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, accelerated, American Indian, Tucson, Yuma and RN-BSN) at Northern Arizona University.

Policy revisions made after Summer 2014 will be disseminated via NAU email.

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

Revised Summer 2014
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MESSAGE FROM THE DEAN OF THE SCHOOL OF NURSING

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 Assistant Dean, 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,

Debera Thomas

Dr. Debera Thomas
Professor and Dean
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 Baccalaureate 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.

NORTHERN ARIZONA UNIVERSITY

Overview

Northern Arizona University, founded in 1899, is a comprehensive institution, offering undergraduate and graduate degrees in 130 major emphasis areas. The University's six colleges, two schools, and center serve more than 18,000 students both on and off campus. NAU is located in the city of Flagstaff, a four-season community of approximately 52,000 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.
## University Expectations

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Families will:</th>
<th>Faculty/Staff will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gather and use information to make their own decisions</td>
<td>Engage in patterns of interactions with faculty and staff that develop the ability to independently use feedback, ask questions and take responsibility for educational decisions</td>
<td>Provide mentoring which fosters the student’s ability to independently use feedback, ask questions and take responsibility for educational decisions</td>
</tr>
<tr>
<td>Students are responsible for their educational experience</td>
<td>Become self-reliant decision makers</td>
<td>Become allies and encourage students in becoming self-reliant decision makers</td>
</tr>
<tr>
<td>Students are responsible for establishing relationships with the campus community</td>
<td>Use university resources and relationships with faculty and staff as informative tools in the decision making process</td>
<td>Develop satisfaction, trust and comfort with university faculty, staff, resources, and policies, in the context of fostering student’s independence and decision making</td>
</tr>
<tr>
<td>Families are used as an appropriate resource, not decision makers</td>
<td>Develop a relationship where families are accessed as allies, mentors, or consultants where the student is ultimately responsible for their experience and choices</td>
<td>Offer mentoring and information, in the context of fostering independence and student’s decision making</td>
</tr>
<tr>
<td>Students honestly communicate their experiences</td>
<td>Honestly communicate their wants, needs, desires, and perceptions of their experiences</td>
<td>Encourage and honor the student’s wants, needs, desires, and perceptions of the experiences</td>
</tr>
<tr>
<td>Students will communicate with parents while maintaining boundaries of independence</td>
<td>Effectively communicate with their families; sharing experiences, concerns and questions, while maintaining boundaries</td>
<td>Support their student’s decisions and resulting outcomes</td>
</tr>
</tbody>
</table>

From: [http://hr.nau.edu/sites/default/files/files/parent_session_University_Expectations_to_be_printed%5B1%5D.pdf](http://hr.nau.edu/sites/default/files/files/parent_session_University_Expectations_to_be_printed%5B1%5D.pdf)
COLLEGE OF HEALTH AND HUMAN SERVICES/SCHOOL OF NURSING
OVERVIEW

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.

The SCHOOL of NURSING is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Arizona State Board of Nursing.

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.

FACULTY AND STAFF:
http://nau.edu/CHHS/Nursing/Faculty-Staff/Directory/

MISSION, DESCRIPTION, VALUES AND GOALS – NAU

MISSION

Provide an outstanding undergraduate residential education strengthened by important research, graduate and professional programs and a responsive distance learning network delivering programs throughout Arizona.

DESCRIPTION

Northern Arizona University is a doctoral-research intensive university with its main campus in Flagstaff. NAU-Yuma shares a campus with Arizona Western College in Yuma, Arizona, and NAU Distance Learning serves more than 6,000 students at 30 other sites throughout Arizona.
OUR VALUES

- **Excellence in Education**—Offer a rigorous, high-quality education to all students.
- **Student Success**—Place learner needs at the center of our academic and service planning, policies, and programs.
- **Educational Access**—Provide all qualified students with access to higher education.
- **Diversity**—Achieve multicultural understanding as a priority of educational and civic life.
- **Integrity**—Operate with fairness, honesty, and the highest ethical standards to sustain a community of trust.
- **Civility**—Support a civil, engaging, and respectful campus climate.

OUR GOALS

- Strengthen undergraduate educational excellence in a residential learning community.
- Increase and manage enrollment.
- Strengthen graduate education, economic development, and research.
- Build on our national reputation for excellence in professional programs.
- Provide leadership in the development, use, and assessment of technologies in educational programs.
- Foster a culture of diversity.
- Become the nation’s leading university serving Native Americans.
- Ensure financial stability and growth.

