CAC logo in all clinical settings unless setting or agency requires other clinical attire. White tops with CAC logo and hunter green pants are the official uniform. Only the official student uniform jacket may be worn over the uniform. Picture ID badge is worn upper left side of uniform at all times while in the clinical agency.

2. No jewelry is to be worn except a wedding band (no stones), one pair of small post earrings, and wristwatch with a second hand.
3. No visible body art: facial, tongue or body piercings or tattoos.
4. Hair must be clean, off the shoulder, and pulled back from face while in uniform. Hair must not dangle over a patient. Atypical styles and/or colors of hair are not permitted. Makeup should be subtle and in good taste. Perfume is not allowed. Neatly trimmed beards and mustaches are permitted.
5. No chewing gum while in the nursing laboratory or in the clinical setting.
6. The uniform must be clean and neat. Long sleeve t-shirts are **not** permitted underneath the scrub top. A short sleeve white t-shirt is permitted underneath the scrub top if the student desires. If needed, to cover a tattoo, a $\frac{3}{4}$ length sleeve t-shirt may be worn under the top with faculty permission. Students will maintain personal hygiene including oral care. Students will bathe daily and use deodorant to prevent offensive body odor and/or cigarette smell. No cologne, after-shave, and or perfumes are permitted. Undergarments should be of discreet color; no thongs are permitted.
7. White socks must be worn with the uniform. Uniform style shoes and laces must be clean and white with low heels and fully enclosed. Athletic shoes are permitted only if they do not have colored logos or designs. Shoe soles must be solid (no springs, shocks, etc).
8. Fingernails must be clean, short, with **NO** nail polish. Artificial nails, nail wraps, or extenders are not permitted in any setting.
9. Pagers and cell phones disrupt lectures and clinical experiences. Place on silent code or turn it off. Students using cell phones for communication of any type or taking pictures in the classroom, nursing laboratory, or on the clinical unit face disciplinary action that may include permanent dismissal.

The following additional items are required in the clinical practice setting:

- Stethoscope
- Pen light



- Black pen
- Bandage scissors
- Hemostats
- Watch with a second hand

E. Transportation

Students must provide their own transportation to the college and assigned clinical facilities. If a student does not have their own form of transportation to the clinical agencies they will not be able to meet the requirements of the program. It is not possible to assign the same students to the same clinical groups all through the program. Relatives such as husband/wife, mother/child, father/child and such will not be assigned to the same clinical group.

F. Clinical Assignments and Pre-work

Students are **required** to be prepared for each clinical practice experience. Students may be required to go to a clinical agency the day or evening prior to a clinical practice experience to "pick up" their client assignment and obtain information needed to prepare for the clinical experience. For some hospital experiences, the client assignment may be obtained the day/evening before clinical. Students are to obtain their assignment, as well as review additional information from the chart, kardex, and other client information, and prepare written "pre-work." Students need to plan ahead to schedule this time. Students who are not adequately prepared will be dismissed from clinical experience for the day. This will count as a clinical absence. Repeated incidents of lack of adequate preparation for clinical will result in a clinical score of 1-2 and possible course failure. Specific instructions for clinical preparation will be given in each course. The student is accountable and responsible for following directions for clinical in each course.

G. Performance and Evaluation

Safe and effective nursing practice is the ultimate goal of the nursing educational experience. The clinical experience is the student's opportunity to apply classroom theory to actual nursing practice. Student performance in clinical is the most important demonstration of the student's ability to practice nursing safely and effectively. The clinical evaluation is one of the most important measurements of student learning that the nursing faculty use, disclosing more about student application of learning than exams or written papers.

For these reasons, clinical performance is graded as pass or fail. A passing grade in clinical is a requirement for progression. Each clinical course has a Clinical Evaluation Tool (CET), which lists clinical competencies that the student must demonstrate by the end of the clinical rotation. If the student does not demonstrate critical competencies listed, the student will not pass the course.



