• The Undergraduate Student Handbook for the Bachelor of Science in Nursing Program is intended to elaborate on the NAU Student Handbook for students enrolled in the School of Nursing.

• The BSN Handbook contains policies and procedures for all students in the Bachelor of Science in Nursing programs (pre-licensure-traditional and accelerated on the Flagstaff Mountain campus, American Indian, Tucson, Yuma and on-line RN-BSN programs) at Northern Arizona University.

• Policy revisions made after Summer 2019 will be disseminated via NAU email.

• Students are accountable to policies herein and revisions that have been sent by email.

  Revised September 2019
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Message from the Director

Dear Baccalaureate Nursing Student,

Welcome to the School of Nursing!!! Your time as a student in the school will be an exciting learning experience. In an effort to help you navigate through your nursing program, we have developed an Undergraduate Student Handbook.

This Handbook, as well as the Undergraduate Catalog of Northern Arizona University, serves as a document of understanding between you and the School. It is a guide for your academic and professional development and contains our policies and procedures.

As you are reading the Student Handbook, if you have questions or find something unclear, your faculty advisor, the Associate Director (Dr. Dawn Rivas), and I are available to help answer questions or find a source of information. If you think of additional items that we should include in future handbooks or other publications, please let us know.

Best wishes for a challenging and satisfying educational experience.

Sincerely,

Dr. Pamela Stetina
Clinical Professor and Director
School of Nursing
Northern Arizona University
General Information

This publication is for informational purposes and is neither a contract nor an offer to contract. The School of Nursing reserves the right to change any provision or requirement at any time without notice in order to ensure compliance with accreditation standards.

Changes in such vital areas as curriculum or requirements for graduation will not be made retroactively unless they are to the students' advantage and can be accommodated within the remaining time before graduation. This material supplements the Northern Arizona University Catalog and the Schedule of Classes. Additional sources of information are the Northern Arizona University web site www.nau.edu and the School of Nursing web site http://www.nau.edu/nursing/.

The School of Nursing Undergraduate (BSN) Student Handbook is designed as a student resource to retrieve pertinent policies and procedures of Northern Arizona University and the School of Nursing. The vast majority of the information is online; therefore, the actual web sites are listed for the official information on policies and procedures. Where information is not available elsewhere online, a brief description is provided. Additional information can be obtained from the School of Nursing. Students are responsible to know and adhere to all established policies and procedures for both Northern Arizona University and the Northern Arizona University School of Nursing.

Overview of Northern Arizona University

Northern Arizona University, founded in 1899, is a comprehensive institution, offering undergraduate and graduate degrees in 151 major emphasis areas. The University's six colleges serve more than 29,000 students both on and off campus. NAU is located in the city of Flagstaff, a four-season community of approximately 66,000 residents at the base of the 12,633-foot-high San Francisco Peaks.

The pine-studded, 730-acre campus features numerous academic, residential, and recreational facilities. As a nursing student, you may have the opportunity to travel off the campus and see much of the surrounding area as you do your practicums, both in a modern medical facility and in rural settings. Also, some students can take selected classes at their local community colleges in the statewide program and/or through the World Wide Web.

Northern Arizona University American Indian Program (AIP) is the first and only reservation-based entry-level baccalaureate nursing program. Since its beginning in 1996, more than 150 American Indian nurses have entered into practice as licensed RN's serving the health care needs of native peoples in reservation settings and adjacent communities.

The campus is located on the Navajo reservation at the Good Shepherd Mission in Fort Defiance, Arizona. During the first year in the program, AIP nursing students have classroom and clinical experience at Good Shepherd Mission and at the Indian Health Service Facility, Tséhootsooi Medical Center. This program prepares students to provide nursing care for individuals, families, and communities in various urban and rural settings. Graduates of the American Indian program are eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN).

Northern Arizona University- North Valley Campus is located at 15451 N 28th Ave. Phoenix, AZ. The campus serves Phoenix and surrounding communities. Students at the North Valley campus are able to use the large computer lab, the full access nursing lab and many of the study areas in the building. The North Valley campus provides the classrooms for CEP and RN-BSN as well as graduate degree classes.

Northern Arizona University-Tucson Campus is located on the grounds of Pima West Community College. The campus serves both the local and rural areas of the Tucson area. Tucson is rich in history and tradition that the branch supports both locally and in the surrounding communities. Students at
Northern Arizona University – Yuma Branch Campus is located on the grounds of Arizona Western College, the local community college in Yuma, AZ. The branch campus is designated as a Hispanic Serving Institution campus and serves a vital and growing local and regional community. The campus is located about 17 miles from the Mexican border and the State of Sonora. Students on the Yuma branch campus engage in a host of clinical experiences across the diverse Yuma region. Students are exposed to unique healthcare-related issues facing the people who live along the continually growing U.S./Mexico border region.

Overview of the College of Health and Human Services
WELCOME to the College of Health and Human Services. The programs, training, and opportunities offered within NAU’s College of Health and Human Services reflect their commonality as professional programs, their specialized and fine-tuned curricula, and their unique research opportunities. Our small class sizes preserve excellence and competition on a nationwide level. The College of Health and Human Services houses multiple programs accredited by numerous nationally recognized agencies.

Overview of the School of Nursing
As part of the College of Health and Human Services, the School of Nursing shares the mission of the University. In keeping with this mission, faculty members have developed a philosophy to provide quality graduate and undergraduate education, to promote cultural diversity in the students and curriculum, to develop innovative on campus and state wide offerings to serve the people of Arizona and to encourage creative, scholarly, and research projects among faculty and students. The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Arizona State Board of Nursing.

Faculty and Staff Directory can be accessed at the following link: https://nau.edu/nursing/faculty-staff/

NAU Mission Values and Goals
Visit the NAU web site for information about our the Universities Mission, Vision, Values and Strategic Plan at https://nau.edu/president/about/mission-and-vision/

School of Nursing Vision, Mission, Values, Curricular Concepts and Goals

Vision
The vision of Northern Arizona University’s School of Nursing is to provide outstanding education to students at the undergraduate, master’s and doctoral level in order to provide high quality health care services to individuals and diverse communities in a complex environment of constant change.

Mission
The School of Nursing prepares students to become and remain excellent nursing professionals and leaders. We aim to facilitate high quality education to advance nursing knowledge and practice. We aspire to translate and apply research evidence and promote health and well-being of under-served rural communities within Arizona as well as globally.

Our Values
The values upon which the vision and mission are founded are:

1. We value the intellectual life shaped by excellence in knowledge, learning, creativity, intellectual
curiosity and scholarship;
2. We value diversity within community with respect for the uniqueness of each person, compassion for each person and accountability to one another; and
3. We value growth and service to others informed by mutual empowerment and risk taking.

“The future of nursing is now: Aspire to learn, succeed, and lead.”

Curricular Concepts
The School of Nursing faculty has developed an organizing framework that serves as a guide and provides direction for faculty to organize its programs of education and to focus research, scholarship, clinical practice, and community service. The framework represents a systematic organization of concepts which are the essential components of baccalaureate and graduate education.

- Professionalism and professional values
- Clinical practice and prevention
- Critical reasoning
- Communication
- Global health
- Leadership

All students are evaluated using these concepts throughout the curriculum.

Our Goals
1. Increase retention of students, faculty and staff.
2. Provide excellence in nursing education at the bachelor, master and doctoral levels.
3. Strengthen the research activities for the School of Nursing.
4. Foster a culture of diversity, community and global citizenship within the School of Nursing.
5. Become the nation’s leading School of Nursing serving American Indians.
6. Provide leadership within the University and the state in the development, use and assessment of innovative teaching technologies and program delivery.

For further information visit the NAU School of Nursing at: https://nau.edu/nursing/mission-goals/

School of Nursing Philosophy and Organizing Framework
The faculty of the School of Nursing has created a philosophy statement to make explicit core beliefs and values regarding the nursing practice and education. The philosophy of the School of Nursing at Northern Arizona University is based on an ethic of caring that embraces students, faculty and staff, the university community and the global community within which we live and work. We also believe that caring is a conscious, intentional discipline that is part of nursing’s unique body of knowledge and practiced in interdisciplinary contexts. Caring includes the creation and nurturing of an environment that recognizes that students, staff and faculty have unique ways of viewing the world. This philosophy promotes excellence for nursing education and practice in an environment of constant change and emerging healthcare trends.

The faculty believes the transition to the role of competent professional nurse is a major developmental achievement. We believe that nursing is an art and science that is an integral component of healthcare. Applying the discipline of nursing to practice depends on a foundation of natural and human sciences, humanities and arts, the application of research, and the diverse backgrounds of learners. Societal influences in the evolving healthcare system challenge all involved in nursing education.

Education is a dynamic, life-long collaborative process by which an individual pursues life goals, broadens human potential, develops thinking and clarifies values. The faculty believes that learning is
the intentional acquisition, application, and integration of knowledge, skills and attitudes. Learning is shaped by the environment and developmental level of the learner, and is ultimately the responsibility of the learner. Faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-level thinkers and graduates prepared for real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus, education not only expands the thinking of the learner, but increases opportunities for application.

The entire Philosophy and Organizing Framework document is located in the Appendices of this handbook.

**Undergraduate Program Review**

Northern Arizona University’s School of Nursing faculty facilitates the process of students’ attainment of knowledge and skills necessary for professional nursing. The body of knowledge is based on natural, social, behavioral and nursing sciences, the humanities, and the arts. A student attends both nursing theory and clinical courses and has the opportunity to provide care for individuals, families, groups and communities in a variety of urban, rural and culturally diverse settings.

The program prepares the graduate to function as a leader and innovator in nursing practice with the ability to creatively enhance health in all aspects of the human life span. The pre-licensure program graduate is eligible to take the National Council Licensure Examination (NCLEX) and has the credentials to apply to graduate school if desired.

The School of Nursing has several undergraduate programs leading to the Bachelor of Science in Nursing (BSN) degree, including pre-licensure programs in Flagstaff, Tucson, Yuma, and the American Indian Program located in Fort Defiance, AZ; an accelerated option for students with a baccalaureate degree with a non-nursing major, a concurrent BSN program for selected students in partner community college nursing programs, and online RN to BSN degree programs for RNs with an associate degree or a diploma in nursing.

**Instructional Methods**

Northern Arizona University School of Nursing uses innovative instructional methods to facilitate learning that may include face to face experiences in the traditional classroom setting, online learning, simulation laboratories, and clinical experiences in various healthcare and community agencies located throughout Arizona. These innovative approaches are purposefully interwoven into our degree programs and are a vital part of our student learning experiences.

**Traditional Classrooms**

All pre-licensure BSN students will have some coursework in traditional classrooms. All classrooms in Flagstaff and at distant sites are “smart classrooms” with LCD projectors, computers, and DVD players. The Proxima LCD projectors allow for electronic projection of slides, movies, and the internet. Computer-based presentation systems let faculty quickly display information related to their class and spend less time manually writing and drawing on whiteboards. This technology lets faculty spend more time on content and student interaction. In addition, state of the art classrooms provide the students experience with using multimedia approaches to presentation, preparing them well for professional communication in various real-world settings.

**Online Learning**

Electronic course delivery offers opportunities to create programs that gather students from many locations. The School of Nursing uses online courses to promote learning and to help develop technology skills for the nursing workforce. Rather than gathering in a traditional classroom, students
meet online and interact asynchronously with each other and the course instructor through the use of various learning management systems (LMS). This method of instruction creates a platform (most often the LMS is Blackboard) where students and faculty discuss, debate, and actively participate in course subjects. Students are able to download the syllabus and other course materials, including library materials.

Web casting technology is often used in conjunction with asynchronous web courses to bring the students and faculty together for real time learning activities. RN students pursuing a BSN, MS, and doctoral degrees take courses in various online formats, while selected online courses are offered to the pre-licensure BSN student.

Some courses are taught completely online and other courses use a blend of instructional approaches. Regardless of the instructional approach, Blackboard “shells” are created for all courses, enabling faculty to provide students with internet access to materials and other online learning tools.

**Simulation Laboratories**
The School of Nursing uses uniquely designed clinical simulation experiences to bring Flagstaff, Tucson, Yuma, and American Indian Program pre-licensure BSN students into real-world environments for nursing practice. The clinical simulation learning laboratories assist students to become familiar with assessing patients, formulating nursing diagnoses, designing and implementing nursing interventions, and evaluating the outcomes of care for patients in various clinical situations across the lifespan.

Students use critical thinking skills to make clinical judgments and key decisions that impact the patient’s care. In addition, students are given the opportunity to learn about and perform nursing techniques (such as medication administration or sterile procedures). When students enter the actual clinical setting, they are better prepared and more competent in performing nursing roles. The clinical simulation learning laboratories at each site (Flagstaff, Tucson, Yuma, and the American Indian Program) are equipped with beds, mannequins, and high-fidelity men, women, children and infant simulators.

**Clinical Experiences**
Clinical experiences for students are individualized to meet requirements of the degree program, individual course learning outcomes and the specific learning needs of students. Because of our belief in the importance of providing health care in rural Arizona to culturally diverse populations, an emphasis is placed on capitalizing on the unique resources of the area. Clinical agencies are chosen as appropriate for objectives for each clinical course and include community health agencies, medical centers, community hospitals, ambulatory care clinics, and Indian Health Service agencies. Clinical coursework, or practice, provide the student with hands-on experience in the various health care facilities. These experiences allow the student to apply theory to the practice of nursing. Many undergraduate courses have a 9-12 hour/week clinical practicum.
School of Nursing Curriculum

Course of Study
You must be accepted into the NAU nursing program before you may take any of the nursing courses (NUR prefix). Please be aware that there is a nursing program fee required for each the nursing programs. For more detailed about your course of study, you may visit the School of Nursing pages or the academic catalog. For course descriptions, visit the academic catalog and click on the appropriate catalog year (in effect when you entered the university).

Traditional and Accelerated BSN Required Admission Learning Modules
As part of the admission requirements for the NAU School of Nursing, all accelerated and traditional BSN students must successfully complete the following three learning modules. These learning modules serve as a foundation for success throughout our program and your career. Submission of evidence of completion for each of these is required before starting the NAU Accelerated and Traditional BSN programs.

Academic Integrity @ NAU (NAU login to Bb Learn required): 
https://bblearn.nau.edu/webapps/blackboard/content/listContent.jsp?course_id=_109120_1&content_id=3704806_1

HIPAA Training: https://in.nau.edu/its/hipaa/

NAU Bloodborne Pathogen Training:
https://www5.nau.edu/its/mytraining/tutorial/tutorial5.aspx?id=6442475011

Degree Requirements and Graduation
The School of Nursing, through the Undergraduate Program Committee, is delegated the responsibility of revising admission, progression, and degree requirements.

Students must complete liberal studies and nursing requirements to be granted the BSN degree. The Application for Graduation is signed by the advisor, the School of Nursing Director and the Dean of the College of Health and Human Services and filed with the Office of the Registrar. It is strongly advised that students file the application for graduation on or before mid-term of the semester prior to that in which the student intends to graduate. Application for graduation is the student's responsibility and requires the advisor's approval. Steps involved are as follows:

To file for graduation follow the steps listed on the Office of the Registrar web page.
https://in.nau.edu/registrar/graduation-steps/

Clinical Experiences
Clinical experiences are an integral component of our nursing program and, you will participate in a wide variety of clinical learning experiences as part of your educational preparation. These experiences may be in community agencies and health-care facilities throughout Arizona and may involve travel. Clinical experiences for RN-BSN students are predominantly conducted via projects in the student's local community. Please be aware that you are responsible for your own travel and overnight expenses during all of these clinical experiences.
School of Nursing Program Outcomes

This section of the handbook is organized under our six curricular strands: Clinical Practice and Prevention, Communication, Critical Reasoning, Leadership, Professionalism and Professional Values, and Global Health. Each strand has overarching program outcomes and more specific behavioral competencies. “Patient”, as used in the program outcomes, refers to individuals, families, groups, communities, and populations who are consumers of care. This document is adapted from The Essentials of Baccalaureate Education (AACN, 2008). The graduate of the BSN program will be prepared to do the following:

Clinical Practice and Prevention:
1. Integrates theory, evidence, professional perspectives, and patient preferences into clinical judgment to provide holistic patient-centered care across the lifespan and healthcare continuum, and in healthcare environments.

Communication:
2. Incorporates effective communication into professional nursing practice.

Critical Reasoning:
3. Synthesizes evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care.
4. Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments.

Leadership:
5. Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.

Professionalism and Professional Values:
6. Integrates professional values and their associated behaviors into the practice of nursing.
7. Incorporates ethical and legal principles and professional standards into nursing practice.
8. Integrates caring’s affective characteristics into patient-centered care and with other healthcare professionals.

Global Health
9. Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.
10. Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.
11. Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.