VISION, MISSION, GOALS & CORE COMPETENCIES – NAU SCHOOL OF NURSING

Visit the NAU School of Nursing web site for information about our Vision, Mission, Goals, and Core Competencies at [http://nau.edu/CHHS/Nursing/Mission/](http://nau.edu/CHHS/Nursing/Mission/).

PHILOSOPHY OF THE SCHOOL OF NURSING

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, 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 entire document and supporting definitions are located in the Appendices of this handbook.
UNDERGRADUATE PROGRAM OVERVIEW

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 St. Michaels, 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 an RN to BSN degree for RNs with an associate degree or 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 health care 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-license 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 VCRs. 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 students experience with using multimedia approaches to presentation, preparing them well for professional communication in various real-world settings.

Online Learning

Electronic course delivery throughout the state offers opportunities to create programs that gather students from many locations. Web courses also afford the greatest flexibility for students who may be place-bound or who have hectic schedules that prevent them from sitting in traditional classes.
The School of Nursing uses online courses to promote learning and to help develop technology skills for Arizona’s workforce. Rather than gathering in a traditional classroom, students meet online and interact asynchronously with each other and the course instructor. This method of instruction creates a platform (known as BBLearn) 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 and MS degrees take courses in the online format, while selected courses are offered to the pre-license BSN student.

Some courses are taught completely online and other courses use a blend of instructional approaches. Regardless of the instructional approach, BBLearn “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 pre-license 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 life span. 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 St. Michaels) 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 practic, 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.
CURRICULUM – SCHOOL OF NURSING

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 fee required for each clinical course and there are nursing program fees for some baccalaureate programs. For more detail about your course of study, visit this web site: http://nau.edu/CHHS/Nursing/Degrees-Programs/BSN/. For course descriptions, visit the web site listed below and click on the appropriate catalog (catalog in effect when you entered the university): http://catalog.nau.edu/.

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 Dean 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:

- Request a graduation packet from the Office of the Registrar.
- Obtain unofficial transcripts from the Registrar’s Office.
- Type the information on the graduation form using the current transcript information.
- Obtain necessary signatures from the School of Nursing & faculty advisor.
- File the form with the Office of the Registrar.

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 local community agencies and health-care facilities throughout Arizona.

Please be aware that you are responsible for your own travel and overnight expenses during all of these clinical experiences.
Clinical experiences for RN-BSN students are predominantly conducted via projects in the student’s local community, but may involve limited travel.

NAU 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 over-arching 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 AACN, (2008. Essentials of Baccalaureate Education. New York: AACN. In order to achieve final program outcomes, a table describes the leveling expected as students progress through the stages of the BSN curriculum.

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.
BSN Level Outcomes

**APPROVED March, 2011**

<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><strong>Clinical Practice &amp; Prevention</strong></td>
<td><strong>Clinical Practice &amp; Prevention</strong></td>
<td><strong>Clinical Practice &amp; Prevention</strong></td>
</tr>
<tr>
<td>Demonstrates competency in providing safe, effective patient-centered care that is holistic and based in evidence to protect and promote 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><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></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><strong>Critical Reasoning</strong></td>
<td><strong>Critical Reasoning</strong></td>
<td><strong>Critical Reasoning</strong></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><strong>Leadership</strong></td>
<td><strong>Leadership</strong></td>
<td><strong>Leadership</strong></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><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. Demonstrates ethical and legal principles and professional standards in nursing practice. Demonstrates the ability to translate caring’s affective characteristics into patient-centered care and with other healthcare professionals.</td>
<td>Applies professional values and their associated behaviors to the practice of nursing. Applies ethical and legal principles and professional standards to nursing practice. Applies caring’s affective characteristics into patient-centered care and with other healthcare professionals.</td>
<td>Integrates professional values and their associated behaviors into the practice of nursing. Incorporates ethical and legal principles and professional standards into nursing practice. 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>
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</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>Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration</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>Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally</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>Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally</td>
</tr>
</tbody>
</table>
NORTHERN ARIZONA UNIVERSITY ACADEMIC POLICIES AND PROCEDURES

You should familiarize yourself 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 in red and/or highlighted.

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

NAU STUDENT HANDBOOK

NAU Student Handbook Home Page
Academics
Support services
Student Activities
Rules and regulations
FERPA
NAU Student Code of conduct
Rules and regulations regarding Alcohol and Drug use
Disciplinary Procedures
Class management
Academic dishonesty
Grade appeals
Safe working and learning environment project
Some of the information you can find in the academic catalog relates to the following topics:

- Degrees
- Courses
- Enrollment, Grading and Academic Policies

EXAMINATIONS/QUIZZES

- Quizzes and examinations are 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 Assistant Dean or Dean 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 and disciplinary procedures 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 5-403.A.4 and otherwise to supplement the Student Code of Conduct as permitted 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 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 Appendix G of the NAU Student Handbook) apply when the student has no previous record of academic dishonesty after an examination of the records by the Assistant Provost for Academic Administration, and when the proposed sanctions do not include suspension or expulsion of the student. Formal procedures (see Appendix G) 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. NAU polices on plagiarism are found in Appendix G.