H. Dismissal from Clinical

The student may be dismissed from the clinical experience for these other reasons:

1. Has incomplete or inadequate preparation for the day's assignment as required by the course.
2. Requires more of the instructor's time and supervision than other students because of inadequate preparation, failure to master basic nursing skills, or inability to apply theory to practice.
3. Behavior suggests the use of mind-altering substances.
4. Nursing staff of the agency or unit refuses to have the student continue because of clinical performance or behavior.
5. Faculty member or course coordinator judges student performance to be unprofessional or unsafe for the type of clients served in that clinical setting.
6. Remaining in clinical may pose a safety risk to clients or has already resulted in a safety risk for clients due to student's actions.

If the student is dismissed from clinical for any of these reasons, the clinical instructor, course coordinator, and Director of Nursing, will meet to determine a suitable outcome and will review the student's performance. Options include support notice, course failure, or withdrawal from the nursing program.

I. Community-Based Clinical Practice Experiences

With the integration of community-based nursing practice, students will have some clinical practice experiences in a variety of settings in the community. Because the opportunity for these experiences may occur at times other than the scheduled clinical/class meetings, students may be requested to participate in clinical practice experiences at times other than scheduled class time. Sufficient notice will be made to allow for adequate pre-planning.

J. Nursing Skills Lab

Use of the skills lab enhances refinement of psychomotor skills necessary for effective delivery of nursing care. Students are strongly encouraged to utilize this facility. The campus nursing skills lab is located within the Nursing Program building. Assistance is available during scheduled campus laboratory hours and at practice times scheduled by the faculty. Individual assistance is available on request. If a weakness is identified in the performance of skills in the practice setting, students may receive a lab or education prescription as part of remediation.

The Clinical Lab Prescription form is given to the student to be presented to the skills lab coordinator. The student is informed of the responsibility to review resources for the specific skill and to be prepared to practice in the skill lab with guidance from the skills lab coordinator. The student is responsible to make arrangements to practice and perform the skill(s). The skills lab instructor completes the section "successful completion of the skill(s) with an objective



description and signs and dates the form. A copy is placed in the student's file. The student must present documentation of successful completion of the remediation. This may be required prior to resuming practice in the clinical setting. Documentation of the referral is made by the clinical faculty on the student's clinical evaluation tool.

The student must satisfactorily check off skills within a two week period of time and a maximum of three attempts. First failure of a skill will result in a "needs improvement" and the student will be given a laboratory prescription. The student will then be required to schedule skills lab time to remediate/practice the identified skill in order to be eligible for another check off. If skill is not passed within given parameters the student will fail the course.

K. Medication Administration

Clinical competencies to be mastered include preparation and administration of medications. This critical nursing function requires accuracy to ensure client safety and has little margin of error. These policies are followed at all times.

Students' Medication Administration

All first semester students are directly supervised and observed by the clinical instructor each time they prepare and give medications. The instructor may monitor the student directly throughout the clinical rotation. Granting independence is done on an individual basis; some students require more time than others.

First year students may not be monitored and supervised by staff nurses

The clinical instructor verifies, signs for, and directly observes the administration of all restricted medications (narcotics). Second year students are directly supervised and observed until the clinical instructor is satisfied that the student is safe to administer medications independently. However all medication must be checked by the instructor prior to administration.

All second year students are directly supervised and observed by the instructor when administering all IV flushes, medications, pushes, and monitoring blood administration.

All students will be directly supervised by the clinical instructor and observed giving ANY medication oral, parental, or intravenous to the pediatric clients.

Failure to adhere to this requirement will result in immediate dismissal from the nursing program.

VI. Health & Safety Policies

Physical and emotional health affects one's ability to learn and care for people who are sick. The Nursing Faculty and affiliating clinical agencies expect the student to have sound health, be able to withstand the rigors of nursing practice and education, and present no danger to the clients or other healthcare personnel during clinical practice. The CAC Nursing Program requires nursing students to provide safe, effective, and supportive client care.