In order to achieve final program outcomes, the following table describes the leveling expected as the student progresses through the stages of the BSN curriculum.
### BSN Level Outcomes

<table>
<thead>
<tr>
<th>LEVEL ONE OUTCOMES (END OF FIRST YEAR)</th>
<th>LEVEL TWO OUTCOMES (END OF SECOND YEAR)</th>
<th>LEVEL THREE / BSN PROGRAM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice &amp; Prevention</td>
<td>Clinical Practice &amp; Prevention</td>
<td>Clinical Practice &amp; Prevention</td>
</tr>
<tr>
<td>Demonstrates competency in providing safe, effective patient-centered care that is holistic and based in evidence to promote and protect the health of individuals.</td>
<td>Applies sound clinical judgment based in theory and evidence to promote and protect health in patients across the lifespan and healthcare continuum.</td>
<td>Integrates theory, evidence, professional perspectives, and patient preferences into clinical judgment to provide holistic patient-centered care across the lifespan and healthcare continuum, and in healthcare environments.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>Demonstrates beginning professional communication skills in clinical and learning situations.</td>
<td>Applies professional and therapeutic communication skills in clinical and learning situations.</td>
<td>Incorporates effective communication in professional practice.</td>
</tr>
<tr>
<td>Critical Reasoning</td>
<td>Critical Reasoning</td>
<td>Critical Reasoning</td>
</tr>
<tr>
<td>Displays a commitment to the use of theory and research evidence to provide safe, effective, patient-centered nursing care.</td>
<td>Utilizes nursing knowledge, information technologies and research evidence to construct and implement safe, effective, patient-centered nursing care.</td>
<td>Synthesizes evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care. Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Leadership</td>
<td>Leadership</td>
</tr>
<tr>
<td>Organizes self to provide safe nursing care to individuals. Demonstrates knowledge and skills of leadership to provide safe and appropriate patient-centered nursing care.</td>
<td>Applies principles of collaboration, delegation and advocacy to manage safe patient care.</td>
<td>Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.</td>
</tr>
<tr>
<td>LEVEL ONE OUTCOMES (END OF FIRST YEAR)</td>
<td>LEVEL TWO OUTCOMES (END OF SECOND YEAR)</td>
<td>LEVEL THREE / BSN PROGRAM OUTCOMES</td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Professionalism &amp; Professional Values</strong></td>
<td><strong>Professionalism &amp; Professional Values</strong></td>
<td><strong>Professionalism &amp; Professional Values</strong></td>
</tr>
<tr>
<td>Demonstrates professional values and their associated behaviors in the practice of nursing.</td>
<td>Applies professional values and their associated behaviors to the practice of nursing.</td>
<td>Integrates professional values and their associated behaviors into the practice of nursing.</td>
</tr>
<tr>
<td>Demonstrates ethical and legal principles and professional standards in nursing practice.</td>
<td>Applies ethical and legal principles and professional standards to nursing practice.</td>
<td>Incorporates ethical and legal principles and professional standards into nursing practice.</td>
</tr>
<tr>
<td>Demonstrates the ability to translate caring's affective characteristics into patient-centered care and with other healthcare professionals.</td>
<td>Applies caring's affective characteristics into patient-centered care and with other healthcare professionals.</td>
<td>Integrates caring's affective characteristics into patient-centered care and with other healthcare professionals.</td>
</tr>
<tr>
<td><strong>Global Health</strong></td>
<td><strong>Global Health</strong></td>
<td><strong>Global Health</strong></td>
</tr>
<tr>
<td>Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society.</td>
<td>Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.</td>
<td>Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.</td>
</tr>
<tr>
<td>Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice.</td>
<td>Examines the impact of health equity and social justice on nursing and health care in a variety of settings.</td>
<td><strong>Global Engagement</strong></td>
</tr>
<tr>
<td>Recognizes how responsible health care waste disposal reduces environmental hazards.</td>
<td>Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings.</td>
<td>Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.</td>
</tr>
<tr>
<td><strong>Diversity Education</strong></td>
<td><strong>Environmental Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td>Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Approved March, 2011*
NAU Academic Policies and Procedures

Students are to familiarize themselves with the sites listed below that link to the NAU Student Handbook and the online academic catalog as they contain information about Northern Arizona University’s Academic Policies and Procedures. Some of the important policies found at these sites are also listed below. Please carefully review the policies. While the faculty will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Discrimination Policy
NAU does not discriminate on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in our admissions, employment, and educational programs or activities, as required by Title IX of the Education amendments of 1972, Title VI and Title VII of the Civil Rights Rehabilitation Act of 1973 as amended; the Civil Act of 1990; and the Age Discrimination in Employment Act of 1967. NAU’s policy on nondiscrimination is further augmented by the voluntary affirmative action policies of Order 11246, Section 503 of the Rehabilitation Act, and the Vietnam Era Veteran’s Readjustment Assistance Act of 1973 as amended. You may inquire about the application of these regulations by contacting the following office:

Affirmative Action Office Northern Arizona University
PO Box 4083
Flagstaff, AZ 86011-4083
(928) 523-3312

Student Policies and Resources

NAU Student Handbook
Academics
Student Organizations
Rules and Regulations
FERPA
NAU Student Code of Conduct
Drug Free Schools
Disciplinary Procedures
Classroom Disruption
Academic Integrity
Grade Appeals
Safe Working and Learning Environment

NAU Academic Catalog

Some of the information you can find in the academic catalog relates to the degrees offered, courses, and enrollment, grading and Academic Policies.

Examinations/Quizzes
- Quizzes and examinations are to be taken on the day assigned.
- If an exception is needed, the student contacts the professor prior to the examination time.
- Students are responsible for knowing and following the guidelines as defined in each course syllabus.
- Unless otherwise stated, all work is considered your own.
- Students must achieve a combined average of 78% on all exams (except Kaplan) to pass the course.
- Final exams are required in many School of Nursing courses, and will be scheduled in Final exam week conforming to NAU policy (see Registrar’s website for important dates). A request
for an exception to this policy must be submitted by the student to the course faculty at least two weeks prior to the final exam, and approved in writing by the Associate Director or Director of the School of Nursing.

**Academic Integrity**

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. This principle is furthered by the [NAU Student Code of Conduct](#) established by ABOR Policies 5-308 and 5-403, all provisions of which apply to all Northern Arizona University students. This Code of Academic Integrity (hereinafter “this Code”) is intended to fulfill the requirement imposed by ABOR Policy 5-308.C.1.

Academic Integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do.

Academic integrity is an essential element in the profession of nursing. The School of Nursing will utilize plagiarism software in all undergraduate curricula. For course specific assignments requiring submission to the plagiarism software, review the individual course syllabus. Course faculty has the discretion to utilize the plagiarism software for any assignment submitted. All traditional and accelerated nursing students are required to complete the Academic Integrity @ NAU module prior to the start of their first nursing course.

**Academic Dishonesty**

Violations of the Student Code of Conduct which exclusively involve issues of Academic Dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by both students, and faculty or where appropriate, by administrative personnel. Informal procedures (see the Academic Integrity Policy of the NAU Student Handbook) apply when the student has no previous record of academic dishonesty after an examination of the records by the Associate Provost for Academic Administration, and when the proposed sanctions do not include suspension or expulsion of the student. Formal procedures apply when there is a record of previous academic dishonesty, or when there are other aggravating circumstances or when recommended sanctions include suspension or expulsion.

Academic Dishonesty is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.

1. **Plagiarism:** any attempt to pass off other’s work as your own. For course specific policies related to plagiarism, see the course syllabus.
2. **Cheating:** the intentional use of, or attempted use of, unauthorized materials, information, study aids, or previously prepared solutions in any academic exercise, exam, paper, or other assignment.
3. **Collusion:** occurs when two or more students work together to produce individually submitted work without the permission of the faculty member.
4. **Fabrication/Fraud:** is the unauthorized falsification or invention of any information, data, or citation in an academic exercise.

Furthermore, any attempt to facilitate any act of academic dishonesty on the part of oneself or others shall constitute a violation of this policy.
Class and Clinical Attendance Policies (NAU and School of Nursing)
Successful achievement of course outcomes is facilitated by regular class attendance and active engagement in the learning process. Should an absence be unavoidable, the student shall notify the instructor according to instructions provided in the course syllabus. Students are responsible for completion of any missed work in accordance with course policies.

NAU School of Nursing Clinical Attendance and Tardy Policy
Students are expected to be on time to all clinical and clinical related activities. Any tardiness or no call/no show is considered unprofessional behavior.

- Three tardies or a second no call/no show absence may result in failure of this clinical course.
- In addition, students may be awarded scores lower than three (3) on the professionalism and professional values and communication sections of the clinical evaluation form for tardiness or absences. Any score below three (3) on any section of the clinical evaluation form will result in a failure in the clinical course.
- Students may not leave their clinical site for break/lunch without prior approval from their clinical instructor.
- Extenuating circumstances will be evaluated on a case by case basis. More than one tardy or any no call/no show absence will result in an initiation of a student contract. Any additional tardiness, you will be sent home from clinical and you will be required to meet with the School of Nursing Campus Coordinator.
- In case of inclement weather where you feel that you are in jeopardy traveling or going to be late, call your clinical instructor or follow the chain of command before you are scheduled to be in the clinical area.
- In cases of tardiness or absence/s related to illness, injury, or pregnancy, faculty reserve the right, on an individual student basis, to request healthcare provider documentation for medical clearance prior to returning to clinical.
- For class specific information related to attendance, see the individual course syllabus.

The Office of Student Life and Campus Health Services do not issue excuses for health or personal reasons. Only the instructor may "excuse" an absence except for Institutional Excuses for activities such as athletic events or other university sponsored activities, which are approved by the Office of the Associate Provost-Undergraduate Studies, or the Office of Student Life. Please also review the Attendance Policy in the NAU Student Handbook.

Alcohol and Drug Policies
NAU must certify compliance with The Drug-Free Workplace Act (41 USCA 701), The Safe and Drug-Free Schools and Communities Act (20 USCA 7101), and The Drug and Alcohol Abuse Prevention Regulations (34 CFR 86). As such, the university is taking this opportunity to inform each student of the health risks, university policies, university and legal sanctions, the prevention/intervention programs associated with alcohol and other drug abuse, and information concerning medical marijuana, as well as the university’s tobacco-free policy.

Gifts and Gratuities
University employees cannot accept anything of economic value as a gift or gratuity from a student or advisee. We appreciate Thank You notes or cards.
Institutional Excuses
Institutional Excuses are granted to students to participate in academic, extracurricular and athletic events as a representative of the university. There are three types of institutional excuses. The Academic institutional excuse is for students participating in a scheduled class activity outside of normal class meeting times and similar kind of events. The Extracurricular institutional excuse is for students participating in sanctioned and approved events of student organizations and non-NCAA athletic competitions. The Athletic institutional excuse is for students participating in NCAA sanctioned events.

Faculty are obligated to honor institutional excuses. To “Honor” an institutional excuse means to permit the student to complete in advance or to make up after the absence academic assignments, quizzes and examinations missed during the time covered by the institutional excuse when the student was not in attendance.

Students are responsible for notifying faculty and showing them a copy of the institutional excuse at least 5 working days prior to start of the time period covered by it. Faculty are not required to honor institutional excuses presented to them less than 5 working days prior to the absence. It is recommended that athletes, at the beginning of the semester, provide their faculty a schedule of all events in which the team will be participating that will require an institutional excuse. Please see the following website for more information: https://policy.nau.edu/policy/policy.aspx?num=100226

Classroom Disruption Policy
Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook

NAU Student Code of Conduct
The NAU Student Handbook lists general information about the student code of conduct for the University (Student Code of Conduct). Additional information pertaining to conduct expected of nursing students is provided later in this document.

Threatening Behavior by Students
The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. Threatening behavior can harm and disrupt the University, its community and its families. Additional information about this policy may be found in the Student Code of Conduct

Sexual Harassment
Northern Arizona University’s policies related to Discrimination, Harassment, and Other Inappropriate Behaviors may be found in the Safe Working and Learning Environment Policy which outlines the policies as well as procedures for reporting violations of these policies.
The University encourages the prompt reporting of charges involving any discrimination, harassment, or retaliation, and prompt resolution through either informal or formal procedures. An informal complaint need not be made in writing; however, the recipient of a verbal or informal complaint is requested to document the complaint by taking notes and clarifying them as necessary with the complaining party. Since timeliness is essential to prompt investigation of such matters, complaints should be filed as soon as possible after the alleged discrimination or sexual harassment has occurred.

Any and all complaints will be forwarded to the appropriate administrator or supervisor and to the Affirmative Action Office. The responsible administrator or supervisor will confer with the Affirmative Action Office concerning procedures, the investigation and any agreed to resolution of the complaint. Likewise, for any complaint made directly to the Affirmative Action Office, their representative will confer with the responsible administrator or supervisor concerning its resolution.

**Disciplinary Procedures**
The student disciplinary procedures are intended to carry out the policy and procedures described by the [Student Disciplinary Procedures](#), [Academic Integrity Policy](#), and the [Student Code of Conduct](#).

PLEASE NOTE: WRITTEN DOCUMENTATION OF THE PENALTY IMPOSED AT ANY LEVEL MUST BE FORWARDED TO THE ASSOCIATE PROVOST FOR ACADEMIC ADMINISTRATION.

**Grade Appeal Policies and Procedures**
This policy is outlined in its entirety and can be found on the online NAU Catalog at the following location: [https://policy.nau.edu/policy/policy.aspx?num=100105](https://policy.nau.edu/policy/policy.aspx?num=100105)

The procedure outlined below applies to a situation where a student initiates a grade appeal request. This same policy is to be used when a student contests a faculty member’s allegation of academic dishonesty.

Only the faculty member who assigned the original grade has the authority to change that grade unless the grade is appealed and the appeal is successful. In the event the faculty member is no longer with the university, the authority to change the grade, including the authority to make up an incomplete, is delegated to the Director of the School of Nursing or Dean of the College of Health and Human Services (Faculty Handbook – Section 3.1.2.5.) The Grade Appeal Policy below follows the NAU policy in the Student Handbook.

A grade assigned by an instructor may be appealed only by following the procedures defined below. In every case, the burden of proof rests upon the student to show reason why the grade should be changed. A grade change should be granted only in instances where the instructor deviated substantially from the accepted and specified standards of proficiency of the University and/or academic department as established by the Faculty Handbook and/or College/Department Academic Policy Manual. Generally, such deviations are evidenced by a departure from the course syllabus, alleged preferential treatment of another student, or classroom policies applied unevenly across students enrolled in the class. In all instances, the instructor(s) involved must be given full opportunity to present his/her position before an action is taken.

Group grade appeals are not permitted unless approved by the Provost or designee. Additional information about the NAU grade appeal policy including definitions, procedures and steps for the grade appeal, can be found on the following site and are taken directly from the NAU Student Handbook: [https://policy.nau.edu/policy/policy.aspx?num=100105](https://policy.nau.edu/policy/policy.aspx?num=100105)
Course Enrollment
To maintain continuity, policies in the Northern Arizona University General Catalog for drop/add and withdrawal from the course or major are to be followed. For additional information see the Academic Catalog for Early Course Enrollment, Enrolling in Undergraduate Courses, and Regular Course Enrollment.

Add/Drop, Late Add/Drop, Withdrawal Policies
See Registrar’s Office forms. https://in.nau.edu/registrar/forms-and-policies/
Important Dates and Deadlines: https://in.nau.edu/registrar/important-dates/

Finals Week Policy
Please follow the School of Nursing guide for final exams. Students requiring a different final exam date must submit a written request to course professor and the Associate Director in the School of Nursing two weeks prior to the scheduled exam date. See the NAU academic catalog policy for more information regarding Finals Week Policy.

School of Nursing Academic Policies and Procedures
Policies and procedures in this section are specific to the School of Nursing. NAU policies and procedures described in the previous section will not be reiterated in this section (i.e. academic integrity, grade appeals, attendance, etc.).

The School of Nursing has a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic and professional standards.

Academic and Classroom Management and Decorum Policies
It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within and/or outside the classroom. See complete Classroom Disruption Policy.

Examples of Prohibited Disruptive Behaviors in the Instructional Setting:
- Using cell phones or other paging devices.
- Talking during lectures.
- Entering the classroom late.
- Leaving the classroom early without authorization.
- Using the internet for non-classroom use.
- Conduct that distracts or intimidates others.

All individuals joining the physical or virtual campus community must adhere to policies set forth by the Arizona Board of Regents and Northern Arizona University.

Unprofessional Conduct
The basis for other NAU School of Nursing policies related to safe clinical performance include the following:

Code of Ethics For Nurses
The School of Nursing faculty subscribes to the American Nurses’ Association (ANA) Code of Ethics for Nurses as approved by the ANA House of Delegates in June 2001 and updated in 2015. Students are expected to learn and perform in accordance with this Code. The nine provisions of the ANA Code of Ethics are available via the ANA Website for Code of Ethics (https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/)

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique
attributes of every person.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the health, safety, and rights of the patient.
4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

State of Arizona Nurse Practice Act
Unprofessional Conduct as described in the ARIZONA STATE NURSE PRACTICE ACT REVISED STATUTES AND RULES


R4-19-403 Unprofessional Conduct
For purposes of A.R.S. § 32-1601(22) (d), any conduct or practice that is or might be harmful or dangerous to the health of a patient or the public includes one or more of the following:

1. A pattern of failure to maintain minimum standards of acceptable and prevailing nursing practice;
2. Intentionally or negligently causing physical or emotional injury;
3. Failing to maintain professional boundaries or engaging in a dual relationship with a patient, resident, or any family member of a patient or resident;
4. Engaging in sexual conduct with a patient, resident, or any family member of a patient or resident who does not have a preexisting relationship with the nurse, or any conduct in the work place that a reasonable person would interpret as sexual;
5. Abandoning or neglecting a patient who requires immediate nursing care without making reasonable arrangement for continuation of care;
6. Removing a patient's life support system without appropriate medical or legal authorization;
7. Failing to maintain a patient record that accurately reflects the nursing assessment, care, treatment, and other nursing services provided to the patient;
8. Falsifying or making a materially incorrect, inconsistent, or unintelligible entry in any record:
   a. Regarding a patient, health care facility, school, institution, or other work place location; or
   b. Pertaining to obtaining, possessing, or administering any controlled substance as defined in the federal Uniform Controlled Substances Act, 21 U.S.C. 801 et seq., or Arizona's Uniform Controlled Substances Act, A.R.S. Title 36, Chapter 27;
9. Failing to take appropriate action to safeguard a patient's welfare or follow policies and procedures of the nurse's employer designed to safeguard the patient;
10. Failing to take action in a health care setting to protect a patient whose safety or welfare is at
risk from incompetent health care practice, or to report the incompetent health care practice to employment or licensing authorities;

11. Failing to report to the Board a licensed nurse whose work history includes conduct, or a pattern of conduct, that leads to or may lead to an adverse patient outcome;

12. Assuming patient care responsibilities that the nurse lacks the education to perform, for which the nurse has failed to maintain nursing competence, or that are outside the scope of practice of the nurse;

13. Failing to supervise a person to whom nursing functions are delegated;

14. Delegating services that require nursing judgment to an unauthorized person;

15. Removing, without authorization, any money, property, or personal possessions, or requesting payment for services not performed from a patient, employer, co-worker, or member of the public.