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.

Attendance of all on-campus and off-campus clinical experiences is required for students to be able to achieve clinical competencies. Should an absence be unavoidable, timely notification of faculty in accordance with syllabus instructions is expected. Tardiness or absence without faculty notification may result in dismissal for the clinical day or other consequences as determined by faculty. Please note: there may not be opportunities to make up missed clinical hours and faculty are not required to make arrangements for additional clinical hours.

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 Assistant Provost-Undergraduate Studies, or the Office of Student Life.

Please also review the Attendance Policy in the NAU STUDENT HANDBOOK http://nau.edu/Student-Life/Student-Handbook/Academic-Policies/

ALCOHOL AND DRUG POLICIES

Click on the links below to find information on NAU alcohol and drug policies.

NAU Student Code of conduct
Rules and regulations regarding Alcohol and Drug use

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 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: http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/P_Institutional_Exception.pdf

Revised: Summer 2014
CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members 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.

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. The determination of whether such interruption and/or disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, in an effort to implement corrective action up to and including suspension or expulsion.

From NAU Student Handbook
http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Classroom_Disruption_Policy.pdf

NAU STUDENT CODE OF CONDUCT

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

Code of conduct

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 can be found at: http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Student_Code_Conduct.pdf

Revised: Summer 2014
SEXUAL HARASSMENT

Northern Arizona University’s policies related to Discrimination, Harassment, and Other Inappropriate Behaviors can be found at the site listed below which outlines the policies as well as procedures for reporting violations of these policies:

Safe working and learning environment project
http://home.nau.edu/diversity/titleIX.asp

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, Procedures for Academic Dishonesty, and the Student Code of Conduct. These procedures can be found in the NAU Student Handbook on line at the following links:

DISCIPLINARY PROCEDURES –
http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Student_Disciplinary_Procedures.pdf

APPENDIX G (Procedures/discipline for Academic Dishonesty)
http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Academic_Dishonesty.pdf

CODE OF CONDUCT
http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Student_Code_Conduct.pdf

PLEASE NOTE: WRITTEN DOCUMENTATION OF THE PENALTY IMPOSED AT ANY LEVEL MUST BE FORWARDED TO THE ASSISTANT PROVOST FOR ACADEMIC ADMINISTRATION.
GRADE APPEAL POLICY AND PROCEDURES

NORTHERN ARIZONA UNIVERSITY POLICY FOR GRADE APPEAL

This policy is outlined in its entirety and can be found on the online NAU Catalog at the following location:


BRIEF OVERVIEW – NAU GRADE APPEAL POLICY

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 Dean 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.

The student must initiate the appeal process within the next regular term following the term in which the course work was completed. For example, appeal of a course grade received for a fall or winter intersession term must be initiated during the following spring term; a spring or summer term grade must be initiated during the following fall term.

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:


Revised: Summer 2014
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 NAU Student handbook http://nau.edu/Student-Life/Student-Handbook/Academic-Policies/

LATE ADD/DROP POLICIES

GUIDELINES FOR APPROVING PETITIONS TO ADD A CLASS AFTER THE DEADLINE

Acceptable Reasons LATE ADD:
• Newly created class
• Cohort (as defined by the degree program)
• Newly recruited student (Example: meet class capacity, NAU marketing)
• Personal Emergency (Example: Illness, family emergency, change in work schedule)
• In the wrong sequence number (switching classes) NAU error (Example: Processing delays out of the norm, paperwork lost, staff processed request incorrectly)

Note: The above circumstances must be documented or verifiable. DLS sites will maintain their own documentation and provide information as requested.

Unacceptable Reasons:
• Didn’t have money at the time
• Wanted to see if I’d like the class
• Financial aid wasn’t guaranteed yet*
• Forgot to register
• Did not have the sequence number or other information necessary to register

* Students are responsible for following up on their financial aid to ensure it will disperse prior to payment deadlines.