Upon admission or readmission to the program, a student will have a health declaration form signed by a primary care provider. If there is any change in the student's physical or mental status throughout the Nursing Program an updated health declaration must be completed stating that the student is able to continue to provide safe, effective, and supportive client care. The CAC Nursing Program is committed to protecting its nursing students from health and safety hazards that are known to be present in the hospital environment or any healthcare environment.

If a student has or acquires a disease or disability that may impact their ability to function in class or on the clinical site, continuing in the Nursing Program will be determined on an individual basis. The criterion utilized includes but is not limited to:

1. Estimated date of recovery.
2. Policies of clinical agencies.
3. Primary care provider recommendations.
4. Student must submit a health care provider statement/health declaration form allowing continuation in the nursing program without restriction.
5. Student's ability to perform the required skills and achieve course competencies.

All health problems are evaluated individually by the Director of Nursing in consultation with the nursing faculty. If the student fails to document the health requirements specified, it is necessary to remove the student from the clinical experience. The student will be considered absent until the deficiencies are removed.

Nursing students must be free from "impairment" during participation in any part of the nursing program including classroom, laboratory and clinical settings. See policy and procedure on impairment.

All students are responsible for their own health care costs. Health insurance or self-pay is required if the student becomes ill or injured while attending Central Arizona College Nursing Program. Should the student become ill or injured at the clinical facility, neither the college nor the facility assumes responsibility for the health care of the student. Central Arizona College does not cover students injured or taken ill while on the College campus or on College business. The student is responsible for all health care costs, including requested drug screens or titers, while attending the Nursing Program.

All students must carry their professional liability insurance through Central Arizona College. The fee is paid during registration.

A. Pregnancy

The CAC Nursing Program is committed to protecting pregnant nursing students from health and safety hazards known to be present in the hospital environment or any healthcare environment. Nursing students who are pregnant are required to follow the subsequent procedure.



1. Disclosure

As soon as the nursing student learns that she is pregnant, she must promptly report this to her clinical instructor by completing and submitting an updated medical health form signed by her primary care provider.

The nursing student must provide a statement from her primary care provider confirming the pregnancy and stating that the type of nursing school clinical work being performed by the student is not contraindicated.

2. Precautions

- A pregnant nursing student should not receive a TB skin test, CXR or any vaccine without consulting her primary care provider.
- A pregnant nursing student may not have contact with known or suspected teratogens.
- Nursing student who are pregnant or may be pregnant are not allowed to administer cytotoxic drugs nor care for patients receiving cytotoxic drugs.
- A pregnant nursing student may not work in any patient care environment where there is radiation present.
- A pregnant nursing student must refrain from any patient care involving radiology, whether in the radiology department or the patient's room.

3. Leave of absence

If nursing clinical work is contraindicated during the pregnancy or post- pregnancy, the nursing student must withdraw from the program.

4. Post-pregnancy follow-up

A nursing student must submit a follow-up and medical release form from her primary care provider after delivery and before returning to nursing school. This statement must confirm that the nursing student may return /continue nursing clinical work without any contraindications or restrictions

B. Health Concerns, Illness or Injury

If a student has a health problem, an acute illness, or injury that impacts their academic or clinical performance, it is required that the student has continuing health care with their primary care provider to ensure that the student is well and safe enough to continue in classroom, laboratory, and clinical activities without harm to self or others. Examples of health problems are back pain or injury, chronic pain of any nature, severe headaches, infectious illness, surgery, injuries to limbs that require immobilization, to name a few.

The student must provide a primary care provider's written release before attending clinical if any of these conditions are present:

1. Injury or condition that requires an immobilization device such as a brace, splint or cast.



2. Surgery during the semester or during the 4 weeks preceding the beginning of the semester.
3. Childbirth during the semester or during the 4 weeks preceding the beginning of the semester.
4. An acute or infectious illness that interrupted your classroom, laboratory or clinical attendance.
5. Any other circumstance in which the Faculty are concerned about the student's health and well being.

If a student's primary care provider cannot assure that the student is well and safe to perform in the clinical area, the student may withdraw from the course at any time with no academic penalty. Specific situation will be addressed on an individual basis.