16. Removing, without authorization, a narcotic, drug, controlled substance, supply, equipment, or medical record from any health care facility, school, institution, or other work place location;

17. A pattern of using or being under the influence of alcohol, drugs, or a similar substance to the extent that judgment may be impaired and nursing practice detrimentally affected, or while on duty in any health care facility, school, institution, or other work location;

18. Obtaining, possessing, administering, or using any narcotic, controlled substance, or illegal drug in violation of any federal or state criminal law, or in violation of the policy of any health care facility, school, institution, or other work location at which the nurse practices;

19. Providing or administering any controlled substance or prescription-only drug for other than accepted therapeutic or research purposes;

20. Engaging in fraud, misrepresentation, or deceit in taking a licensing examination or on an initial or renewal application for a license or certificate;

21. Impersonating a nurse licensed or certified under this Chapter;

22. Permitting or allowing another person to use the nurse's license for any purpose;

23. Advertising the practice of nursing with untruthful or misleading statements;

24. Practicing nursing without a current license or while the license is suspended;

25. Failing to:
   a. Furnish in writing a full and complete explanation of a matter reported pursuant to A.R.S. § 32-1664, or
   b. Respond to a subpoena issued by the Board;

26. Making a written false or inaccurate statement to the Board or the Board's designee in the course of an investigation;

27. Making a false or misleading statement on a nursing or health care related employment or credential application concerning previous employment, employment experience, education, or credentials;

28. If a licensee or applicant is charged with a felony or a misdemeanor involving conduct that may affect patient safety, failing to notify the Board in writing, as required under A.R.S. 32-3208, within 10 days of being charged. The licensee or applicant shall include the following in the notification:
   a. Name, address, telephone number, social security number, and license number, if applicable;
   b. Date of the charge; and
   c. Nature of the offense;

29. Failing to notify the Board, in writing, of a conviction for a felony or an undesignated offense within 10 days of the conviction. The nurse or applicant shall include the following in the notification:
   a. Name, address, telephone number, social security number, and license number, if applicable;
   b. Date of the conviction; and
   c. Nature of the offense;

30. For a registered nurse granted prescribing privileges, any act prohibited under R4-19- 511(D); or
31. Practicing in any other manner that gives the Board reasonable cause to believe the health of a patient or the public may be harmed.

Statutes of the Arizona State Board of Nursing 32-1601. Definitions Retrieved from Chapter 15 Article 2, 32-1601

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

National Student Nurses’ Association (NSNA) Code of Professional Conduct and Interpretative Statements

As a member of the National Student Nurses' Association, I pledge myself to:

1. Maintain the highest standard of personal and professional conduct.
   Interpretive Statement: The National Student Nurses’ Association recognizes that membership carries unique responsibilities. Members of this pre-professional organization are driven by a profound understanding of the worth and dignity upheld by the nursing profession. They recognize and value the need to maintain the integrity of the nursing profession and advance a positive image of nursing.

2. Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.
   Interpretive Statement: NSNA members are knowledgeable of the ethical principles and values that govern individual activities and decisions. Upholding these ethical principles will guide the organization, academic programs, policies, and decisions. The ethical philosophy an
organization uses to conduct business can influence its reputation, productivity, and outcomes.

3. Uphold and respect all Bylaws, policies, and responsibilities relating to, the student nurses' association at all levels of membership, reserving the right to propose changes and to critique rules and laws.
   Interpretive Statement: Bylaws are the framework used to govern and regulate the operations of an organization. It is understood that Bylaws are legally mandated by law if an organization is incorporated. The responsibility of the organization’s leaders is to ensure that the internal and public policies and Bylaws that guide the organization are appropriately carried out and honored.

4. Strive for excellence in all aspects of collaboration, decision making, leadership, and management at all levels of the student nurses' association.
   Interpretive Statement: The success of an organization depends on the collaboration of all NSNA members who commit to learning shared governance and serving as stewards of the association. NSNA members make a tremendous impact on the organization and the future of the nursing profession by promoting excellence and advocacy at all levels.

5. Use only legal, ethical, and human rights standards in all association decisions and activities in accordance with NSNA’s Core Values.
   Interpretive Statement: NSNA Members believe and uphold the fundamental rights, freedoms, and standards of respect to which all people are entitled.

6. Ensure the proper use of all association funds and resources in accordance with the fiduciary responsibilities set forth in NSNA Bylaws, policies and state/federal law.
   Interpretive Statement: The association’s officers and directors recognize their duty to act in the best financial and ethical interest of the association. They understand and practice their fiduciary responsibilities and conduct the organization’s business within the legal requirements and guidelines of local, state and federal laws and regulations.

7. Ensure impartiality and prevent conflicts of interest, neither provide nor accept personal compensation to or from another individual while serving as members of student nurses’ associations.
   Interpretive Statement: All NSNA members understand that they function from a place of trust of the membership. Members will avoid any situations that promote self-interest and conflicts with the best interest of the association.

8. Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or official position in the student nurses association.
   Interpretive Statement: All NSNA members must uphold confidentially and privacy in all matters. Information of private or personal nature cannot be communicated in any undesignated setting or venue, including social media.

9. Affirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.
   Interpretive Statement: NSNA members understand the principle that all nursing practice supports respect for the inherent dignity, worth, unique attributes, cultural diversity, and human rights of all individuals. The need for and right to health care is universal, transcending all individual differences. Nurses consider the needs of and respect for the values of each person in every professional relationship and setting; they provide leadership in the development and implementation of changes in public and health policies that support this responsibility.

10. Uphold integrity in personal, professional, and academic life by refraining from and reporting any
form of dishonesty, using proper established channels of communication and reporting as set by the policies of the organization in question.

**Interpretive Statement:** NSNA members are responsible for conveying the highest standards of excellence, honesty, and character not only through patient care but also by reflecting a positive image of the nursing profession and personal integrity, embodying the core values of the NSNA.

11. Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is accuracy in the data and information used by the student nurses’ association.

**Interpretive Statement:** When communicating with others, NSNA members support and maintain the overall association integrity and always promote and represent the organization truthfully and honestly.

12. Cooperate in every reasonable and proper way with association volunteers and staff by working with them to advocate for student rights and responsibilities and the advancement of the profession of nursing.

**Interpretive Statement:** Through the integration of core values and beliefs NSNA’s shared governance provides a framework for active participation in decision making and advocates for lifelong learning and increased professional representation. Every volunteer, staff, and advocate is treated with professionalism and respect.

13. Use every opportunity to improve faculty and student understanding of the role of the student nurses’ association.

**Interpretive Statement:** NSNA members continually strive to create a culture of understanding of the benefits of NSNA membership with faculty and other students, to maintain relationships and promote environments that support student nurse involvement in NSNA.

14. Use every opportunity to raise awareness of the student nurses’ association mission, values, purpose, and goals at the school, state and national chapter level as defined in bylaws and policies.

**Interpretive Statement:** Members continually support NSNA’s core values, mission, purpose, and bylaws. Members support educating faculty, students, and interested parties of the importance of preparing future nurse leaders in their communities and beyond.


**National Student Nurses’ Association (NSNA) Code of Academic and Clinical Conduct and Interpretative Statements**

*Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ*

As students are involved in clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. The following Interpretive Statements are offered as a framework to help guide nursing students in ethical analysis of responsibilities, professional conduct, and decision making in academic and clinical settings as they adhere to the NSNA Code of Ethics for Nursing Students.

*See Code of Ethics section 3 for full statement*
Other Policies Related to Unprofessional Conduct
Also see NAU School of Nursing Policy on Impaired Student (SON Clinical Policies and Requirements Section following SON Academic Policies and Procedures Section).

Standardized Achievement Tests
Standardized achievement tests are given for Traditional BSN students in NUR 225, NUR 345, NUR 347, NUR 349, NUR 411 and NUR 440. Students in the Accelerated BSN program complete these exams upon completion of NUR 319, 333, 334, and 335. These Specialty Exams are designed to measure the ability of each student to apply concepts related to specific clinical nursing content areas. Successful completion (the specified level of mastery will be determined within each course based on recommendations from testing company and review of exam statistics) of the Specialty Exam is counted as 5% of the course grade in those courses listed above. Partial credit for scores lower than the specified level of mastery will not be awarded.

A “Readiness for NCLEX” standardized achievement test is required for pre-licensure students. Students will take the exam as assigned in their final semesters of the program. Achievement of a high level of probability of NCLEX success (as defined by the testing company) may also contribute 5% of the course grade in the designated course where the exam is required.

An in-person NCLEX review course, currently the Kaplan, is required of all graduating pre-license students at the end of the program. Successful completion of the review course may be a requirement for NUR 450C.

Standardized Achievement Test Procedures Exam Scheduling
Specialty exams are purchased by the School of Nursing using part of Student Program fees. Information on scheduling the exams will be available in the courses that require these exams. Testing schedules are arranged by the School of Nursing based on the limited and varied availability of a secure testing environment. Testing may include a modest testing fee, depending on the site. Because of the highly secured, standardized nature of the specialty examination, it must be taken on the scheduled date and time and cannot be made up.

If a student requires special testing accommodations due to a documented ADA disability, please contact Disability Resources, the Testing Center or on-site program coordinator prior to scheduling an appointment for testing.

Results and Remediation
Students may review the results and remediation portion of the specialty tests immediately following the exam. Please take the time to review the exam immediately following completion. Please keep your username and password in a safe place so that you can access the results of your exams and review materials throughout the program.

Testing Policies
Cell phones and other electronic devices may not be used during classroom exams administered in the School of Nursing. Other measures to ensure test security may be implemented by faculty delivering examinations including the placement of all personal items at the front of the classroom, including cell phones, computers, and other electronic devices that must be turned off. If calculators are allowed for computation, they should be supplied by the School of Nursing. Additional test security measures may be implemented at the discretion of the faculty member.

Incomplete Grades
If you are unable to complete coursework in a scheduled course within the term in which you are enrolled, you may petition your instructor to receive an Incomplete rather than a letter grade or pass/fail grade. If your instructor agrees to give you an incomplete, you and the instructor must complete a
written agreement, a copy of which is held in your departmental file, indicating the exact work you need to do to finish the course. This written agreement must also indicate the date by which you must complete this work; that date cannot be longer than one calendar year from the end of the term in which you were enrolled in that course. By the end of the time agreed to in writing, your instructor must submit a permanent earned grade for the course. After one calendar year, any grade of Incomplete will automatically be converted to a grade of F, refer to the following link: https://www5.nau.edu/policies/Client/Details/43

The School of Nursing policy on Incomplete Grades further states:

- An “incomplete” is used when the student is doing acceptable work (passing with a “C” or better) but is unable to complete the course in the scheduled time due to illness or other conditions beyond the student’s control.
- The student has completed the majority of the work in the course.
- The student will be allowed one year to make up the incomplete grade, but if the course is a prerequisite for the next course, the student cannot proceed into the next course until the incomplete has been replaced by a passing grade.
- The fulfillment of the course requirements is the student’s responsibility.

Writing Standards
Papers submitted in nursing courses must meet professional and academic standards:

- Clear expression of ideas
- Well organized
- Proper grammar and punctuation
- Typed
- Bibliography or reference list adequate for the subject
- Source credit given
- Format according to Publication Manual of the American Psychological Association (A.P.A.) (most current edition)

Penalties for late papers are defined by the syllabus; students are responsible for knowing and following the guidelines defined in a course.

Grading Scale School of Nursing

A = 93-100%
B = 84-92%
C = 78-83%
F = below 78%

School of Nursing Clinical Policies and Requirements

Overview
Responsibilities of a nursing student include assessment and evaluation; planning client care and performing nursing care; reviewing the client chart, developing individual nursing plans; implementing provider orders, assessing the physical-psychosocial-cognitive-spiritual aspects of the client and family; using written, verbal, and computerized communication with faculty, peers, and other healthcare professionals. Delivery of client care across the nursing curriculum includes:

- Assisting clients with meals.
- Moving, positioning clients in bed.
- Walking clients with and without mechanical devices.
- Lifting, transferring and transporting clients using wheelchairs and stretchers.
- Administering medications.
• Providing direct client care such as catheterization, suctioning, bathing, toileting, dressing changes, etc.
• Client-family education.
• Responding to emergencies.
• Supervising staff such as nursing assistants in community based and clinical settings.
• Case Management.
• Evidence-Based Practice.
• Population Assessment.
• Managing psychosocial interpersonal professional experiences.

Client care requires the ability to synthesize information from a variety of sources and apply it in making decisions regarding safe care. The student must be focused and alert to maintain client safety. This includes the ability to place the client’s needs first. During each clinical experience the pre-licensure student is assigned client care, which may include medication administration and direct care functions. The student must be prepared to respond appropriately to medical emergencies.

The student is expected to respect and care for persons whose appearance, condition, behaviors and values may be in conflict with their own. Quality nursing care is to be provided regardless of client’s race, ethnicity, age, gender, religion, sexual orientation, or diagnosis. The student may be asked to participate in procedures which conflict with one’s own personal beliefs and values. A student within the School of Nursing is expected to conduct oneself in a composed, respectful manner in all situations and with all persons.
In collaboration with other health team members, the student works toward the goal of lifting the burden of physical and emotional pain of those assigned to her/his care. In order to assist others in regaining health, the student maintains her/his own level of wellness.

Disability Resources
Please contact Disability Resources, Northern Arizona University, 928-523-8773 (Voice) or 928-523-6903 (TDD) to receive information regarding disability accommodations and documentation requirements. To insure appropriate accommodations, it is the student’s responsibility to request accommodations in a timely manner and to provide appropriate documentation to verify eligibility for support services.

Essential Qualifications for Nursing Candidates
The following qualifications are required of all candidates for undergraduate nursing programs for successful admission, continuance, and graduation:

Motor Skills Qualification
The student should have sufficient motor function to execute movements required to provide general care and treatment to patients in all healthcare settings. Some of the activities you will be required to perform include the following:
• Stoop/bend.
• Stand, lift, climb and walk during most of the entire clinical experience.
• Squat, kneel.
• Physical agility is required while working around tables and chairs in a client’s room as well as occasional stooping and/or bending to retrieve supplies from lower storage areas.
• Push/Pull - pushing and pulling of equipment and items required for client care.
• Grasp/handle.
• Reach over shoulders, at waist, and below waist.
• Lift - there is a need to lift clients with and without mechanical devices.

The nursing student uses a variety of supplies and equipment such as computers, stethoscopes, blood pressure cuffs, IV poles, tubing and pumps, portable monitoring units, clamps and scissors, needles
and syringes, client support bars, hospital beds, wheelchairs, stretchers, bed scales, and traction.

**Sensory/Observation Qualifications**
The student should be able to acquire the information presented through demonstrations and experiences in the basic and nursing sciences. S/he must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications. The student will need to demonstrate an ability to use special senses (sight, hearing, touch, smell) to gather information about the client condition, i.e., color changes in the skin, hearing heart and lung sounds through a stethoscope, feeling pulses and feeling hot/cold skin. The student must be able to adhere to the standards of patient assessment and standards of nursing care, including the use of technological equipment.

**Communication Qualification**
The program requires the use of comprehensible speech, reading and writing to communicate with clients, families and other health professionals. Students may be required to demonstrate English speaking and writing skills as well as reading and listening comprehension before consideration for admission to the Undergraduate, Pre-Licensure Professional Nursing Program. The student must have the ability to direct care functions, engage in therapeutic communication and counseling and function in situations of stress. Students will be required to express ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. Additionally, the student must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment as well as demonstrate an ability to process and communicate information on the patient’s status with accuracy in a timely manner to members of the health care team.

**Cognitive Qualification**
A candidate must be able to measure, calculate, reason, analyze, integrate and synthesize in the context of nursing study. The candidate must be able to read and comprehend extensive written material. S/he must also be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting. The candidate must be able to problem solve rapidly, consider alternatives and make decisions for managing or intervening in the care of a patient.

**Behavioral/Social Qualification**
A candidate must possess the emotional health required to exercise good judgment and the timely completion of all responsibilities attendant to the diagnosis and care of patients and families. In addition, s/he must maintain mature, sensitive, and effective and harmonious relationships with patients, students, faculty, staff and other professionals under highly stressful situations. The candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The candidate must be able to exhibit empathy for the situations and circumstances of others and effectively communicate that empathy.

**Professional Conduct Qualification**
The candidate must abide by professional standards of practice. The candidate must be able to engage in patient care delivery in diverse settings and be able to deliver care to all patient populations.

**Clinical Supervision**
The Arizona State Board of Nursing (AZBN) Nurse Practice Act permits students enrolled in an approved pre-licensure nursing program to render registered nursing services when these services are incidental to a course of study in the program. In accordance with R4-19-206. Curriculum Paragraph D, item 2, a registered nursing program shall provide clinical instruction that includes, at a minimum, selected and guided experiences that develop a student's ability to apply core principles of registered
nursing in varied settings when caring for:

a. Adult and geriatric patients with acute, chronic, and complex, life-threatening, medical and surgical conditions;
b. Peri-natal patients and families;
c. Neonates, infants, and children;
d. Patients with mental, psychological, or psychiatric conditions; and
e. Patients with wellness needs.