Here is the link to the form to petition to add a class after the deadline: https://nau.edu/uploadedFiles/Administrative/Registrar/Forms/Petition%20to%20Add%20After%20the%20Deadline%20PDF.pdf

PETITIONS TO DROP OR WITHDRAW AFTER THE DEADLINE

Acceptable Reasons:
• Illness or other personal emergency (documentation required)
• In the wrong sequence number (switching classes)
• Change in work schedule (documentation required)
• NAU error (Example: Processing delays out of the norm, paperwork lost, staff processed request incorrectly)
• I thought the professor or (other NAU employee) was going to drop me (attach documentation from the professor or employee that verifies they would drop the course)
Note: The above circumstances must be documented or verifiable. Extended Campus sites will maintain their own documentation and provide information as requested.

**Unacceptable Reasons:**
- I didn't like the class (Student should have dropped before the deadline)
- I found out I was getting a failing grade (Not a valid reason at NAU)
- I found out after the deadline that the class was too difficult (Student should have dropped before the deadline).

Here is the link to the form to petition to withdraw from a class after the deadline: https://nau.edu/uploadedFiles/Administrative/Registrar/Forms/Petition%20to%20Drop%20a%20Class%20After%20the%20Deadline%281%29.pdf

**END OF TERM WEEK POLICY**

See the NAU academic catalog policy regarding the End of Term Week Policy: https://policy.nau.edu/policy/policy.aspx?num=100409

**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 Assistant Dean 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: https://policy.nau.edu/policy/policy.aspx?num=100410

**SCHOOL OF NURSING ACADEMIC POLICIES AND PROCEDURES**

Policies and procedures in this section are specific to the School of Nursing. NAU polices 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 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 Management Statement.
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 the 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. 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.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by association and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social 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

A. For the purpose of this Section:
   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; RULES Updated Sept 2012-Compact.RTF Page 30 of 58
   6. Removing a patient's life support system without appropriate medical or legal authorization;
   7. Failing to maintain for 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;

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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.


22. "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 Code of Professional Conduct

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

- Maintain the highest standard of personal and professional conduct.
- Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.
- Uphold all Bylaws and regulations relating to the student nurses' association at the chapter, state and national levels, reserving the right to criticize rules and laws constructively, but respecting the rules and laws as long as they prevail.
- Strive for excellence in all aspects of decision making and management at all levels of the student nurses' association.
- Use only legal and ethical principles in all association decisions and activities.
- Ensure the proper use of all association funds.
- Serve all members of the student nurses' association impartially, provide no special privilege to any individual member, and accept no personal compensation from another member or non-member.
- Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or appointed position in the association.
- Refuse to engage in, or condone, discrimination on the basis of race, gender, age, citizenship, religion, national origin, sexual orientation, or disability.
- Refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using established channels.
- Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is integrity in the data and information used by the student nurses' association.
- Cooperate in every reasonable and proper way with association volunteers and staff, and work with them in the advocacy of student rights and responsibilities and the advancement of the profession of nursing.
- Use every opportunity to improve faculty understanding of the role of the student nurses association.
- Use every opportunity to raise awareness of the student nurses' association's mission, purpose, and goals at the school chapter level.
- Promote and encourage entering nursing students to join and become active in NSNA.
- Promote and encourage graduating seniors to continue their involvement by joining professional nurses' associations upon licensure as Registered Nurses.

Adopted by the 1999 House of Delegates
Pittsburgh, PA at the 47th Annual NSNA Convention

Revised: Summer 2014
National Student Nurses’ Association Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

1. Advocate for the rights of all clients


3. Take appropriate action to ensure the safety of clients, self, and others.

4. Provide care for the client in a timely, compassionate and professional manner.

5. Communicate client care in a truthful, timely and accurate manner.

6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.

7. Promote excellence in nursing by encouraging lifelong learning and professional development.

8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.

9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care

10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

11. Encourage faculty, clinical staff, and peers to mentor nursing students.

12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.

14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

16. Strive to achieve and maintain an optimal level of personal health.

17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.


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 205, NUR 208, NUR 211, NUR 212, and NUR 216. 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 that 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.

Revised: Summer 2014
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 faculty and the Assistant Dean 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 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 insure 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.
(From NAU Academic Catalog: https://policy.nau.edu/policy/policy.aspx?num=100404)

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 FOR THE SCHOOL OF NURSING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>84-92%</td>
</tr>
<tr>
<td>C</td>
<td>78-83%</td>
</tr>
<tr>
<td>F</td>
<td>below 78%</td>
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</tbody>
</table>

Revised: Summer 2014
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 physician orders, assessing the physical-psychosocial-cognitive-spiritual aspects of the client and family; using written, verbal, and computerized communication with faculty, peers, and other health care 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.

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-license student is assigned client care which includes 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.