C. Accident or Injury in the Clinical Setting

If the student becomes ill, or has an accident, injury, needle stick, or exposure to blood or body fluids while in clinical, the student must:

1. Report the illness or the incident to the clinical instructor immediately.
2. Go to Employee Health Services or the Emergency Room (according to agency policies) for treatment as soon as possible.
3. Follow agency policies regarding accident or incident reports. The clinical instructor will guide you.
4. Comply with the treatment recommendations.
5. Comply with both their primary care provider and their instructor's guidelines for returning to clinical.
6. Report accidents or needle sticks to the Director of Nursing immediately
7. Carry documentation of health insurance at all times. The student is responsible for any incurred health care costs

D. HIV Policy

For this policy, these definitions are used:

HIV- Human Immunodeficiency Virus is a microorganism that attacks specific cells, called lymphocytes, which control the immune system.

HIV Positive - Status of a person who has tested positive for HIV and is capable of transmitting the virus to others.

AIDS- Acquired Immune Deficiency Syndrome is the disease that results from the progression of infections by HIV.



HIV is transmitted from an infected person to a non-infected person through exposure to blood and body fluids. The Center for Disease Control states that the risk to healthcare workers of occupation transmission of the virus is extremely low and nearly impossible if standards precautions to prevent exposure are followed.

To prevent exposure to HIV or blood-borne diseases, the Nursing Program adheres to these policies:

1. Faculty Responsibility

The nursing faculty ensures that all students understand and maintain standards precautions when working with all clients. The clinical faculty also orients students to the location of gloves, masks, CPR Microshields, and receptacles for needle disposal in each clinical setting. The clinical faculty ensures that students caring for HIV positive or AIDS clients have the knowledge and skills to protect themselves from exposure.

2. Guidelines for Students

A student must use standard precautions at all times. Failure to do so only places the student and clients at risk for unnecessary exposure and infection. If the student knows they are HIV positive, they are ethically and legally obligated to conduct themselves responsibly by seeking health care and following strict CDC standard precautions guidelines when giving direct client care.

3. Accidental Exposure to Blood or Body Fluids

If a student is exposed to blood/body fluids through a needle stick, open skin lesion, or mucosal membrane, immediately wash the affected area thoroughly with soap, water, and vigorous cleansing action. Notify the clinical instructor and report to the Employee Health Service or Emergency Room of the clinical agency immediately for care and follow-through. The clinical agency will determine if an exposure is HIV positive or has other blood-borne infections that can be treated. If the body substance source is HIV positive, (which is determined by blood tests), the appropriate course of prophylactic (preventive) treatment will begin immediately. The student's primary care provider through your health insurance carrier provides for initial and any continuing or follow-up care.

VII. Extracurricular Activities

A. Central Arizona Student Nurses Association (CASNA)

The Central Arizona College nursing students have a Student Nurses Association (CASNA). As an active participant, students can have a voice in influencing the future of nursing. The nursing



program strongly encourages your participation in CASNA. This organization provides nursing students with the opportunity to:

- a. Become aware of professional activities for nursing.
- b. Participate at a state and national level in nursing activities.
- c. Participate in professional activities for nursing.
- d. Participate in college and community activities.
- e. Enjoy social activities.

B. Nursing student faculty representatives

Each class level will elect a student representative and alternate. These representatives will attend nursing faculty meetings to address student concerns occurring in both classroom and clinical settings. The student representatives will be invited to the Nursing Program Professional Advisory Committee (PAC) and Faculty meetings.

C. Involvement in professional organizations

Leadership, community involvement, and participation in professional organizations are an important aspect of being a professional nurse. The Central Arizona College Nursing Program, in an effort to encourage students to participate in leadership activities, community service, and pre-professional nursing organizations such as the National Student Nurses' Association (NSNA), Student Nurses' Association of Arizona (SNAAz), and Central Arizona Student Nurses' Association will provide the student an opportunity to earn leadership points.