The purpose of this policy is to ensure that nursing student clinical rotation placements are congruent with established AZBN, School of Nursing (SON) and health care agency policies. Furthermore, this policy is intended to ensure that clinical experiences are well matched to the program’s learning outcomes and professional nursing standards and aligned with agency’s clinical resources, values and standards.

Policy
Clinical nursing students will have a safe learning experience at assigned health care agencies. Students and faculty are authorized to be present at a health care agency and involved in patient care or other aspects of health systems operations under the following conditions:

1. Approval of a clinical placement.
2. A fully executed clinical affiliation agreement must be in place prior to the establishment of any student clinical rotation/placement.
3. Students and on-site faculty meet contractual requirements and comply with agency policies and procedures at all times during clinical experiences.
4. Faculty orient their students to the requirements delineated in the syllabus.
5. Where necessary, students and faculty complete appropriate training for utilizing the electronic health record, receive access codes, submit required forms, demonstrate health clearance, obtain proper identification/badge access, and attend orientation prior to placement in the clinical area.
6. Students and faculty follow the SON dress code/policy and display identification (ID) for the SON and agency.
7. For instances where a faculty member does not remain on-site during the clinical experience, appropriate nurse preceptors are arranged.
8. Nurse preceptors receive necessary orientation, engagement and documentation to support student learning and appropriate supervision. Preceptor Handbooks are individualized for each course where preceptors are arranged.

Pre-Licensure Clinical Experience
Students enrolled in the pre-licensure nursing program need to complete the minimal requirements for clinical study or experience as prescribed by national and state accrediting organizations.

- Clinical learning experiences are provided through cooperative arrangement with local and in-state hospitals, clinics and other health agencies.
- All clinical experiences are available to students at the discretion of the affiliated health facility.
- To maintain a working relationship with a healthcare facility, it is important that students abide by the operating policies of the facility.
- Parking regulations must be adhered to at each institution.
- It is the responsibility of the student to understand each clinical site’s parking policies at which the student is working.
- Adherence to clinical agencies’ policies is considered professional conduct.
- Students are required to demonstrate the following: confidentiality, responsibility and accountability within each course according to course syllabi and faculty satisfaction as they progress through the nursing program.
- Students will follow guidelines as found in course syllabi. Violations of these guidelines may result in failure of the course.
Clinical Hours
The hours you are assigned to be in clinical varies with clinical placement and may include 12 hour blocks of time. You may be at distant locations and your assignment may include weekend, day and evening hours. You are responsible for ALL of your own expenses associated with clinical travel.

Each unit (credit hour) of lab or clinical practicum requires a minimum of 45 clock hours per semester, so that a course that has 2 credit hours or units of clinical will have 90 clock hours or clinical during a semester and a course that has 4 credit hours or units of clinical will have 180 contact or clock hours of clinical during the semester.

Confidentiality of Clinical Records
The following policy on use of patient records has been developed to comply with federal guidelines outlined in the Health Insurance Portability and Accountability Act (HIPAA) regulations. The information below identifies what information is protected under federal law. https://www.hhs.gov/hipaa/index.html

Background- Federal HIPAA Requirements
Protected health information includes individually identifiable health information (with limited exceptions) in any form, including information transmitted orally, or in written or electronic form. “Individually identifiable health information” means health information created or received by a health care provider, health plan, employer or health care clearinghouse, that could be used directly or indirectly to identify the individual who is the subject of the information”. All traditional and accelerated nursing students are required to complete this training prior the start of their first clinical course.

Health information must have all of the following removed prior to use outside of a healthcare setting.

- Name;
- address, including street address, city, county, zip code, or equivalent geocodes;
- names of relatives and employers;
- birth date;
- telephone and fax numbers;
- e-mail addresses;
- social security number;
- medical record number;
- health plan beneficiary number;
  - account number
  - certificate/license number
- any vehicle or other device serial number;
- web URL;
- Internet Protocol (IP) address;
- finger or voice prints;
- photographic images;
- any other unique identifying number, characteristic, or code (whether generally available in the public realm or not) that the covered entity has reason to believe may be available to an anticipated recipient of the information, and
- the covered entity has no reason to believe that any reasonably anticipated recipient of such information could use the information alone, or in combination with other information, to identify an individual.

Thus, to create de-identified information, entities that had removed the listed identifiers would still have to remove additional data elements if they had reason to believe that a recipient could use the remaining information, alone or in combination with other information, to identify an individual. For example, if the “occupation” field is left intact and the entity knows that a person’s occupation is sufficiently unique to allow identification, that field would have to be removed from the relevant record.
Confidentiality of Client Records – Student Guidelines
Undergraduate students may not make copies of any material from a patient record. This includes but is not limited to patient records such as:
1. Medication Administration Records (MAR’s)
2. History and physicals
3. Lab reports
4. X-Ray reports
5. Insurance information
6. Operative reports
7. Consult records
8. Other records that may be found in either the hard copy or electronic patient record.

Students may not remove copies of patient records that were made by any other individual from the agency. Undergraduate students may not take ANY part of a patient record out of the agency.

A faculty member may make a copy of material from a patient record for teaching purposes provided no client identifiers are present on the copy.
Failure to adhere to these guidelines will result in disciplinary action up to and including dismissal/probation/suspension from the School of Nursing.

Fingerprint Requirements for Vulnerable Adult Providers
Vulnerable adult providers include: Skilled Nursing/Rehab Staff, Homecare, Hospice and Mental Health staff and employees from schools that provide patient care to SNF/Rehab and Homecare.

On May 5, 1998, Senate Bill 1050, Chapter 161-432R, H Version, Vulnerable Adults, was signed into law. This requires all direct care providers and administrators in Home Health Agencies (HHA), Residential Care Institutions (RCI) and Nursing Care Institutions (NCI) to submit a full set of fingerprints and criminal background check to the Department of Public Safety (DPS). This legislation went into effect for Home Health employees on August 21, 1998. Compliance for Skilled Nursing direct care providers was set for November 1, 1999 and is a condition of licensure.

This legislation was introduced in response to concerns regarding the risk of abuse, neglect, and financial exploitation of incapacitated and vulnerable adults. The legislation:
- Creates a new process for checking the criminal history of owners, employees, and contracted persons of residential care institutions, nursing care institutions and home health agencies.
- Sets forth new grounds for denying health care licenses.
- Strengthens criminal theft laws.
- Enacts limitations on acting with power of attorney as agent for vulnerable adults.
- Requires various reporting to the elder abuse central registry.

All pre-licensure students are required to obtain a Class I Clearance Card and submit a copy BEFORE they will be permitted to enroll in nursing classes. RN-BSN students must submit a copy BEFORE they may enroll in 400-level courses.

Health/Clinical Requirements
The School of Nursing is required by the agencies with which we are affiliated to maintain health and documents that protect patient safety.

The School of Nursing supports policies set forth by NAU regarding use of drugs and alcohol. Specific policies related to impairment are found later in this document.
Prior to entering the program, a physical exam (completed within the past 6 months) is required and documentation of current immunization is required. The completed form must be in the School of Nursing prior to the semester of enrollment. This data is used to confirm that a student is in good
physical and mental health for participation in the program.

Students may not be allowed to participate in clinical experiences unless all documents are on file TWO WEEKS PRIOR to the clinical rotations. Meeting requirements such as these is part of being a healthcare professional, and for the rest of your professional career you will have similar responsibilities to complete and provide documentation.

Please note these important policies:

- Clinical documents must be valid beginning the first day and continuing through the last day of the semester.
- It is the responsibility of the student to provide documentation verifying that they are current on all requirements every semester in which they are enrolled in clinical courses.
- A delay in submitting clinical documents can result in a student being prohibited from participation in clinical orientation, as well as an administrative withdrawal from clinical course and related theory course.
- Thus any delay in submitting clinical documents can result in an interruption of progression through the program. In such a case the student will be required to retake that course in its entirety during the next semester on a space-available basis.
The following table lists initial and annual requirements that must on file with the School of Nursing in order to participate in clinical experiences.

<table>
<thead>
<tr>
<th>Document</th>
<th>Renewal requirements</th>
<th>Completed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Insurance</td>
<td>Ongoing throughout program enrollment. NAU Gold Plan not accepted</td>
<td>Prior to enrollment and annually</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>Ongoing throughout program enrollment.</td>
<td>Prior to enrollment and annually</td>
</tr>
<tr>
<td>PPD (TB Skin test) or TB; Quantiferon®-TB Gold (QFT-G)</td>
<td>A chest x-ray will be required if the test is positive with annual symptom screening (per CDC guidelines) and repeated testing if symptoms develop that could be attributed to tuberculosis. Note: some facilities require more frequent testing. It is expected students will abide by facility policy. Students will be notified if more frequent testing is required.</td>
<td>Prior to enrollment and annually (unless facility requires more frequent testing)</td>
</tr>
<tr>
<td>CPR</td>
<td>Every 1-2 years MUST be American Heart Association healthcare provider card. On-line certifications will not meet this requirement.</td>
<td>Prior to enrollment and maintained as current during all semesters thereafter</td>
</tr>
<tr>
<td>MMR</td>
<td>Proof of immunization – 2 inoculations - at a minimum, the 1st immunization must be completed prior to enrollment.</td>
<td>Prior to enrollment</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Proof of immunization – 3 inoculations – at a minimum, the 1st immunization must be completed prior to enrollment.</td>
<td>Prior to enrollment</td>
</tr>
<tr>
<td>Varicella</td>
<td>Proof of immunization by documentation of inoculation or titer ((+)) or (-)).</td>
<td>Prior to enrollment</td>
</tr>
<tr>
<td>Tdap</td>
<td>Proof of immunization by documentation of inoculation within ten years or titer; one adult dose required followed by booster shots of Td every 10 years unless otherwise instructed.</td>
<td>Prior to enrollment</td>
</tr>
<tr>
<td>Other</td>
<td>The student will be required to provide other documentation as required by individual facilities. Examples: drug testing, flu shot or additional background checks. Students will be notified of these requirements by course faculty.</td>
<td>As directed</td>
</tr>
<tr>
<td>Fingerprinting</td>
<td>Class I Clearance Card</td>
<td>Prior to enrollment</td>
</tr>
<tr>
<td>Physical Examination</td>
<td>Exam required for entry into program</td>
<td>Prior to enrollment</td>
</tr>
</tbody>
</table>

National and institutional policies may change at any time and it is expected students will comply with changes as posted.
Traditional and Accelerated Student Credentials Tracking
For those students using NAU Student Credentials log onto the credential database with their NAU username and password and view the documents that are in their student file, what documents are deficient, and if documents are coming due for renewal. Log into the credential database using your NAU user ID at: https://www5.nau.edu/chhs/credentials/

For all student Fall 2019 forward using Typhon, log onto the Typhon Group. An initial username and password will be provided via email upon admission. Student will upload and update their student credentials, input case log information, skills check offs and time logs. Log into Typhon at https://www.typhongroup.net/nsst/adminro/login.asp?facility=8285.

Safe Performance in Clinical and Laboratory Settings Policy
Students in the School of Nursing are expected to demonstrate safe professional behavior which includes, but is not limited to, promoting the actual or potential well-being of clients, healthcare workers, and self in accordance with course outcomes. Students are also expected to demonstrate accountability in preparing for, providing and documenting nursing care according to course outcomes and agency standards/protocols. Students are required to adhere to the Code of Ethics established by the American Nurses Association, the Arizona Revised Statutes including those specific laws pertaining to nursing practice (inclusive of rules and regulations of the Board of Nursing), and the NAU Code of Conduct adopted by the Board of Regents.

A written warning is given for unprofessional conduct and violations will be addressed according to the communication of concerns process outlined in this handbook. Violations may result in disciplinary action up to and including dismissal from the program.

Safe performance clinical standards have been established to:
- identify expectations of the School of Nursing.
- comply with licensure regulations.
- comply with agency agreements.
- identify and help students who need assistance and support to succeed in the nursing program.

Guidelines for Determining Safe Performance

Regulatory
Students practice within the boundaries of the Arizona State Nurse Practice Act Revised Statutes and Rules, the ANA Code of Ethics for Nurses; the guidelines, outcomes and policies of the School of Nursing; and the rules and regulations of the health care agency where they are assigned for clinical learning experience.

Examples of unsafe practice include but are not limited to the following:
- Fails to notify the agency and/or instructor of clinical absence.
- Fails to follow College, School of Nursing, and/or agency policies and procedures.
- Reports for clinical practicum under the influence of drugs and/or alcohol.
- Reports to clinical practicum demonstrating signs or symptoms related to mental, psychological, or physical impairment.

Ethical
The student performs according to the guidelines of the American Nurses' Association Code of Ethics for Nurses, Standards of Practice, and the Arizona State Nurse Practice Act Revised Statutes and Rules.

Examples of unsafe or unethical practice include but are not limited to the following:
- Refuses assignments based on client's race, culture, religious preference, gender, national origin, age, disabling condition or any other protected status category.
• Fails to consult with instructor prior to refusing assignment.
• Denies, covers-up or does not report own errors in clinical practice.
• Ignores and/or fails to report unethical behavior of other students or health care persons in the clinical setting which affects client welfare.
• Manipulates drug supplies, narcotics or patient records.
• Falsifies client records or intentionally charting incorrectly.
• Mis-appropriates medications, supplies or personal items of the individual or agency.
• Resorts to fraud, misrepresentation or deceit in the areas of theory or theory application.
• Fails to report through proper channels incompetent, unethical or illegal practice of any person.
• Aids, abets or assists any person to violate or circumvent any law, rule or regulation intended to guide the conduct of nurses.

Biological, Psychosocial, Social and Cultural
Biological, Psychological, Social, and Cultural Realms - The student's performance meets the needs of the human system from a biological, psychological, sociological, and cultural standpoint at the level of the nursing course outcomes.

Examples of unsafe practice include but are not limited to the following:
• Displays mental, physical, or emotional behavior(s), which may adversely affect others' well-being.
• Fails to follow through on suggested referrals or interventions to correct deficit areas, which may result in harm to others.
• Commits acts of omission or commission in the care of clients, such as but not limited to: physical abuse; placing client in hazardous positions, conditions, or circumstances; mental or emotional abuse; and/or medication errors.
• Interacts inappropriately with agency staff, co-workers, peers, patients/clients, families, and/or faculty resulting in miscommunications, disruption of client care and/or unit functioning.
• Lacks physical coordination essential for carrying out nursing procedures.
• Lacks information-processing ability necessary for making appropriate clinical judgments or decisions.

Accountability
Examples of unsafe practice include but are not limited to the following:
• Fails to provide inclusive written communication on appropriate documents or verbal communication to faculty and/or appropriate agency personnel.
• Fails to accurately record essential client behaviors.
• Fails to report incompetent, unethical or illegal practice of any person.
• Attempts activities without adequate orientation, theoretical preparation or appropriate assistance.
• Fails to maintain honesty in clinical practice and/or written work.
• Is tardy or absent to clinical practicum. See SON Absence and Tardy Policy

Human Rights
Human Rights - The student's performance demonstrates continuity in the responsible preparation, documentation, and promotion for the health care of clients, according to course outcomes.

Examples of unsafe practice include but are not limited to the following:
• Fails to maintain confidentiality of interactions.
• Fails to maintain confidentiality of records.
• Exhibits dishonesty in relationships with peers, faculty, clients/patients and/or agency personnel.
• Fails to recognize and promote every patient's rights.
Safety and Comfort
Examples of unsafe practice include but are not limited to the following:

- Poor judgment that jeopardizes the safety/comfort of clients.
- Performance of procedures with inadequate preparation/supervision.
- Verbally or physically abusing another person or threatening to physically abuse another person.
- Failure in safeguarding client welfare/confidentiality.
- Leaving a nursing assignment without proper notification of faculty and appropriate personnel.

Implementation of Safe Performance and Clinical Laboratory Settings Policy
Unsafe behavior(s) related to the student's performance problem must be clearly described and documented on NAU School of Nursing Student Counseling Form. When possible confirmation and supporting observation of clinical staff should be included in the documentation of the performance problems. The clinical instructor will document unsafe behaviors and take appropriate action, which may include one or more of the following:

1. A conference between the student and clinical instructor.
2. Discussion of appropriate action by student.
3. Consultation by faculty member and student with the course leader, advisor, and/or Associate Director.
4. Referral to the Student Health Service for physical health assessment to determine if there are any factors impacting on student’s performance, and any recommendations for health care.
5. Referral to Counseling and Testing Services (CTS) or student’s healthcare provider for psychological or drug/alcohol assessment to determine if there are any factors impacting student performance, and satisfactorily addressing recommendations from CTS or students’ healthcare provider. Evidence of addressing recommendations submitted to Associate Director.
6. Removal from the clinical practicum with appropriate action, e.g., with a failure to meet clinical course outcomes, leading to possible course failure, probation, or dismissal from the nursing program.
7. In the event a student is impaired, guidelines described in the IMPAIRED STUDENT POLICY (see below) will be followed. Items 1 – 6 may also be used in conjunction with the implementation of the IMPAIRED STUDENT POLICY.
8. In cases where the behavior violates the Arizona Board of Regents’ Code of Conduct charges will be brought under this code.

The student has a right to provide input and/or data regarding his/her clinical performance and to consult with the clinical instructor, the course coordinator, faculty advisor, and/or Associate Director.

The student may initiate the appeal process according to the procedures outlined in the School of Nursing Undergraduate Student Handbook.

Impaired Student Policy

Philosophy
The School of Nursing at Northern Arizona University recognizes the inherent dignity and worth of every student and, that, to demonstrate a respect for each individual, it is necessary to maintain a safe learning environment. We also respect the human rights of every individual and understand that each student has certain rights and freedoms in accordance with state and federal law.