Revised: Summer 2014
DISABILITY RESOURCES

Please contact Disability Resources (http://www4.nau.edu/dr/), 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 health care 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 QUALIFICATION

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, 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.
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 health care 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 CLIENT 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. [http://www.hhs.gov/ocr/hipaa/](http://www.hhs.gov/ocr/hipaa/)

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.”

Health information must have all of the following removed prior to use outside of a health care 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
- and 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
  - Medication Administration Records (MAR’s)
  - History and physicals
  - Lab reports
  - X-Ray reports
  - Insurance information
  - Operative reports
  - Consult records
  - 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.

FINGERPRINTING REQUIREMENTS FOR VULNERABLE ADULT PROVIDERS

(Skilled Nursing/Rehab Staff, Homecare & Hospice 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 School of Public Safety (DPS). This legislation went into effect for Home Health employees on August 21, 1998. Compliance for Skilled Nursing direct care providers has been 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 prelicensure 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

REQUIRED CLINICAL DOCUMENTS

- 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 will 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</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)</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>
<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</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.
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 credential database is: [https://www5.nau.edu/chhs/credentials/](https://www5.nau.edu/chhs/credentials/)
SAFE PERFORMANCE IN CLINICAL AND LABORATORY SETTINGS
POLICIES

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, health care 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.

Indicators To Be Used As Guidelines For Determining Safe Performance

1. 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.

2. 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 (http://www.nursing.state.az.us/).

Examples of unsafe 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.
- Misappropriates 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, PSYCHOLOGICAL, 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 to clinical practicum two or more times.

Revised: Summer 2014
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.

Additional Regulatory Guidelines That May Be Used To Determine Safe Clinical Performance

ARIZONA STATE NURSE PRACTICE ACT REVISED STATUTES AND RULES    R4-19-403
UNPROFESSIONAL CONDUCT

NAU STUDENT CODE OF CONDUCT
http://nau.edu/Student-Life/Student-Handbook/
or
http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Studen t_Code_Conduct.pdf

AMERICAN NURSES ASSOCIATION, CODE OF ETHICS FOR NURSES
http://www.nursingworld.org/ MainMenuCategories/EthicsStandards/CodeofEthicsforNurses. aspx

Revised: Summer 2014
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 Assistant Dean.
4. Referral to the Student Health Service for physical health assessment to determine if there are any factors impacting on students performance, and any recommendations for health care.
5. Referral to Counseling and Testing Services or student’s healthcare provider for psychological or drug/alcohol assessment to determine if there are any factors impacting on student performance, and satisfactorily addressing recommendations from CTS or students’ healthcare provider. Evidence of addressing recommendations submitted to Assistant Dean.
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 (http://nau.edu/Student-Life/Student-Handbook/Rules-and-Regulations/) 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 Assistant Dean.

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

This policy and procedure was approved by the Faculty of the School of Nursing September 2003.

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 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 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 Dean of the incident and accompanying circumstances. The Dean shall refer the case to the Assistant Dean 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 Assistant Dean, 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 Dean of the incident and accompanying circumstances. The Dean shall refer the case to the Assistant Dean 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 Dean of the School of Nursing or the Dean’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.

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.
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 Assistant Dean, 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 Assistant Dean. **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 Assistant Dean 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 Assistant Dean: 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 Assistant Dean regarding the drug, the test will be treated as positive and unexcused.

APPLICATION FOR RE-ADMISSION TO THE SCHOOL OF NURSING AFTER A POSITIVE FOR CAUSE DRUG/ALCOHOL 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 Assistant Dean 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 Assistant Dean 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.
ROLE OF ASSISTANT DEAN 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 Assistant Dean 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 Assistant Dean, 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 Assistant Dean, 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 Assistant Dean. The Assistant Dean shall review the data and, based on the information provided, will make a recommendation to the Dean of the School regarding the student’s participation in the program.

B. A meeting with the Assistant Dean 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 Assistant Dean, 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 Assistant Dean.
3. At the meeting the student will be asked to provide an explanation for the behaviors identified.
4. The Assistant Dean, 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 Assistant Dean. The Assistant Dean shall review the data and, based on the information provided, will make a recommendation to the Dean 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 confidentiality as reasonably possible. Faculty members may consult with the Assistant Dean 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 CHEMICALLY ADDICTED NURSES DIVERSION OPTION (CANDO) 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 CANDO 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 CANDO program to facilitate a decision about further monitoring.
E. Signature on the Agreement to self report gives permission to the CANDO program to inform the School of Nursing about whether the self report to CANDO has occurred.