Leadership points will be added to the students' grade after they have passed the didactic portion of the class. Points will be awarded for the following student behaviors:

Membership in NSNA – 0.5

Officer in NSNA – 3

Officer in SNAAz – 2

Officer in CASNA – 1

Attendance at state, midyear, or national convention - .25

Participation in approved SNA event - .25*

Participation in approved community service - .25*

Participation in Student Leadership classes - .25 per class

*Participation dictates an **active** role in the SNA event. Attendance does not guarantee leadership points. Leadership points are given at the discretion of the Faculty and Faculty Advisor.

Examples of participation include but are not limited to:

- Organizing a fundraising event
- Actively participating in a pre-approved college or CASNA event



- Manning a table at a fundraising event
- Participating in pre-approved fundraising walk for a cause
- Volunteering at pre-approved and confirmed community cause (food bank, Against Abuse, etc.)

VIII. Faculty and Student Communication

The Nursing Faculty encourages open and respectful communication between students and faculty regarding issues of mutual concern. The Nursing Faculty believes that learning to assert your needs and concerns effectively is an important part of your education as a member of the healthcare team.

Recognizing that as a student, students may sometimes feel that their rights and freedoms are violated, the faculty wishes for a fair and equitable resolution to any problem or conflict that may arise. To facilitate this, the Nursing Program has an informal and a formal process by which student concerns may be resolved. The purpose of these processes is to provide for a prompt, fair, and equitable resolution of all student complaints. Students are encouraged to resolve problems through the informal problem solving process (see A); however, if the problem or concern is not resolved satisfactorily, the student may pursue the written grievance procedure (see B).

A. Informal Problem Solving

The informal problem solving process must be initiated within two (2) academic days after the student knows of the matter. During this time, the student continues to attend classes. If the problem or complaint concerns a dismissal from the clinical setting, the student cannot return to clinical until approved to do so by the Clinical Faculty and Director of Nursing.

Students are advised to make notes of their problem-solving efforts, with dates and times recorded. Students who have concerns will address them first directly to the person(s) involved. If that is not practical or feasible, or if unresolved the faculty member involved will be consulted, and only after such initial attempts at resolution are made will the Director of Nursing be involved. The grievance procedure in the Central Arizona College Student Handbook should be followed. The chain of command for nursing students is as follows:

1. The person involved
2. The clinical or classroom instructor
3. The lead course coordinator
4. The Director of Nursing
5. The Dean of Health Careers and Sciences (if academic complaint)
6. Dean of Student Services (in non-academic complaint)

The steps to this problem-solving process are:



1. Make an appointment within two (2) academic days to talk with the faculty indicating that as a student, you have a problem to discuss.
2. Seek resolution to the problem during the appointment. Students are requested to be realistic about their part in the problem and be prepared to discuss this with the faculty.
3. If the problem is not resolved during this appointment, make an appointment within one (1) day to confer with the Director of Nursing.
4. If satisfactory resolution is still not achieved, make an appointment within one (1) day with the Dean of Health Careers and Sciences.

B. Formal Grievance Procedure

A more formal written procedure is available when the informal process is not satisfactory. This procedure is used throughout the College. This procedure may be viewed online in the Central Arizona College catalog.

IX. College Resources

A. Advising

Students are assigned to a nursing advisor during their time in the Nursing Program. The advisor's role is to:

- Meet with students as requested during office hours or at a mutually agreeable time.
- Review student progress and make recommendations.
- Assist with concerns or issues regarding academic work.
- Refer to resources that may be helpful for either academic or non-academic problems.

The student should check the advisor's office hours and make appointments to ensure adequate time. The student may drop in during posted office hours but the advisor may have other appointments scheduled.

B. Tutoring

Any student enrolled at the Central Arizona College may obtain free tutoring from the cooperative Learning Center or the Nursing Faculty. Tutoring referral forms are available from the Nursing Program Administrative Assistant.

C. Nursing Laboratory

The Nursing Laboratory (W100) contains healthcare supplies and equipment to simulate a healthcare environment for student learning. This equipment is costly to replace and can be dangerous; therefore, when these labs are not in use and no instructor is present, the doors will be closed and locked.