As healthcare professionals it is, likewise, our responsibility to ensure the safety of the clients and organizations with whom we work. One of the standards we hold is that students who care for clients in vulnerable situations must demonstrate mental acuity and clarity of decision making at all times, as well as physical ability appropriate to the circumstances. Student mental, psychological, or physical
impairment resulting from the influence of alcohol, drugs, or any other cause may pose an unacceptable safety risk which might endanger these clients, fellow students, faculty, the clinical agency or the University.

We also recognize that: (1) Chronic substance abuse is an illness that can be successfully treated. Therefore, if a student admits to a substance abuse problem and requests rehabilitation, the School will provide the student with appropriate treatment referrals. (2) There can be successful intervention in situations involving mental, psychological, or physical impairment resulting from other causes.

It is emphasized, however, that if a student’s conduct otherwise violates the Arizona Board of Regents’ Code of Conduct (for example, if a student is found responsible for distribution or use of illegal substances on the University campus, etc.), the student may be subject to University-imposed discipline apart from the terms of this policy.

We further recognize that members of the Native American Church may use controlled substances as part of their religious ceremonies and these substances may appear in a test result without the student being impaired. If the student’s performance is not impaired, then such use shall not constitute cause for action.

We also recognize that this policy shall be interpreted in light of and implemented consistent with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, together with the regulations and court decisions arising there under.

Therefore, we recommend a “for cause” policy that addresses impairment. This policy is described below. The consent and self-report forms can be found in the appendices.

**Definition of Substance Abuse**
The use of any drug, alcohol or other substance that results in the mental or physical impairment of a student.

**Procedure for Removing a Student Who is Suspected of Being Impaired from an Educational Setting**

A. Whenever a student is perceived to be mentally or physically impaired, the faculty member must take immediate action to relieve the student of his/her duties and remove the student from the clinical or classroom area. The immediate goal is to provide for the safety of patients, the public, other students and the student who is suspected of being impaired.

B. In a teaching situation, when a faculty member perceives the odor of alcohol or marijuana, or observes behaviors such as, but not limited to, slurred speech, unsteady gait, confusion, sharp mood swings/behavior especially after an absence from class, lack of manual dexterity, excessive health problems, increased absenteeism, tardiness or irritability, severe weight loss, needle track marks especially in the inner elbow, carelessness in appearance and hygiene, or euphoria, which causes the faculty member to suspect the student could be impaired by a substance, the faculty member must:
   1. Immediately inform the student as to why actions are being taken to relieve the student of his/her duties.
   2. Ask the student if he/she will consent to undergo a drug/alcohol screening test, which will be conducted at the expense of the NAU School of Nursing.
   3. Make arrangements for transport of the student to a “for cause” drug/alcohol screening test or to the student’s home at the expense of the School of Nursing.
   4. Remove the student from the immediate educational setting and have either the faculty member or a designee remain with the student until transport is available.
   5. Inform the Director of the incident and accompanying circumstances. The Director shall refer the case to the Associate Director with details of the incident and accompanying
circumstances on the next business day in the School of Nursing offices.

6. Arrange for a meeting within two working days with the Associate Director, the student, the student’s advisor and the faculty member who reported the incident to discuss the incident and determine the actions to be taken.

C. If the student agrees to drug/alcohol testing, the faculty member will ask the student to sign the “Consent for Screening” form and the “Consent for Transportation” form (see Appendices for forms) and, following the student’s signature, will contact a local transportation service to transport the student to a designated testing site, to wait for the student and then drive the student home.

D. In a teaching situation, when a faculty member perceives that a student is mentally or physically impaired, but such impairment does not appear to be related to or arising from substance abuse, the faculty member must:
   1. Immediately inform the student as to why actions are being taken to relieve the student of his/her duties.
   2. Remove the student from the immediate educational setting and have either the faculty member or a designee remain with the student until transport is available to the student’s home at the expense of the School of Nursing.
   3. Inform the Director of the incident and accompanying circumstances. The Director shall refer the case to the Associate Director with details of the incident and accompanying circumstances on the next business day in the School of Nursing offices.

E. If the student refuses to submit to a “for cause” drug/alcohol screening test, or if the student admits to using alcohol or other substances prior to the suspect conduct, or if the perceived impairment does not appear to be related to or arise from substance abuse, the following actions will be taken:
   1. The student will be immediately removed from the clinical or educational setting, but will remain in visual contact with the faculty member or designee.
   2. The student exhibiting behaviors indicative of possible impairment will be offered safe transportation home at the expense of the School of Nursing. The faculty member will ask the student to sign the “Consent for Transportation” form. Once signed, the faculty member will contact a local transportation service to take the student home.
   3. If the student refuses to sign the “Consent for Transportation” form the faculty member shall notify the local police.
   4. The faculty member will arrange for a meeting within two working days with the Student Affairs Committee, the student, the student’s advisor and the faculty member who reported the incident, to discuss the incident and determine the actions to be taken.

F. Any deadlines provided for above may be extended by the Director of the School of Nursing or the Director’s designee for good cause which shall be documented or when the day on which an event is to occur falls on non-University workdays.

Positive “For Cause” Drug/Alcohol Test Results While Enrolled in the School Of Nursing

A. If the result of a drug/alcohol test is positive, and until a decision is made concerning the student incident by the Associate Director, the student is suspended from all clinical settings and any other settings in which the student interacts with patients, students, or other members of the public through programs sponsored by the School of Nursing.

B. Any student enrolled in the School of Nursing who is found to have a positive drug/alcohol test while enrolled in the program, which is not the result of prescribed medications taken in compliance with the prescribing practitioner’s instructions, will be removed from the program for at least one year following review of the drug/alcohol test results by the Associate Director. Students who are found to be impaired as a result of prescribed medications taken in
compliance with prescribing practitioner’s instructions shall be evaluated for safety in clinical settings and may be removed during the duration of impairment.

C. Petition to the Associate Director for continuation in the Nursing Program may occur after the conditions listed in the Reapplication Policy are met.

Positive Drug/Alcohol Test Results Due to Prescription Use

A. If a student claims that the positive drug/alcohol test result is a result of prescription use, the student will be requested to arrange for the prescriber to provide the following information to the Associate Director: the prescriber’s statement detailing the drug, dose, frequency, effect, expected duration of treatment, any indications of abuse or the prescription drug(s), and any contraindications to being in the clinical setting while on this drug.

B. If the student is unable to have the prescriber forward such information to the Associate Director regarding the drug, the test will be treated as positive and unexcused.

Role of Associate Director of Nursing in Actions Based on Drug/Alcohol Test Results or Actions Based on the Perception of Mental or Physical Impairment Relating to or Arising from Other Causes

A. A meeting with the Associate Director of Nursing will be held within two working days to determine continued student participation in a School of Nursing program following an incident in which a student is removed from the education setting for suspected substance abuse.

1. The meeting will be attended by the Associate Director, the faculty member who reported the incident, the student and the student’s faculty advisor. The student shall notify his/her faculty advisor not less than five hours before the meeting if the student plans to bring anyone else to the meeting.

2. The faculty member will provide documentation about the student’s behavior that was evidence of possible substance abuse, the actions taken, the student’s response and all other pertinent information, within one working day of the incident, to the Student Affairs Committee.

3. At the meeting, the student will be asked to provide a written explanation for the behaviors identified.

4. The Associate Director, the student and the student’s faculty advisor will have access to the documentation of the incident and the results of any drug/alcohol tests administered.

5. If the “for cause” drug/alcohol test is positive, a decision will be made within five working days after the meeting about the student’s continued participation in the program.

6. If the “for cause” drug/alcohol test result is inconclusive, the drug/alcohol test will be repeated at the expense of the School of Nursing. If the drug/alcohol test result is again inconclusive, a decision regarding the student’s participation in the program will be made based on available data. This decision will be made within five working days after the last repeat drug/alcohol test result is reported to the School of Nursing.

7. If the result of the drug/alcohol test is negative, consideration must be given to a possible medical condition or other cause being responsible for the evidence of impairment. Based upon the specific evidence involved, a medical or mental health referral for evaluation and School of Nursing review of the evaluation results may be necessary before the student may continue to participate in the program.

8. The documentation of the incident, the meeting, any drug/alcohol test results, and the results of any medical evaluation will be maintained by the Associate Director. The Associate Director shall review the data and, based on the information provided, will make a recommendation to the Director of the School regarding the student’s participation in the program.

B. A meeting with the Associate Director will be held within two working days to determine continued student participation in a School of Nursing Program following an incident in which a
student is removed from the educational setting for perceived mental or physical impairment that does not appear to relate to or arise from substance abuse.

1. The meeting will be attended by the Associate Director, the faculty member who reported the incident, the student and the student’s faculty advisor.
2. The faculty member will provide documentation about the student’s behavior that was evidence of possible mental or physical impairment, the actions taken, the student’s response, and all other pertinent information within one working day of the incident, to the Associate Director.
3. At the meeting the student will be asked to provide an explanation for the behaviors identified.
4. The Associate Director, the student and the student’s faculty advisor will have access to the documentation of the incident.
5. Based on the specific evidence involved, a medical or mental health referral for evaluation and School of Nursing review of the evaluation results may be necessary before the student may continue to participate in the program.
6. The documentation of the incident, the meeting, and the results of any evaluation will be maintained by the Associate Director. The Associate Director shall review the data, and based on the information provided, will make a recommendation to the Director of the School regarding the student’s participation in the program.

Hearing Process
- A. The student is entitled to a hearing prior to the imposition of any final condition of continued participation, or penalty, including removal from the program.
- B. The student shall follow the grievance procedure as outlined in the NAU Student Handbook.

Confidentiality
- A. All incidents involving actual or suspected mental or physical impairment in the clinical/educational setting, whether or not related to or arising from substance abuse, will be handled as confidentially as reasonably possible. Faculty members may consult with the Associate Director of the School of Nursing and members of the Student Affairs Committee for appropriate action/follow up.
- B. All records relating to the incident and resulting meetings and actions will be kept in the student’s file in Student Services in the School of Nursing

Self-Reporting to the Arizona State Board of Nursing for the Alternative to Discipline Program, a Voluntary Diversion Program
All students enrolled in the School of Nursing Program who have had a positive drug/alcohol screen must comply with the following conditions:
- A. Registered Nurses who had a positive pre-admission or “for cause” drug/alcohol test result must register with the Arizona State Board of Nursing within 30 days after admission to the School of Nursing program as agreed upon by signing the Agreement to self-report.
- B. Unlicensed applicants who had a positive pre-admission or “for cause” drug/alcohol test result must register with the Arizona State Board of Nursing within 30 days prior to graduation from the program as agreed upon by signing the Agreement to self-report.
- C. The purpose for signing the Agreement to self-report is so further monitoring can be implemented if determined to be necessary in accordance with the voluntary nature of the ATD program.
- D. Signature of the Agreement to self-report gives permission to the School of Nursing to release records pertaining to the student to the ATD program to facilitate a decision about further monitoring.
- E. Signature on the Agreement to self-report gives permission to the ATD program to inform the School of Nursing about whether the self-report to ATD has occurred.
Test Result
A. Any individual who requests readmission to the School of Nursing after treatment for a
drug/alcohol problem following a positive drug/alcohol test result, must meet the conditions set
forth in the policy for Reapplication for Admission before readmission is considered.
B. A memorandum of agreement shall be drawn up between the student and the Associate
Director delineating the conditions upon which the student may continue in the program.
C. The student’s faculty advisor will be designated to monitor the student’s compliance with the
memorandum of agreement, to serve as liaison between the student and the Associate Director
and other faculty members, and to ensure that other faculty members who are determined to
have a need to know this information are notified that the student is functioning under the
memorandum of agreement.

Re-Application for Admission to the School of Nursing Following A Positive Or Inconclusive
Drug/Alcohol Test Result
An individual who has been removed from the Nursing Program due to a positive or inconclusive
drug/alcohol test result, may reapply after at least one full year has passed, if the individual provides
evidence of the following prior to reapplication:
A. A negative drug/alcohol screen, no more than 30 days before reapplication.
B. Official documentation of a referral to a treatment program recommended by an approved
certified addiction specialist and/or addictionologist approved by the Arizona State Board of
Nursing.
C. Official documentation of participation in such a recognized drug/alcohol treatment program.
D. Evidence of continued successful attendance and/or successful completion of an approved
drug/alcohol aftercare/follow up treatment program.

Transportation and Expenses Related to Clinical Assignments
Clinical experiences are an integral component of our Nursing program. Since our program focuses on
rural health, you participate in a wide variety of clinical learning experiences as part of your educational
preparation. These experiences may be in local community agencies, health-care facilities throughout
the state of Arizona, and in agencies throughout the state. All students in the nursing major are required
to secure their own transportation and housing to the clinical sites where they are assigned for clinical
experiences. Please be aware that students are responsible for ALL travel and overnight expenses
during ALL of these clinical experiences (gasoline, lodging, meals, etc).

Additional Health Related Policies Related to Clinical Assignments:
Student Exposure to Blood/Body Fluids
All traditional and accelerated nursing students are required to complete this as part of their admission
to the School of Nursing. Notify your instructor immediately should this occur during one of your
learning lab or clinical experiences. Your instructor will help you in following the agency protocol for
exposure to blood/body fluids and completing the necessary documentation. This information also
needs to be reported to the Associate Director of the School of Nursing.

Unusual Occurrence
With the exception of exposure to blood and body fluids, the following procedure is to be followed when
a student is injured in the School of Nursing building or at a clinical agency:
• Arrange for immediate care of the student as necessary.
• The student is expected to pay for all health care costs incurred in treatment. If the student
chooses to see a personal physician, the student is responsible for all charges. The student
may elect to be seen in the agency Emergency Room; if the student incurs Emergency Room
charges, the student is responsible for those charges. The School of Nursing is NOT
responsible for any health care costs incurred by students.
• Complete an Incident Report according to agency policy. Provide a copy to the Associate
Director of the NAU School of Nursing.
Complete a NAU School of Nursing Critical Incident Report Form. The form is obtained from the School of Nursing administrative office, completed by the student and instructor, and submitted to the Associate Director of the School of Nursing.

Student Injections/Invasive Procedures
Under no circumstances is a student nurse permitted to perform any invasive procedure (injection, IV catheter insertion, tube insertion, etc.) on another student, faculty, or anyone who is not receiving patient care. Any incident of performing such a procedure will be deemed unprofessional conduct and penalties may include clinical course failure or dismissal.

Uniform Policy
The uniform policy is designed to protect the personal safety of students and patients in the clinical setting and to support the professional image of nursing. Uniform standards are also a means of identifying our students as Northern Arizona University School of Nursing students when they are in the clinical setting. This policy must be observed by all pre-licensure nursing students. In certain clinical settings, clinical faculty will provide students with special instructions concerning exceptions to this policy.

In addition to the following policy, students will follow any dress policies required by the clinical agency to which they are assigned.

The NAU student uniform or components of the NAU student uniform with NAU identifying information (i.e. scrub top with NAU logo on it, name badges) should not be worn when working as an extern at any clinical agency or when not in the clinical or lab setting.

Pre-licensure students entering the NAU nursing program may purchase uniforms at a location of their choice, but the NAU logo must be applied through a collegiate licensed facility (http://www.imgcollegelicensing.com/). Refer to admission letter or onsite program coordinator for purchasing instructions. Pre-licensure and RN students will purchase name badges from the NAU bookstore.

The clinical uniform consists of:
- NAU blue scrub top (those that button or snap can be left open with a white or matching t-shirt, polo style shirt or turtleneck shirt worn underneath the scrub top).
- NAU logo must be embroidered on the left upper chest.
- NAU blue scrub pants.
- Flat soled (sole no greater than 1” and heel no greater than 2”), solid color white, navy or black shoes that are clean with closed toes.
- Open-toed shoes, sandals, clogs (including rubber clogs), shoes with porous tops (i.e., mesh), or canvas shoes are not permitted (safety and infection control requirements).
- Uniforms must be clean, neat, properly fitted, and worn with appropriate undergarments.
- While giving direct care, no outer covering other than a navy blue scrub jacket should be worn over the uniform.
- Midriffs, cleavage, or buttocks should not be showing.
- NAU name badge is required, and at many agencies you will be required to wear the agency ID badge as well.
- Students are to wear uniforms with name badges when in the clinical facility in the student role (for example: to obtain assignments for scheduled clinical days, etc.).
- Waist Packs: A clean plain white, black or navy waist pack may be worn with the uniform.

For community-based clinical, outpatient mental health nursing clinical, or other activities in community-settings where professional attire is required, students shall wear a navy polo shirt with the NAU School of Nursing logo (available through the Student Nurses’ Association) along with khaki, black, or dark
gray trousers or slacks; jeans, sweats, and yoga pants are not permitted. A NAU name badge remains a requirement as well as flat soled (sole no greater than 1” and heel no greater than 2”), solid color white, navy or black shoes that are clean with closed toes and no porous tops. Students may wear a black or navy blue cardigan or blazer style jacket. Faculty will direct you of other requirements that may be specific for an agency.

Equipment required:
- Watch with second hand or digital time for assessing pulse and respiratory rates
- scissors
- stethoscope
- pen light
- pen with black ink
- Kelly clamps or hemostat
- Hand held calculator

Grooming and Professional Behavior are of the utmost importance when caring for patients and provide the patients with a feeling of confidence and safety. The following expectations are required in clinical and lab settings:
- Hair is to be clean, of a natural color, and neatly secured above the collar.
- Students should be clean shaven. If facial hair is present, it must be clean and neatly trimmed. Fingernails must be clean, short, and smooth to ensure student and patient safety.
- In accordance with the Center for Disease Control Guidelines, only natural nails may be worn during assigned clinical experiences. (Artificial and acrylic fingernails are prohibited).
- Only clear, colorless nail polish is permitted.
- Minimal makeup is acceptable.
- Colognes, aftershave, perfumes, scented hair products, deodorant, soaps, and lotions should be kept at a minimum, if used at all.
- Detectable smoke odor is offensive to many patients and may also trigger symptoms in some patients. It is expected that students will also remain free of smoke odor.
- Students should practice good hygiene to avoid body odor.
- No gum or tobacco chewing is permitted during clinical practicums.
- No cell phone use is permitted in patient care areas (potential patient confidentiality violations and interference with some medical equipment).
- Jewelry
  - Watches which display seconds are required. Other wrist wear, other than medical identification bracelets, must be removed during assigned clinical experiences.
  - Jewelry of any kind is discouraged for infection control and patient and student safety reasons; however, a plain wedding or personal ring may be worn if it has no stones.
  - One set of small, non-dangling post earrings may be worn, but only one earring may be worn in each ear. Gauges are not permitted.
  - No body piercing jewelry or intradermal implants may be visible.
  - No facial jewelry or oral piercings are permitted.
  - Necklaces and ankle jewelry must be covered or removed during assigned clinical experiences.
- Body art and tattoos must be covered during assigned clinical experiences.