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 can 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

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 Assistant Dean 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 if according to agency policy. Provide a copy to the Assistant Dean 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 Assistant Dean 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.clc.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.
  o 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).
  o Only clear, colorless nail polish is permitted.
• Minimal make-up is acceptable.
• Colognes, after-shave, 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
  o 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 such 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 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.

COMMUNICATION FLOW CHART

* 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.
**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.

**STUDENT MAILBOXES**

Flagstaff-Program nursing students have access to a mailbox located in the computer lab in the School of Nursing; mail will be filed by alphabetical letters. These mailboxes are for School of Nursing correspondence; all students are responsible for checking them frequently.

Information is distributed to the American Indian Program, Flagstaff, Tucson, Yuma and RN-BSN students 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 in the NAU Student Handbook:
http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Student_Disciplinary_Procedures.pdf

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 theory or theory 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 alcohol or other drugs.
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 Student Handbook, School of Nursing BSN Student Handbook, and/or course syllabi.
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**

1. **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.

2. **Criteria for School of Nursing Probation:**
   - Earning an F in any required NUR course.
   - Withdraw-failing from any required NUR course.
   - Unprofessional conduct.

3. **Probation Procedure:**
   - In cases of academic deficiencies or a violation of professional conduct, the student is referred by a faculty member to the Assistant Dean.
   - The Assistant Dean reviews the case and determines what course of action is appropriate and/or necessary.
     a) 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.
     b) The student may request to present her/his case to the Dean.
The student may be accompanied by her/his academic advisor when presenting her or his case to the Assistant Dean or Dean.

The Assistant Dean makes a recommendation to the Dean of one or more of the following actions:

a) No action.
b) Management within the course.
c) School of Nursing probation.
d) Probation: If the Dean’s decision is for school probation, the Assistant Dean will oversee the probation letter which clearly identifies:
   • The area(s) of concern.
   • Expected behaviors.
   • Strategies for improvement.
   • Criteria for removal of probation/dismissal.
   • Month, day, and year the probation will be evaluated.

   ▪ The probation letter of expectation will be evaluated prior to the end of the probationary period to determine if the student has met the requirements of the letter.
   ▪ If the probation requirements have not been met, further disciplinary action including dismissal from the School of Nursing will result as outlined in the dismissal procedure.

Who will evaluate for 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.
   ▪ Extension of the probationary period may occur as a result of an evaluation which takes place prior to the end of the probationary period. Should this occur, once again, criteria for removal of probation, including the month, day, and year when the probation will be evaluated and expected behaviors demonstrated will be documented and a copy provided to the student.

e) If the Dean’s decision is for dismissal, the dismissal procedure will be followed.

DISMISSAL POLICY AND PROCEDURE

1. **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.

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

   A. Failing (F) and/or withdrawing-failing after deadline to withdraw with course from two required NUR courses. **Exception**: If a student fails any single course required in the first semester of the traditional pre-license program or any single course in the accelerated BSN, the student must apply for re-admission.
   
   B. Failure to meet the terms of the School of Nursing Probation Letter of Expectation.
   
   C. Unprofessional conduct.
   
   D. Failure to notify the school of non-matriculation for two consecutive semesters.
3. **Dismissal Procedure:**

A. Students whose academic record or behavior meets the criteria for dismissal from the Nursing Program will be referred to the Assistant Dean for review of possible actions. This referral must be made in writing and should be accompanied by any supporting documentation. A copy of the referral will be given to the student.
   - If the student has not been afforded the opportunity to present her/his case to the Assistant Dean, the student may request in writing to do so.
   - The student may be accompanied by her/his academic advisor during the review process conducted by the Assistant Dean.

B. Following the review, the Assistant Dean will recommend in writing one or more of the following actions to the Dean of the School of Nursing:
   - Referral to the Dean of the School of Nursing or the School of Nursing Student Affairs Committee for further action.
   - Dismissal from the School of Nursing
   - Referral of the student to the Northern Arizona University Dean of Students or his or her designee to address any alleged violations of the University Code of Conduct
   - A suggested course of action to address the concern.
   - When indicated, report of the incident to the local law enforcement agency and/or other appropriate agencies or institutions.

C. Once a concern is referred to the Dean, one or more of the following will occur following the review by the Dean:
   - Dismissal from the School of Nursing.
   - Referral of the student to the Northern Arizona University Dean of Students or his or 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.

D. For any concern referred to the Assistant Dean or Dean 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 Dean or NAU University Dean of Students or designee reviewing the case. The final decision will be delivered to the student in writing.