D. Computer Laboratory

The Computer Laboratory is another resource for student instruction located in ILC. Students may use these computers for word processing or accessing the internet. Nursing Faculty will refer students to software or internet addresses in your classes. Hours and rules for using the computer lab will be posted on the door. There are also a number of computers available in the Nursing laboratory area.

E. Campus Library

The main college library is located on the Signal Peak campus. CAC students have access to library resources. Remember that professional librarians are there to help you if you need guidance in finding or using resources in the library. Students enrolled in non-nursing online courses will have access to library materials and other online resources through the course site.

F. Financial Aid

Many sources of financial assistance are available for Community College students. Consult your College Catalog for details. The Financial Aid Office is located in the Student Services Building. There are a number of nursing specific scholarships and application information in the College catalog. Faculty scholarships are also available.

G. Bibliography and Citation Guidelines

The Nursing Program requires use of the APA (American Psychological Association) guidelines for source documentation in written work. A current APA manual is highly recommended.

X. Student Rights and Responsibilities

Education is a cooperative effort between the expertise of the Faculty and the willingness of the student to learn. The Nursing Faculty believes that the students have certain rights when they enroll in the Nursing Program. With every right, however, comes a responsibility which is the students alone.

Students have a right to:

- Accurate, organized, cohesive and interrelated nursing education.
- Faculty who are knowledgeable, clinically experienced, up-to-date, and able to communicate information effectively.
- Quality classroom instruction that is punctual, clearly communicated, and presented in a



positive learning environment.

- Quality clinical instruction that is safe, provides a variety of experiences, and guides you toward effective nursing practice.
- Fair, impartial, and prompt evaluation of your performance, both theory and clinical.
- Return of test scores, papers, and other assignments promptly but reasonably.
- Regular availability of faculty (scheduled as their office hours) for advice and assistance with academic or clinical matters.

Students have a responsibility to:

- Be in charge of their learning.
- Commit to learning nursing theory and practice through whatever means necessary to learn. Be aware of their own strengths and weaknesses; capitalize on strengths as a learner and learn to live with or overcome weaknesses.
- Learn from the expertise and knowledge of the Faculty.
- Attend class promptly and regularly.
- Be attentive to classroom activities; avoid talking out of turn, conversing with friends, or sleeping during a classroom presentation.
- Follow accepted standards of behavior for nurses.
- Be prompt and reliable for all assignments and activities.
- Remember that as students you are a guest in the clinical agency and demonstrate appropriate social manners.
- Learn and abide by health care agency policies and procedures.
- Remember that the primary responsibility of the staff nurses is patient care, not monitoring or instructing students.

XI. Amendments to the Handbook

Policies and requirements are subject to change. Students will be notified of changes in writing in the form of an amendment to this handbook.



**American Nurses' Association
Code for Nurses**

The nurse provides services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.

The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.

The nurse assumes responsibility and accountability for individual nursing judgments and actions.

The nurse maintains competence in nursing.

The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.

The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.

The nurse participates in the profession's efforts to implement and improve standards of nursing.

The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.

The nurse participates in the profession's efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.

The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.



Enrollment Agreement

This statement confirms that you, the student, agree to the requirements, rules, regulations and policies of the Nursing Program as written in this Handbook.

- Failure to adhere to the Program requirements, rules, regulations, and policies outlined in this Handbook, or the class and performance objectives identified in the course syllabi for nursing courses will result in the student's failure in the program.
- Policies and requirements are subject to change and students will be notified in writing should changes occur.
- I understand that this handbook supersedes any previous nursing student handbook and that I will be held accountable to policies and procedures outlined in this version.
- I have been notified of the changes made from previous versions.

I, _____ have read, understand, and agree to abide by the policies and requirements in the current Central Arizona College Nursing Student Handbook. I am fully aware of the implications of its contents for the completion of my goals in the Nursing Program.

Signature

Date