Additional dress requirements may be instituted by specific clinical agencies. While attending such facilities in a professional capacity, students are to adhere to any such rules. Additional agency policies may be in place and must be followed at all times when the student is in the facility for a clinical practicum, preparing for clinical, or in the agency in the capacity of NAU Student Nurse.

Other School of Nursing Policies/Information
Commencement
Attendance at the Commencement exercises is strongly encouraged. All students in the senior class, including those who completed their requirements at the end of the preceding semester are listed in the program and invited to participate. Undergraduate students who have one course to complete during the summer to meet their requirements may participate in the Commencement exercises.

Participants in the ceremony are expected to wear academic regalia, which can be purchased or rented through the NAU Bookstore. School of Nursing pins are available for all graduating Baccalaureate students. Purchase of these pins is the responsibility of the graduating senior. Pins may be ordered with the assistance of student services.

Communication and Correspondence Address and Personal Information Changes
It is extremely important that each student keep the Nursing School informed of their current address, telephone number, change of name, and person to be notified in case of emergency. Information may be updated in LOUIE, with Student Services in Flagstaff and with on-site coordinators for American Indian, Tucson, and Yuma Programs. It is essential that students have a telephone contact. Clinical faculty members must have your phone number.

Communication of Concerns
In order to facilitate open communication between students and faculty, the School of Nursing has developed lines of communication to resolve academic issues that may arise in the classroom and/or at the clinical site. Student issues or concerns should be addressed promptly and according to the communication of concerns process outlined below. Dialog with the next person in the line of communication is necessary only if after the prior contact there is no resolution of the concern. Meetings may be in person or by conference call.

* The student is encouraged to discuss the concern with the Faculty Advisor at each step of the process. If the student requests and if the advisor agrees, the advisor may attend the meeting. These meetings are an open process. However, the advisor is present as a silent observer, has no decision-making responsibility and is only a witness to the process.
Communication of Concerns Flow Diagram

STUDENT CONCERN

DISCUSS WITH FACULTY MEMBER

RESOLUTION

NO RESOLUTION

DISCUSS WITH COURSE LEAD

RESOLUTION

NO RESOLUTION

STUDENT AND FACULTY MEMBER MEET WITH CAMPUS\PROGRAM COORDINATOR

RESOLUTION

NO RESOLUTION

STUDENT, FACULTY MEMBER, AND COURSE \ PROGRAM COORDINATOR MEET WITH ASSOCIATE DIRECTOR OF NURSING

RESOLUTION

NO RESOLUTION

ALL MEET WITH DIRECTOR

RESOLUTION

NO RESOLUTION

REFERRAL FOR APPROPRIATE FORMAL PROCEDURES
Electronic Mail (E-Mail)
Students are required to have a NAU email account. The official mode of correspondence between students and the School of Nursing is via the NAU email account. Students are expected to use their NAU email and are accountable for official School of Nursing correspondence sent to the NAU account. Students are encouraged to check their email frequently.

It is the responsibility of the student to forward their NAU email to their primary account if the student prefers to use an email account other than the NAU system. The Student Technology Support staff can assist students with the forwarding process. In Flagstaff call 928-523-9294. The toll-free number is 888-520-7215.

Information is distributed to the American Indian Program, Flagstaff, Tucson, Yuma and RN-BSN students (CEP, regular online and PL programs) through NAU email or through the course instructor. Please check your email account regularly.

Probation and Dismissal
The School of Nursing adheres to the guidelines for disciplinary action outlined by the Office of the Dean of Students. [https://nau.edu/university-policy-library/student-disciplinary-procedures/](https://nau.edu/university-policy-library/student-disciplinary-procedures/) and [https://www5.nau.edu/policies/Client/Details/520](https://www5.nau.edu/policies/Client/Details/520)

Additionally, students in the School of Nursing are held to the standards described briefly below. These guidelines have been described in more detail in the School of Nursing Academic Policies and Procedures and Clinical Policies and Requirements section of this handbook.

1. Students are required to adhere to the Code of Ethics established by the American Nurses Association, the Arizona Revised Statutes including those specific laws pertaining to nursing practice (inclusive of rules and regulations of the Board of Nursing), and the NAU Code of Conduct adopted by the Board of Regents.
2. Incidents of unprofessional conduct and violations will be reviewed by the course instructor in accordance with the communication of concerns procedure outlined in this handbook.
3. Violations may result in a range of responses, including school probation or dismissal from the program.
4. Nursing behavior which jeopardizes the rights of others and/or the health and welfare of clients constitutes unprofessional conduct.
5. In addition, unprofessional conduct includes but is not limited to:
   a. Poor judgment that jeopardizes the safety and/or comfort of clients/patients.
   b. Performance of procedures with inadequate preparation and/or supervision.
   c. Verbally or physically abusing another person.
   d. Failure in safeguarding client/patient confidentiality.
   e. Failure in safeguarding client/patient welfare.
   f. Leaving a nursing assignment without proper notification of appropriate personnel.
   g. Manipulating drug supplies, narcotics, medication, or patient records.
   h. Falsifying client/patient records or intentionally charting incorrectly.
   i. Misappropriating medications, supplies or personal items of the individual or agency.
   j. Resorting to fraud, misrepresentation or deceit in the areas of didactic or clinical application.
   k. Failing to report through proper channels incompetent, unethical or illegal practice of any person.
   l. Aiding, abetting or assisting any person to violate or circumvent any law, rule or regulation intended to guide the conduct of nurses.
   m. Clinical attendance under the influence of mind-altering substance prescribed or not.
   n. Attending clinical when physically or psychologically impaired by illness, fatigue or during the communicable phase of an illness.
   o. Non-compliance with policies and/or procedures in the Northern Arizona University
p. Non-compliance with Arizona State Board of Nursing Rules and Regulations (available on the Internet)
r. Plagiarism
s. Violation of any provisions of this Handbook or of the Student Code of Conduct adopted by the Arizona Board of Regents.

Probation Policy and Procedure

Definition:
School of Nursing probation is the formal identification of academic deficiencies or professional conduct violations, which, if not remedied, will result in dismissal from the baccalaureate program in the School of Nursing.

Criteria for School of Nursing Probation:

- Earning an F in any required NUR course.
- Withdraw-failing from any required NUR course.
- Unprofessional conduct.

Probation Procedure:

- In cases of academic deficiencies or a violation of professional conduct, the student is referred by a faculty member to the Campus Coordinator/designee or Associate Director.
- The Campus Coordinator/designee or Associate Director reviews the case and determines what course of action is appropriate and necessary.
  - If deemed appropriate and/or necessary, the student is advised of their alleged deficiencies in meeting minimum academic performance standards and/or their alleged professional conduct violations.
  - The student may appeal decisions by the Campus Coordinator/designee or Associate Director and request to present their case to the Director.
- The student may be accompanied by her/his academic advisor or a faculty member when presenting her/his case to the Campus Coordinator, Associate Director, or Director.
- The Campus Coordinator/designee or Associate Director may implement one or more of the following actions:
  - No action.
  - Management within the course.
  - School of Nursing probation.
  - Dismissal from the School of Nursing.
- If the Campus Coordinator/designee or Associate Director decision is for school probation, the Campus Coordinator/designee or Associate Director will oversee the composition of a probation letter of expectation which clearly identifies:
  - The area(s) of concern.
  - Expected behaviors.
  - Strategies for improvement.
  - Required courses, as necessary - including NUR497, Independent Study.
  - Criteria for successful completion of probation.
  - Month, day, and year the probation will be evaluated.
  - Person responsible for evaluating removal of probation.
- The probation letter of expectation will be discussed with the student.
- A written copy of the probation letter of expectation will be given to the student.
- A copy of the school probation letter of expectation will be placed in the student's file.
- If expectations/requirements of the probation are not being met, probation will be ongoing.
- The Campus Coordinator/designee or Associate Director, in conjunction with pertinent course faculty, will review the student’s performance in areas of concern and submit supportive
documentation with recommendations to either remove probationary status, extend probation, or recommend dismissal of the student from the School of Nursing.

- Should an extension of the probationary period be granted, once again, criteria for removal of probation, the month, day, and year when the probation will be evaluated, and expected behaviors will be documented and a copy provided to the student.
- If the Campus Coordinator/designee or Associate Director’s decision is for dismissal, the dismissal procedure will be followed.

**Dismissal Policy and Procedure**

**Definition:**
Dismissal is the removal of a student from the School of Nursing Baccalaureate Program. A student who is dismissed from the program may not continue in the nursing program.

**Criteria for Dismissal from the Nursing Program:**

- Failing (F) and/or withdrawing-failing (after the Registrar’s official deadline to withdraw) from two required NUR courses. Exception: If a student fails any single course required in the first semester of the traditional pre-licensure program, or any single course in the accelerated BSN, the student must apply for readmission and be placed in the applicant pool. Application for readmission does not guarantee readmission.
- Failure to meet the terms of the School of Nursing Probation Letter of Expectation.
- Unprofessional conduct.
- Failure to notify the school of non-matriculation for two consecutive semesters.

**Dismissal Procedure:**

Students whose academic record or behavior meets the criteria for dismissal from the Nursing Program will be referred to the Campus Coordinator/designee or Associate Director for review of possible actions. This referral must be made in writing and should be accompanied by any supporting documentation. A copy of the written referral will be given to the student.

If the student has not been afforded the opportunity to present her/his case to the Campus Coordinator/designee or Associate Director, the student may request in writing to do so.

- The student may be accompanied by her/his academic advisor/designee during the review process conducted by the Campus Coordinator/designee or Associate Director.
- Following the review, the Campus Coordinator/designee will recommend, in writing, one or more of the following actions to the Associate Director of the School of Nursing:
  - Dismissal from the School of Nursing.
  - A suggested course of action, other than dismissal, to address concern.
  - Referral of the student to the Northern Arizona University Dean of Students or his/her designee to address any alleged violations of the University Code of Conduct.
  - Reporting of the incident to the local law enforcement agency and/or other appropriate agencies or institutions, as indicated.
- Once a concern is referred to the Associate Director, one or more of the following will occur following the review by the Associate Director:
  - Dismissal of the student from the School of Nursing.
  - Referral of the student to the Director of the School of Nursing.
  - Referral of the student to the Dean of the College of Health and Human Services or her/his designee.
  - Referral of the student to the Northern Arizona University Dean of Students or his/her designee to address any alleged violations of the University Code of Conduct.
  - When indicated, report of the incident to the local law enforcement agency and/or other appropriate agencies or institutions.

- For any concern referred to the Director of the School of Nursing, or the NAU University Dean of
Students (or his/ her designee), the final decision will be made by the School of Nursing Director or NAU University Dean of Students (if violations of the University Code of Conduct) or designee reviewing the case. The final decision will be delivered to the student in writing.

- ALL proceedings are to be documented in writing and placed in the student's file.

**Dismissal/ Probation Grievance Procedure:**

Within ten (10) business days of the student receiving the written decision of dismissal or probation, the student may request, in writing, to meet with the School Director (if the decision was made by the Associate Director) or the Dean of the College of Health and Human Services or her/his designee (if the decision was made by the School of Nursing Director). The student must provide a "Statement of Issues" at least one week prior to the meeting with the Director, or Dean, or her/his designee along with any supporting documentation.

The Director or Dean, or her/his designee, will render a written decision within ten (10) business days of the meeting with the student, and if the matter remains unresolved, the student may follow procedures described by the student Disciplinary Procedures Sections 5-403-A-4, 5-403-D-D and the Student Code of Conduct.

**Re-admission after Dismissal:**

Students who have been dismissed for academic failures or extended non-matriculation may request to be re-admitted to the program to repeat courses in the semester of the plan of study in which failure occurred.

Re-admission is not guaranteed and will depend on space availability.

If the student is not enrolled in the nursing program for greater than one academic semester, the student may be required to re-apply to the program, be ranked with other applicants in the pool, and restart the program from the beginning.

All students being re-admitted because of course failure will be required to enroll in NUR 497, Independent Study, with credit requirement ranging from 1-8 credits. The content of a NUR 497 course will be negotiated with the Campus Coordinator/designee or Associate Director.

The request for re-admission must be submitted to the Associate Director with documentation of the steps taken to resolve issues that contributed to prior lack of success in the program. A meeting with the Campus Coordinator/designee or Associate Director may be required to discuss specifics of the situation. All requests for re-admission are evaluated on individual circumstances and merit.

Additional factors that may be considered for readmission include but are not limited to final nursing course grades, Kaplan scores and course evaluations.

Students who have been dismissed for unprofessional conduct should schedule a meeting, after an interval of at least one regular academic semester following the dismissal, with the Associate Director to evaluate their situation and potential for re-admission.

The Nursing Associate Director and/or designee may specify certain criteria necessary for readmission. Criteria may include repeating of academic courses, work experience, remediation classes, counseling, or other activities to promote the success of the student.

Students being considered for re-admission after dismissal may be required to complete standardized content exams and/or clinical exams to demonstrate competency and to appropriately determine placement if re-admitted.
Should the student have academic deficiencies or documented professional conduct violations after re-admission, dismissal from the baccalaureate program in the School of Nursing will occur. No student is guaranteed readmission. A student may be granted ONE readmission if there is space available.

Readmission to Baccalaureate Program and Changes in Enrollment Status
Re-Admission into the Baccalaureate Nursing Curriculum

Students who are not on academic or disciplinary probation and who have not been dismissed or suspended from the School of Nursing and/or Northern Arizona University are eligible for re-admission. If a student has been dismissed from any NAU BSN program, please see the policy regarding Re-admission after Dismissal in the preceding section. Re-admission will be on a space available basis.

Unless returning to NAU at the end of an approved Leave of Absence, students, who have not earned credits from NAU for more than three consecutive terms (excluding summer and winter terms), must apply for readmission to NAU on the Office of the Registrar pages.

Students in the RN-BSN program who are not taking prerequisites or required courses for two regular semesters (Fall and Spring) must reapply to the School or Nursing RN-BSN program. If a student has been unenrolled from the university or nursing program for more than four consecutive semesters (excluding winter and summer) the student will be required to re-apply to the university, which could require the student to begin the nursing program at the beginning if readmitted to the university.

Students in any of the Pre-Licensure Programs (American Indian, Flagstaff traditional, Flagstaff Accelerated, Tucson, Yuma) who are absent from the School of Nursing for a semester or longer must follow the procedure below when seeking readmission to the BSN program.

a. Submit a letter to the Campus Coordinator/designee or Associate Director requesting re-admission into the nursing program. The letter should include a current address, telephone number, and the following:
   • Reason for exiting the program.
   • Reason for seeking re-admission.
   • Length of absence from the program.
   • Health care related experiences and/or academic work completed during absence from the program, if appropriate.
   • Health care provider approval letter, if appropriate. If the student withdrew for medical reasons, a current letter from the health care provider attesting to the student's ability to resume a professional nursing course load must be submitted (see table in the section on Clinical Policies and Requirements, entitled “Essential Qualifications for Nursing Candidates.”)

b. Approval for re-entry or readmission may require a student to demonstrate knowledge in skills at the appropriate level to progress in the program.

9. The letter requesting readmission into the BSN Program must be on file in the Student Services Center during the semester preceding anticipated re-enrollment (March 15th for Fall readmission; September 15th for Spring readmission; January 15th for BSN accelerated readmission). Students can also refer to: https://nau.edu/registrar/important-dates/ for more information.

Re-admission may be granted depending upon the student's academic status, School of Nursing resources, the availability of space, and whether the student completed any other expectations outlined by the School of Nursing if previously noted or required.

Students who withdraw from the University for more than two consecutive regular semesters (Fall, Spring) must meet degree and admission requirements as outlined in the catalog in effect at their re-
enrollment. Additional coursework or other criteria may be required to meet current expectations for students.

If the student is readmitted to the nursing program, the decision concerning permission to re-enroll in the identified course will be based upon available faculty, clinical space, and/or other requirements as listed in the School of Nursing Progression Priority Policy (see below).

Re-Enrollment in a Course
Students seeking to re-enroll in a course from which they previously withdrew or failed must follow the guidelines outlined below. **Re-enrollment is on a SPACE AVAILABLE BASIS.**

Course Re-Entry Process:
Student must submit a Space Available Request (form in Appendix) to the Associate Director identifying the course(s) that the student is requesting to repeat.

A. Student who are in good academic standing and interrupted their studies by withdrawal for medical or other reasons (excluding course failure) must initiate the course re-enrollment process before the end of the semester immediately preceding the semester of desired enrollment.

B. Students who have failed a course may initiate the course re-entry process AFTER the failing grade is officially recorded on the student's record. This process may NOT be started prior to the posting of the grade.