E. ALL proceedings are to be documented in writing and placed in the student’s file.

**DISMISSAL/PROBATION GRIEVANCE PROCEDURE**

1. Within ten (10) days of the student receiving the written decision of dismissal or probation, the student may request in writing to meet with the School Dean (if the decision was made by the Assistant Dean) or the Executive Dean of the College of Health and Human Services (if the decision was made by the School of Nursing Dean). The student must provide a “Statement of Issues” at least one week prior to the meeting with the Dean or Executive Dean along with any supporting documentation.
2. The Dean or Executive Dean will render a written decision within ten (10) 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-G (http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Student_Disciplinary_Procedures.pdf), and the University Code of Conduct (http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Student_Code_Conduct.pdf).

READMISSION AFTER DISMISSAL

Students who have been dismissed for academic failures or extended non-matriculation may apply for re-admission during regular admission cycles after an interval of at least one regular academic semester (fall or spring) following their dismissal. In addition to the required application process, students must also submit a letter to the Dean/Assistant Dean providing documentation of steps taken to resolve issues that contributed to their prior unsuccessful attempt for the degree. A meeting may be required to discuss specifics of the situation.

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 Dean/Assistant Dean to evaluate their situation and potential for re-admission.

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.

READMISSION TO BACCALAUREATE PROGRAM AND CHANGES IN ENROLLMENT STATUS

RE-ADMISSION INTO THE BACCALAUREATE NURSING CURRICULUM

1. Students who are not on academic probation, disciplinary probation and who have not been dismissed or suspended from the School of Nursing and/or Northern Arizona University are eligible for readmission. If a student has been dismissed from any BSN program, please see policy regarding READMISSION AFTER DISMISSAL in the preceding section. **Readmission will be on a space-available basis.**

2. 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), you must apply for readmission to NAU (https://policy.nau.edu/policy/policy.aspx?num=100317).
   b) Students in the RN-BSN program who are not taking pre-requisites or required courses for three regular semesters (Fall and Spring) must reapply to the School or Nursing RN-BSN program.
3. 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.

Submit a letter to the Assistant Dean requesting **readmission** into the nursing program. The letter should include a current address, telephone number and the following:

- Reason for exiting program.
- Reason for seeking readmission.
- 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 section on Clinical Policies and Requirements entitled **ESSENTIAL QUALIFICATIONS FOR NURSING CANDIDATES**).
- Approval for reentry or readmission may require a student to demonstrate knowledge in skills at the appropriate level to progress in the program.

The letter requesting readmission into the BSN Program must be on file in Student Services Center during the semester preceding anticipated re-enrollment (February 15 for Fall readmission; September 20 for Spring readmission).

4. Readmission 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.

5. 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.

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

7. 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.**

**Exception:** **Course Re-Entry Process**

1. Student submits Space Available Request (form in Appendix) to the Assistant Dean identifying the course(s) that the student is requesting to repeat.
   1. Students 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.
2. *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.

2. In addition, a letter may also be addressed to the Assistant Dean that outlines unique circumstances or concerns and would include the following:
a) The semester and year of first enrollment.
b) 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.
c) Practice or educational experiences the student has had during absence from the course that would indicate readiness to continue in the nursing program.
d) 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 “ESSENTIAL QUALIFICATIONS FOR NURSING CANDIDATES”).

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

4. 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).

5. The decision on re-enrollment will be made by the Assistant Dean 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 other than medical reasons.
4. Students who interrupted their studies by withdrawal for unsatisfactory academic performance attributable, 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

ACADEMIC GUIDELINES - SATISFACTORY PERFORMANCE

In order to progress to the next course(s) in the curriculum students in the nau bsn nursing program must:

1. Achieve a “C” or better or “P” in each required course in the nursing curriculum.
   - Every required NUR course
   - BIO 320
   - Junior Writing
2. Adhere to the appropriate sequence of all required courses as published in the NAU undergraduate catalog and NAU School of Nursing Program of Study.
3. 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.
4. Pass both theory and clinical components of the course.
5. Provide safe care to patients at all times.

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

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ACADEMIC GUIDELINES - UNSATISFACTORY PERFORMANCE

1. At midterm and at the end of each semester, the course coordinator shall report to the Assistant Dean and the Student Services Office, each pre-licensure student who is achieving below a "C" grade in a course. In addition, the course coordinator may report at any time to the Assistant Dean any student who may not be providing safe patient care. The course coordinator 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 Assistant Dean 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

1. 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 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-license program or any single course in the accelerated BSN, the student must apply for re-admission.

2. 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. EXCEPTION: the student who fails/withdraws after the deadline from NUR 324, 325, or 329, 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 a. See RE-ENROLLMENT IN A COURSE.