10.
A letter, in addition to the Space Available Request, may also be addressed to the Associate Director that outlines unique circumstances or concerns and would include the following:

- The semester and year of first enrollment.
- Explanation of the circumstance under which the student did not successfully complete the course during the first enrollment and the reason for seeking re-entry in the course.
- Practice or educational experiences the student has had during absence from the course that would indicate readiness to continue in the nursing program.
- If the student withdrew for medical reasons, a current letter from the health care provider attesting to the student's ability to resume a professional nursing course load must be submitted (see table in section on Clinical Policies and Requirements entitled "Student Health Clinical Requirements".

Additional coursework or other criteria may be required to meet current expectations for students.

The decision concerning permission to re-enroll in the identified course will be based upon available faculty, clinical space and the School of Nursing Progression Priority Policy (see below).

The decision to grant re-enrollment will be made by the Associate Director or designees.

Re-enrollment/Progression Priority Policy (listed in order of priority)
1. Students who were admitted and are progressing in good academic standing.
2. Students in good academic standing who interrupted their studies by withdrawal for medical reasons.
3. Students in good academic standing who interrupted their studies by withdrawal for reasons other than medical.
4. Students who interrupted their studies by withdrawal for unsatisfactory academic performance, at least in part, to medical problems.
5. Students who have failed one nursing course and intend to repeat the course.
6. Students seeking transfer from a similar nursing program who are in good academic standing.
Student Progress Policy Statement

Requirements for Progression and Continued Enrollment in Pre-Licensure Programs (American Indian, Flagstaff Traditional, Flagstaff Accelerated, Tucson, and Yuma)

Academic Guidelines - Satisfactory Performance
In order to progress to the next course(s) in the curriculum students in the NAU BSN nursing program must:

- Achieve a "C" or better, or "P" in each required course in the nursing curriculum.
- Every required NUR course
- BIO 320 (Accelerated Program)
- Adhere to the appropriate sequence of all required courses as published in the NAU undergraduate catalog and NAU School of Nursing Program of Study.
- Complete all incomplete work prior to continuing with any other nursing course if the course in which an "I" was received is a prerequisite to that course.
- Pass both theory and clinical components of the course.
- Provide safe care to patients at all times.

The ability to repeat a course will be on a space available basis only.

Academic Guidelines - Unsatisfactory Performance
At midterm and at the end of each semester, the Campus Coordinator/designee shall report to the Associate Director and the Student Services Office each pre-licensure student who is achieving below a "C" grade in a course. In addition, the Campus Coordinator/designee may report at any time to the Associate Director any student who may not be providing safe patient care. The Campus Coordinator/designee shall notify each student and each student's advisor/mentor, in writing, that the student is achieving below average performance or is failing to provide safe patient care at midterm. The Associate Director or Campus Coordinator/designee shall notify each student and each student's advisor/mentor, in writing, that the student is achieving below average performance or is failing to provide safe patient care at the end of the semester.

Academic Guidelines - Course Failure
If an undergraduate student fails or withdraws after deadline to withdraw with a course average grade of F from a required nursing course, that student is allowed to retake the course one time only with space availability and must receive a "C" grade or better. Exception: If a student fails any single course required in the first semester of the traditional pre-licensure program or any single course in the accelerated BSN, the student must apply for readmission.

A failure (less than a "C" grade) in any nursing course or withdrawal after the deadline to withdraw must be cleared by repeating the course before continuing with any other nursing course.

a. Exception: The student who fails/withdraws after the deadline from NUR 424 and has taken that course prior to the semester in which it is required in the published program of study, may progress while repeating the course.

b. See RE-ENROLLMENT IN A COURSE.

11. A second nursing course failure or withdrawal after deadline to withdraw with grade of F will result in dismissal from the School of Nursing.

a. Exception: If a student fails any single course required in the first semester of the traditional pre-licensure program or any single course in the accelerated BSN, the student must apply for readmission.

See NAU policies on Academic Continuation, Probation, Dismissal, and Readmission

Non-Academic Guidelines - Course Failure
Satisfactory student progress toward the degree includes non-academic as well as academic factors.
Non-academic factors that may be considered include the following:
   a. Physical or emotional ability to meet course outcomes.
   b. Unethical or unprofessional conduct.
   c. Dishonest scholastic work.
   d. Unsafe patient care as determined by the School of Nursing.
Other non-academic factors may be considered if the situation makes it inappropriate to award the degree.

**Student Governance**

NAU Nursing students may participate in School of Nursing governance in a variety of ways. According to the School of Nursing Bylaws, students may serve on all standing undergraduate nursing committees. Additionally, students may attend general faculty meetings of the School of Nursing. The Student Nurses Association at NAU (SNA NAU) is an additional means by which students can participate in School of Nursing governance and impact policy.

**School of Nursing Organizations**

**Sigma Theta Tau International**

Sigma Theta Tau International, Honor Society of Nursing, is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. The Lambda Omicron Chapter of Sigma Theta was established at Northern Arizona University in 1990 largely through the efforts of Ruth Nicolls and is the 277th chapter member of Sigma Theta Tau International. Membership in Sigma Theta Tau Lambda Omicron Chapter of Sigma Theta Tau International is an honor conferred annually on students in baccalaureate and graduate programs who have demonstrated outstanding academic and professional achievement.

**Professional Organizations**

The Student Nursing Association (SNA) is a professional organization which pre-licensure nursing students are encouraged to join while attending the nursing program at Northern Arizona University. Membership is encouraged in the National Student Nurses Association (NSNA) and the Student Nurses Association of Arizona (SNAAZ). RN-BSN students are encouraged to join ANA, AZNA, and/or specialty nursing organizations, such as American Association of Critical Care Nurses or Academy of Medical Surgical Nursing.

**Support Services**

**Office of Student Life**

The Office of Student Life assists students in many ways. Give them a call or come in to talk about a variety of issues that may arise, including issues related to missing classes for an extended period of time, general areas of concern, issues related to sexual assault, right regarding student records, etc.

The Office of Student Life maintains open office hours to assist students. Drop by (Room 105 University Union) or call (928-523-5181). Students may access a guide to resources related to mentoring, academic support, health and wellness through the following link: [https://in.nau.edu/academic-affairs/guide-to-student-resources/](https://in.nau.edu/academic-affairs/guide-to-student-resources/)

**Bookstore**

NAU's Bookstore offers everything from textbooks and other kinds of books to personal and office supplies, imprinted clothing and gifts, class rings, USGS maps, computer software for IBM and Macintosh computers, and various brands of computer hardware. For your convenience, they also have automated teller machines outside. For more information, contact the [Bookstore](#), or call at (928) 523-4041.
Mountain Campus Safety
For Flagstaff students NAU's Police Department is responsible for maintaining a peaceful environment, assisting with emergencies, and assisting in the control of traffic and parking on campus. They are located at the south end of Lumberjack Stadium and are open twenty-four hours a day. Their regular phone number is 928-523-3611; in an emergency, you can call from any on-campus phone at 911 or 523-3000. If you need copies of reports, you can go to their office Monday through Friday, 8:00 am to 4:00 pm. In addition, they issue temporary parking permits when the Parking Services office is closed evenings, weekends, and holidays. Their mailing address is PO Box 5602, Flagstaff, AZ 86011-5602.

Mountain Campus Computer Lab
The student computer lab is available in room 125 of the nursing building. The hours of availability are posted on the door. Students may not be in the computer lab prior to or after posted hours. The lab provides the opportunity to do word processing, review both optional and assigned projects and to work with NCLEX review programs.

Distance Learning - Student Resources
There are a variety of resources available to our distance learning students. Each local campus provides a full range of services. Please introduce yourself to our distance site staff or call or send an email and arrange to meet with them at your convenience. Many of our students never travel to the Flagstaff Mountain Campus, they view their local campus as a personalized NAU or enrolled in one of our many online programs. For those students not affiliated with specific campus you may contact online resources https://in.nau.edu/dean-of-students/student-services/ or https://in.nau.edu/academic-affairs/guide-to-student-resources/

Campus Health Services
For Mountain Campus Students, NAU's Campus Health Services offers basic health services, and specialized services are available at specific clinics on campus. The staff is equipped and trained to help with complex as well as common problems, such as routine gynecology, preventive medicine, and mental health services.

University Transit Services
For information related to the following topics, click on the link listed.
- Parking and Shuttle Services
- Permit Prices
- Rules/Regulations
- Motorist Assistance
- Campus Parking Map
- Shuttle Services
- Carpool Program
- Appeals

If you or anyone visiting you operates or parks a motor vehicle or bicycle on NAU property, you or they must register this vehicle and display on it a current permit before parking in any parking area on campus in Flagstaff.

If you receive a University parking violation notice you may, with just cause, appeal the ticket before the University parking appeals officer within ten business days after receiving the ticket.

Scholarships and Loans
Scholarships and loans are available through the Office of Financial Aid, PO Box 4108, NAU Flagstaff, AZ 86011-4108. Additionally, a limited number of nursing scholarships are available to current nursing students who are enrolled in nursing courses.
These scholarships include, but are not limited to, NAU Foundation awarded scholarships, School of Nursing awarded scholarships, other NAU scholarships, as well as outside donor, non-NAU awarded scholarships.

Nursing scholarship applications are available in the Nursing Office each spring. The deadline for application is usually each February.

**Tutors/Mentoring**
The NAU Academic Success Center (ASC) offer multiple types of tutoring including One-on-One tutoring, Drop-In tutoring, Public Speaking and Presentation Tutoring, Online Tutoring, and the Writing Commons. These are offered in multiple locations across campus with specific courses that offering drop-in tutoring for students. Visit the online, or in-person at
- North ASC: University Union Fieldhouse, Room 252
- South ASC: Dubois Center, Room 140

NAU offers multiple options for mentoring depending on your situation.
- Academic Mentoring - [Academic Peer Mentors](#)
- First Generation Students - [First Scholars](#)
- Native American, Alaskan Native, or Native Hawaiian Students - [The Native American Student Services (NASS) peer mentoring](#)
- Out of State - [Peer Jacks Mentoring](#)
- [Student Support Services](#)
- [NAU's Transfer Peer Mentors](#)

Students are encouraged to discuss academic problems with their faculty advisor who can assist in determining if tutoring might be beneficial and how to arrange tutoring assistance. Additionally, nursing students may get referrals for assistance by contacting the Nursing Advisor, School of Nursing.

**University Library**
Cline Library [http://www.nau.edu/library/](http://www.nau.edu/library/) is the keystone to academic life at NAU. The library is open seven days a week except during some holidays; for information about library hours, call 928-523-4459. Special features of the Library include recently expanded reference facilities, a current periodical reading room, study facilities for individuals and small groups, media carrels and viewing rooms, and library instruction room. Specific resources of interest to students enrolled in the Nursing Program can be found at this link: [Health and Human Services Databases](#)

**Application Process to the Arizona State Board of Nursing**

The purpose of this section is to provide a general overview of the process for obtaining your nursing license in Arizona. (For other states you will need to contact that state board of nursing – see resources). It is HIGHLY recommended that you review this section early in your student career as well as closer to the time when you will be completing this application process. The following information provides some general guidelines. Please check the [Arizona Board of Nursing](#) website for updated instructions.

1. Registration for NCLEX exam completed online at AZBN website (one to two months prior to graduation).
2. NCLEX application to be submitted to the Arizona State Board of Nursing (no sooner than two months prior to graduation).
3. Request Official Transcripts and submit a Fingerprint Card to AZBN (locate an authorized fingerprinting service in AZ or see AZ DPS).
4. Nursing program reviews and approves “Affidavit of Graduation” (after degree has posted two to three weeks after graduation).
5. Applicant pays fee to Pearson Vue (testing company).
6. Board makes candidate eligible to take NCLEX exam (within ten days of receiving approved Affidavit of Graduation).
7. NCLEX/Pearson Vue mails authorization to test to candidate (within five to seven days after eligible).
8. Candidate calls test center for appointment (after authorization to test is received).
9. Candidate takes the exam (within 90 days).
10. Board-approved candidate receives license by mail from AZBN (within seven to ten days, if all requirements are met).

Legal Limitations for Nurse Licensure
The Board of Nursing's legislation (SB 1096) became law, effective August 21, 1998. The law prohibits any individual convicted of a felony from applying for licensure or certification until five years after the date of absolute discharge of sentence. This means that all court-ordered terms of probation or parole must be completed at least five years prior to the date of application. If five years has not elapsed since the date of absolute discharge, the individual is not eligible to apply for licensure or certification, and the application, if submitted, will be returned to the applicant. If five years or more has elapsed, the individual may apply for licensure or certification; however, each case will be considered by the Board on its own merits. The elapse of more than five years does not guarantee licensure or certification, it simply permits the submission and Board consideration of an application.

In addition, the Arizona State Board of Nursing may deny any license applied for if the applicant has committed any acts of unprofessional conduct as previously described in this document. Please check the following for updates or revisions: National Council of State Boards of Nursing and the Arizona State Board of Nursing

Felony Convictions
Pursuant to A.R.S. § 32-1606(B) (17), the Board shall revoke a nursing license or multistate privileges or deny licensure if the applicant has one or more felony convictions that have not previously been disclosed to the Board and has not received an absolute discharge from the sentences for all felony convictions five or more years prior to the date of filing an application. If this law pertains to you, your application will not be processed, and proceedings for revocation of your Arizona license or multistate privileges in Arizona or denial of your application shall be instituted by the Board.

Application Questions
Are you currently under investigation or is a disciplinary action pending against your nursing license, CNA certificate or any other license or certification you hold in any state or territory of the United States?

• If yes, include a detailed explanation and a copy of the paperwork regarding the current investigation or pending disciplinary action with your application.

Are you currently a participant in a state board/designee monitoring program including alternative to discipline, diversion or a peer assistance program?

Have you ever been terminated from an alternative to discipline, diversion, or a peer assistance program due to unsuccessful completion?

• If yes, provide a written explanation including the state, dates, and reasons for participation and termination.

• Before answering the next question read the following: The fact that a conviction has been pardoned, expunged, dismissed, deferred, reclassified, re-designated or that your civil rights have been restored, does not mean that you answer this question “no;” you would have to answer “yes” and give details on each conviction.

Have you ever been convicted, entered a plea of guilty, nolo contendere or no contest, or have you
ever been sentenced, served time in jail or prison, or had prosecution deferred or sentence deferred or probation deferred in any felony or undesignated offense?

- If yes, provide a written explanation of the details of each conviction and sentence. Return the written explanation, a copy of the police report and court documents for each conviction, indicating type of conviction, conviction date and sentence including the date of absolute discharge of the sentence for each felony conviction with your application.

**FINAL NOTE:** If you answer “yes” to this question, your application will not be processed until you provide proof that it has been more than 5 years since the date of absolute discharge for each felony conviction or provide proof that the conviction was designated a misdemeanor.

PLEASE BE ADVISED THAT FAILURE TO PROVIDE THE REQUESTED DOCUMENTS WILL DELAY THE PROCESSING OF YOUR APPLICATION.
Appendices

School of Nursing Philosophy and Organizing Framework
Handbook Acknowledgment
Clinical Document Acknowledgement Form
Student Responsibility Statement
Impaired Student
  Consent for Screening
  Consent for Transportation
Agreement to Self-Report to Board of Nursing Alternative to Discipline (ATD) Program
Acknowledgment
Space Available Request Form
Northern Arizona University School of Nursing Philosophy and Organizing Framework

The philosophy of the School of Nursing at Northern Arizona University is based on an ethic of caring that embraces students, faculty and staff, and the university community and the global community within which we live and work. We also believe that caring is a conscious, intentional discipline that is part of nursing’s unique body of knowledge and is practiced in interdisciplinary contexts. Caring includes the creation and nurturing of an environment that recognizes that students, staff and faculty have unique ways of viewing the world. This philosophy promotes excellence for nursing education and practice in an environment of constant change and emerging healthcare trends.

The faculty believes the transition to the role of competent professional nurse is a major developmental achievement. We believe that nursing is an art and science that is an integral component of health care. Applying the discipline of nursing to practice depends on a foundation of natural and human sciences, humanities and arts, the application of research, and the diverse backgrounds of learners. Societal influences in the evolving healthcare system challenge all involved in nursing education.

Education is a dynamic, life-long collaborative process by which an individual pursues life goals, broadens human potential, develops thinking and clarifies values. The faculty believes that learning is the intentional acquisition, application, and integration of knowledge, skills and attitudes. Learning is shaped by the environment and developmental level of the learner, and is ultimately the responsibility of the learner. Faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-level thinkers and graduates prepared for real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus education not only expands the thinking of the learner, but increases opportunities for application.

The faculty has developed a philosophy that values diverse persons, environment, health, and nursing, and their inter-relatedness. The following meta-paradigm concepts guide the implementation of the organizing framework for the curriculum.

PERSON
The faculty defines person as being the individual, family, groups and community. The faculty places a high value on human life and dignity. All life experiences involve dynamic and complex processes of human development and achievement of personal growth through learning. The faculty recognizes the interdependence and interconnectedness of the human experience. People come from diverse backgrounds which influence the ways in which each person perceives reality, sets personal goals and discovers meaning in life experiences. Individuals have the right to choose from multiple options that are available in daily living experiences but must also accept responsibility for their choices.

ENVIRONMENT
Environment is more than the physical surroundings; it is an open, pan-dimensional system in which we strive for health and well-being. The environment is all that exists. It is the totality of forces, both internal and external, which influence the person. To achieve this, environmental sustainability from the individual and local to global scale is essential.

HEALTH
Health is a dynamic process that is defined by individuals, families, groups and communities; it is influenced by personal, family, cultural and societal norms. Health is not merely the absence of disease, but a process that involves constant dynamic adjustments, adaptations, and transitions in response to environmental influences.

NURSING
Nursing as a discipline is both an art and science. Nursing is recognized as a creative endeavor that
integrates multiple ways of knowing to nurture the wholeness and uniqueness of the person. Nursing is a profession of caring that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. Nurses use the components of caring to create a healthy, healing environment. Caring is a mutual human process whereby the nurse responds to persons with authentic presence and with intention to create an environment conducive to health.

**ORGANIZING FRAMEWORK**
The School of Nursing faculty has developed an organizing framework that serves as a guide and provides direction for faculty to organize its programs of education and to focus research, scholarship, clinical practice and community service. The aim of this framework is to prepare nursing professionals for effective professional and civic engagement. The framework represents a systematic organization of concepts which are the essential components of baccalaureate and graduate education.

**CURRICULAR MODEL**
Curriculum includes the planned and unplanned learning that occurs in the process of advancing education in the discipline of nursing. Building on prior life, educational and professional experiences, and the structure of the nursing curriculum moves the learner along the continuum from novice to more expert levels of nursing practice. Embracing the essential need for lifelong learning in the discipline, the faculty develops curriculum to provide educational advancement from the baccalaureate through graduate levels of nursing practice.

**Curriculum Concept Definitions**

**Clinical Practice and Prevention**
The professional nurse is prepared for clinical practice with patients across the lifespan and across the continuum of healthcare environments. Clinical professional practice is rooted in both theoretical and research-based frameworks. Professional clinical practice includes the knowledge, skills and attitudes to plan for, provide, supervise and evaluate care outcomes in changing practice environments. Health promotion and disease prevention at the individual, community, and population levels are necessary components of professional nursing practice.

**Communication**
The professional nurse demonstrates competencies and confidence in using therapeutic communication that will enable safe and effective patient-centered care. An essential component is the recognition of the unique discipline-specific contributions among health care professionals that are critical to delivering high quality and safe patient care. Fundamental to effective inter-professional and intra-professional collaboration is a definition of shared goals, clear role expectations of members, flexible decision-making processes, effective use of information technologies, and the establishment of open communication patterns and leadership.

**Critical Reasoning**
Professional nursing practice is grounded in the translation of current evidence to inform practice and make clinical judgments. Knowledge and skills in nursing, information management and patient care technology are critical in preparing professional nurses to deliver quality patient care in a variety of healthcare settings. Critical thinking underlies effective clinical reasoning and judgment. In addition, the practice of critical reasoning depends on an attitude of inquiry, and openness to innovation and continued learning.

**Leadership**
Developing knowledge and skills in leadership is essential to provide high quality care. Leadership skills include the ability to use information and technology to communicate, manage knowledge, mitigate error and support decision-making. Leadership skills are needed that emphasize ethical and critical decision-making, initiate and support collaboration, promote respectful communication, and develop conflict resolution strategies. Healthcare policy and ethics shape the nature, quality, and safety of
professional nursing practice and the practice environment. All professional nurses have the responsibility to participate in the political process and to advocate for patients, families, communities, the nursing profession, and healthcare system.

Professionalism and Professional Values
Professionalism is the demonstration of professional values applied to practice. Professionalism involves accountability for one’s self and one’s nursing practice, including adherence to legal, ethical, and professional standards, ongoing professional engagement, and lifelong learning. Professionalism flows from an understanding of the historical and contemporary contexts of practice.

Professionalism is based on an inherent valuing of advocacy, altruism, autonomy, caring, human dignity, integrity, safety and social justice that are fundamental to the discipline of nursing. Understanding the values that patients and other health professionals bring to the therapeutic relationship is critically important to providing quality patient care. Professional nursing requires a balance between research-based knowledge, skills, and attitudes and professional confidence, maturity, caring, and compassion. In this global society, patient populations are increasingly diverse. Therefore, essential to the care of diverse populations is the need for research-based knowledge and responsiveness to variables such as age, gender, culture, health disparities, socioeconomic status, race, and spirituality.

Global Health
The professional nurse is prepared to provide nursing and health care within an interconnected, interdependent, diverse, culturally rich global world while promoting and maintaining local and global sustainable environments.
Supplemental definitions/glossary:

1. **Altruism**: the concern for the welfare and well-being of others. In nursing, altruism is reflected by the concern and advocacy for the welfare of patients, other nurses, and health providers. (AACN, 2008).

2. **Autonomy**: the right to self-determination (AACN, 2008).

3. **Caring**: the conscious and intentional discipline that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. (Watson, 2012).

4. **Clinical judgment**: the outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes achieved.

5. **Clinical reasoning**: the process used to assimilate information, analyze data, and make decisions regarding patient care.

6. **Compassion**: a sensitivity to the pain and suffering of another that engenders a response of participation, amelioration, and/or interconnectedness.

7. **Comportment**: caring as reflected in bearing, demeanor, dress and language.

8. **Critical thinking**: all or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity. Critical thinking underlies independent and interdependent decision-making, critical reasoning, clinical reasoning and clinical judgment (AACN, 2008).

9. **Cultural reinforcement**: the development of a congruent set of behaviors, attitudes and policies that strengthen and support the patient’s health beliefs and practices.

10. **Disease prevention**: activities that have as their goal the protection of people from becoming ill because of actual or potential health threats. (Stanhope & Lancaster, 2016).

11. **Diversity**: the range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background (AACN, 2008).

12. **Environmental sustainability**: the ethical and responsible use of natural resources on order to maintain a sustainable environment (NAU Global Learning Initiative, 2018).

13. **Evidence-based practice**: the integration of the best research evidence, clinical expertise and patient values into the planning and delivery of patient-centered care.


15. **Health disparity**: differences in health status amount distinct segments of the population including differences that occur by gender, race or ethnicity, education or income, disability, or living in various geographic localities.

16. **Health equity**: attainment of the highest level of health for all people. Health equity entails focused societal efforts to address avoidable inequalities by equalizing the conditions for health of all groups, especially those who have experienced socioeconomic disadvantage or historical injustices.

17. **Health promotion**: activities that have as their goal the development of human attitudes and behaviors that maintain or enhance well-being (Stanhope & Lancaster, 2016).

18. **Informatics**: use of information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2018a; 2018b).

19. **Inter-disciplinary collaboration**: effective teamwork with health-care team members across disciplines with the goal of quality patient-centered care (QSEN, 2018a; 2018b).

20. **Intra-professional collaboration**: effective teamwork with nursing colleagues to achieve continuity of effective patient care or other professional goals (AACN, 2008).

21. **Patient**: the recipient of nursing care or services. Patients may be individuals, families, groups, communities, or populations. Patients may function in independent, interdependent, or dependent roles. They may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care (AACN, 2008).

22. **Patient-centered care**: includes actions to identify, respect and care about patients’ differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making.
and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles.

23. **Quality improvement (QI):** use data to monitor the outcomes of care processes and use improvement methods to design, implement and evaluate changes to continuously improve the quality and safety of health care systems (QSEN, 2018a; 2018b).

24. **Quality (of care):** a measure of health services that increase the likelihood of desired health outcomes and are consistent with current professional knowledge (Robert Wood Johnson Foundation, 2009).

25. **Rural:** communities with less than 20,000 residents or fewer than 99 persons per square mile; as related to health care that it takes 30 minutes or longer to arrive at a health service center. (Stanhope & Lancaster, 2016).

26. **Safety:** minimizes the risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2018a; 2018b).

27. **Social justice:** The equitable distribution of social, economic and political resources, opportunities and responsibilities.

28. **Spiritual care:** interventions that facilitate the ability to experience the integration of the body, mind, and spirit to achieve wholeness, health and sense of connection to self, others, and a higher power (American Nurses Association and Health Ministries Association, 2017).
References Utilized:


NAU School of Nursing Handbook Acknowledgment Form

I have read the Northern Arizona University School of Nursing Undergraduate Student Handbook for the Bachelor of Science in Nursing degree.

I agree to abide by the regulations stated in the handbook.

I understand that there may be policy changes that occur while I am a student in this School and those will be provided to me on an annual basis.

Printed Name

Student ID

Signature

Date

This agreement will be a part of my permanent student record in the School of Nursing.

Upload form into Typhon: https://www.typhongroup.net/nsst/adminro/login.asp?facility=8285
Clinical Document Acknowledgement Form

The following documents must be in your file in the School of Nursing before you can begin clinical experiences. This information is required by the University, the School of Nursing and the health agencies with which the School of Nursing is affiliated. *Please note that some of the documentation must be renewed at regular intervals.

Students are responsible for ensuring that their files are current. Students will not be allowed to begin clinical rotations or continue in their clinical rotations unless all documents are on file and current.

<table>
<thead>
<tr>
<th>Document</th>
<th>Renewal requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Insurance*</td>
<td>Ongoing throughout program enrollment</td>
</tr>
<tr>
<td>Liability Insurance*</td>
<td>Ongoing throughout program enrollment</td>
</tr>
<tr>
<td>Tb skin testing*</td>
<td>Once a year: A chest x-ray will be required if the test is positive with annual symptom screening (per CDC guidelines) and repeated testing if symptoms develop that could be attributed to tuberculosis. Note: some facilities require more frequent testing and it is expected students will abide by facility policy. Students will be notified if more frequent testing is required.</td>
</tr>
<tr>
<td>CPR*</td>
<td>Renew every 2 years \ MUST be American Heart Association healthcare provider card. Online certifications will not meet this requirement.</td>
</tr>
<tr>
<td>MMR</td>
<td>Proof of immunization – 2 inoculations - at a minimum, the 1st immunization must be completed prior to enrollment.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Proof of immunization – 3 inoculations – at a minimum, the 1st immunization must be completed prior to enrollment.</td>
</tr>
<tr>
<td>Varicella</td>
<td>Proof of immunization by documentation of inoculation or titer (statement of previous chickenpox illness not acceptable).</td>
</tr>
<tr>
<td>Tdap</td>
<td>Proof of immunization by documentation of inoculation within ten years or titer; one adult dose required followed by booster shots of Td every 10 years unless otherwise instructed.</td>
</tr>
<tr>
<td>Other</td>
<td>The student will be required to provide other documentation as required by individual facilities. Examples: drug testing, flu shot or additional background checks. Students will be notified of requirements by course faculty.</td>
</tr>
<tr>
<td>Physical Examination</td>
<td>Exam required for entry into program.</td>
</tr>
<tr>
<td>Fingerprint Clearance Card</td>
<td>Current Class I Clearance Card.</td>
</tr>
</tbody>
</table>

Students are advised to keep a copy of the documents for their own records. The agencies where the clinical
experiences are conducted may require such documents be made available. Immunization or other health requirements may change during the student’s tenure in the School of Nursing, and students will be required to meet any new policies. Students may log onto the credential database with their NAU username and password and view the documents that are in their student file, what documents are deficient, and if documents are coming due for renewal.

The link to the Student Credential database is: https://www5.nau.edu/chhs/credentials/
The link to the Typhon database is: https://www.typhongroup.net/nsst/adminro/login.asp?facility=8285.

With my signature;

I acknowledge that I am responsible for keeping all mandatory clinical documents current with the School of Nursing Student Services Office. Not to do so will result in administrative drop from all Nursing courses, forfeiture of my place in the Baccalaureate Nursing Program and delay in progression.

I give my permission to the Northern Arizona University School of Nursing to release this information to the clinical preceptor and/or agencies that I will be visiting for clinical rotations in accordance with agency requirements.

________________________________________________________________________  _______________________________________________________________________
Signature                                          Date

________________________________________________________________________
Printed Name
Student Responsibility Statement

This Acknowledgment is made by the Student identified below to acknowledge certain duties and responsibilities with regard to his/her participation in a clinical experience in the University at the facility where the clinical experience takes place (“Facility”).

DUTIES AND RESPONSIBILITIES OF STUDENT

1. The Student will complete and be responsible for the cost of providing all health forms and certificates requested by the Facility.

2. The Student will comply with all applicable policies, procedures, and rules of Facility.

3. The Student will participate in orientation, required mandatory education, and skill training as required by Facility.

4. The Student will demonstrate professional behavior appropriate to the environment, including adhering to professional dress code, and maintaining high standards of patient care.

5. The Student will follow the policies, rules, and regulations of Facility, including those regarding confidentiality of protected health information or other confidential information pertaining to client and patient records.

6. The Student will at all times conduct himself/herself, both at the Facility and outside normal business hours, in a personally and professionally ethical manner.

7. The Student will make appropriate arrangements for transportation and housing, if necessary, and be responsible for all travel and living expenses incurred in relation to the University.

8. The Student understands and agrees that his/her participation will be as a Student and shall not be considered an employee of Facility for any purpose and will receive no compensation or benefits as a Student.

9. The Student agrees that Northern Arizona University may share information received from the Student’s Criminal Background Check and Drug Testing with Facility, if applicable.

10. The Student will conform to the work schedule of Facility, and make up time and work missed during unavoidable illnesses, in consultation with my academic coordinator and clinical instructor.

11. The Student will obtain prior written approval from University and Facility before publishing or presenting any material relating to the clinical experience outside normal educational settings of the University.

I HAVE READ AND UNDERSTAND THIS ACKNOWLEDGMENT AND AGREE TO ABIDE BY ITS TERMS AND CONDITIONS:

__________________________________________  ____________________________
Signature                                      Date

__________________________________________
Printed Name
Impaired Student Form

Consent for Screening

I, ____________________________, understand and agree that the screening test I am about to receive may include either/or:

- Blood test for drug or alcohol use.
- Urine test for drug, alcohol or chemical use.
- Breathalyzer test for alcohol.

I understand that if I decline to sign this consent, and thereby decline to take the test, the Student Affairs Committee will be notified and disciplinary action up to and including removal from the clinical area, nursing program or the University may result.

If the test is positive and confirmed by a second test, on the same sample, as positive, the Student Affairs Committee will be so notified, making me subject to possible disciplinary action. If I am already a licensed professional, my licensing board will be notified possibly resulting in a suspension or loss of my license. NAU School of Nursing shall be responsible for the costs of testing.

An exception may be made for the use of legally-prescribed medication taken under the direction of a physician or other healthcare practitioner. I have taken the following prescription(s) or non-prescription drug(s) or substance(s) within the last two weeks. (If none, write in none).

<table>
<thead>
<tr>
<th>Medication/Drug</th>
<th>Prescribing Practitioner (name &amp; title)</th>
<th>Telephone No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I understand that the above tests are not 100% accurate and may produce false positive or false negative results. I release Northern Arizona University from all liability arising from or in any way related to the testing or the results thereof.

I hereby consent, _________ refuse consent__________ for the test.

I state that the urine or blood sample, if provided, is in fact a specimen from my own body eliminated on this date. I also authorize the results of my test(s) to be released to NAU, School of Nursing and others with a need to know.

Should any screening test(s) be positive, and if I am allowed to go through rehabilitation, I consent to periodic testing as deemed necessary by the School of Nursing upon my return to school. If I am allowed to go through a rehabilitation program, I hereby consent to the rehabilitation program informing the School of Nursing as to
whether or not I am participating satisfactorily, and whether or not I have successfully completed any
rehabilitation program, or failed any follow-up drug test/alcohol. I understand that when I complete the
rehabilitation program, I may reapply to the Nursing Program and will be informed as to when I may expect to
be reinstated. I also understand that reinstatement depends on course capacity.

Signed  ________________________________  Date  ________________________________
Witness  ________________________________  Date  ________________________________

Consent for Transportation

I, ________________________________, hereby authorize the School of Nursing to notify a local
transportation service to transport me to a drug screening site, and/or to my home at the expense of the NAU
School of Nursing.

Signed  ________________________________  Date  ________________________________
Agreement to Self-Report to the Arizona State Board of Nursing Alternative to Discipline Program (ATD)

I, ______________________________, having had a positive drug/alcohol screen agree to self-report to the Arizona State Board of Nursing Alternative to Discipline (ATD) Program

• Within 30 days of admission to the School of Nursing
• 30 days prior to graduation from the School of Nursing program

So that monitoring can be implemented if determined necessary in accordance with the voluntary nature of the ATD program.

I give permission to the Northern Arizona University, School of Nursing to release records pertaining to my case to the ATD program to facilitate a decision about monitoring.

I give permission for the Arizona State Board of Nursing ATD Program to inform the Northern Arizona University, School of Nursing about whether the self-report to ATD has occurred.

I understand that if I am a Registered Nurse and fail to voluntarily self-report to the ATD Program within 30 days of admission to the Northern Arizona University, School of Nursing, a complaint will be filed against me with the Arizona State Board of Nursing.

As a student, I understand that verification of meeting graduation requirements will be withheld until Northern Arizona University, School of Nursing has received confirmation from the State Board of Nursing that I have self-reported to the ATD Program.

I agree to release, hold harmless and indemnify the State of Arizona, the Arizona Board of Regents, Northern Arizona University, and their employees and agents from all claims, costs and expenses arising from actions taken by personnel of Northern Arizona University, School of Nursing and others employed by the University pursuant to this agreement.

Signed ______________________________ Date ______________________________

Witness ______________________________ Date ______________________________
Space Available/Transfer Request Form School of Nursing

To be completed by the student and submitted to the Associate Director:

FAX: (928)523-7171 OR Dawn.rivas@nau.edu

This is a request for:  ☐ Transfer  ☐ Space available on current campus

Student Name  Click to enter text.

Student ID: Click to text.

Student email: enter email @nau.edu

Student phone #: Click to enter text.

Current Campus/ Program Location  Choose a campus/program.

Date of Request  Click to enter date.

Current semester in program  Click to enter text.

Is a course failure the reason for request?  Yes ☐  No ☐

What course & semester?  Click to enter text.

Please explain reason for request: [Examples: on leave from program for personal reasons, course or clinical failure (including a withdrawal while failing), hardship that necessitates transfer, etc.] Be specific. If a course failure, what will you do to improve?

Click or tap here to enter text.

Student Signature _________________________________________________________________________

For Official Use Only:

Disposition:

● Transfer granted/transfer denied: Site coordinator notified ____________________________________________

● Space is available: Faculty and student notified__________________________________________________

● Space in not available: Student notified________________________________________________________

● Other outcome: __________