3. A second nursing course failure or withdrawal after deadline to withdraw with grade of F will result in dismissal from the School of Nursing. Exception: If a student fails any single course required in the first semester of the traditional pre-license program or any single course in the accelerated BSN, the student must apply for re-admission.


NON-ACADEMIC GUIDELINES – COURSE FAILURE

1. Satisfactory student progress toward the degree includes non-academic as well as academic factors. Non-academic factors that may be considered include the following:
   • Physical or emotional ability to meet course outcomes.
   • Unethical or unprofessional conduct.
   • Dishonest scholastic work.
   • Unsafe patient care as determined by the College of Nursing.

2. 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 the following standing committees: Curriculum, Student Affairs, and Program Evaluation. 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 required 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).

Revised: Summer 2014
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 https://www4.nau.edu/police/ 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 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 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 (CAI), 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.

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.
PARKING 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, the Raymond Scholarships, the Betty Jean Laman Nursing Scholarship, the Ellen Rasmussen Memorial Nursing Scholarships, the Barbara Cline Nursing Scholarships, the Jory Dorman Memorial Nursing Scholarship, the Chris Mehling Emergency/Intensive Care Scholarship, the Kuhn Nursing Scholarship and the Holly Hart/Josh Randall Vendeveegaete Nursing Scholarship. (See Nursing Web pages for additional scholarship information [http://nau.edu/CHHS/Nursing/Student-Resources/Scholarships/](http://nau.edu/CHHS/Nursing/Student-Resources/Scholarships/).

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

TUTORS

Sources of academic help on the Mountain Campus include the following:
- Learning Assistance Center in the University Union, at 928-523-5524.
- South Learning Assistance Center in Building 61, at 928-523-7391.
- Self Learning Resource Center in Building 61, at 928-523-3210.

Students are encouraged to discuss academic problems with their faculty advisor who can assist in determining if tutoring might by beneficial and how to arrange tutoring assistance.
Additionally, nursing students may get referrals for assistance by contacting the Student Services Coordinator, 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:  
[http://www6.nau.edu/library/info/resources.cfm?subject=Nursing](http://www6.nau.edu/library/info/resources.cfm?subject=Nursing)
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](http://www.azbn.gov/) website for updated instructions.

1. Midway during your last semester of the program obtain the application packet online at [http://www.azbn.gov/](http://www.azbn.gov/). The state board recommends sending the application 30-60 days prior to anticipated graduation. **Do not complete and submit the application too soon – you have a total of 270 days from the time the application is received to pass the NCLEX exam and fingerprinting results to be returned.**

2. There are two separate applications to be completed in this packet (note there are also two separate fees that will be paid – one for NCLEX registration and one for the ASBN application).
   a. NCLEX Examination Candidate Bulletin
   b. Arizona State Board of Nursing Application for Registered Nurse/Practical Nurse Licensure by Examination.

3. Complete and sign both applications following the directions carefully.

4. Inside the ASBN application is a form, "Certificate of Completion for Arizona Graduates," complete the name of graduate and social security number section and return this form back to student services. (After your degree has posted the personnel in Student Services will complete this form and send it to the ASBN).

5. Part of the application is fingerprinting. This must be completed as the ASBN cannot accept fingerprinting done previously for a job or a fingerprint clearance card issued by the School of Public Safety.

6. After completing and mailing your applications you will receive an authorization to test (ATT) from the testing company (including an e-mail in your application will speed your receipt of the ATT). The ASBN notifies the testing company of your eligibility to sit for the exam.

7. Once you have the ATT you can schedule your exam. This is completed by calling NCLEX Candidate Services or on the web site ([www.vue.com/nclex](http://www.vue.com/nclex)).

8. You may also check the website for information related to receipt of your application and the status of the application.

LEGAL LIMITATIONS FOR NURSE LICENSURE

The Board of Nursing’s legislation (SB 1096) became law, effective August 21, 1998. The law prohibits and 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 here for updates of revisions.
National Council of State Boards of Nursing
https://www.ncsbn.org/nclex.htm
Arizona State Board of Nursing
http://www.azbn.gov

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. http://www.azbn.gov/Documents/npa/STATUTES-FINAL%20Aug%202012.pdf

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?
  o 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?
  o 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, redesignated 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 contendre 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?
  o 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

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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

Consent Forms – Impaired Student
  Consent for Screening
  Consent for Transportation
  Agreement to Self Report to Board of Nursing
  CAN –DO

Handbook Acknowledgement Form

Clinical Document Acknowledgement Form

Clinical Education Student Responsibility Statement

Withdrawal Form

Transfer/Space Available Request Form
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, 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.

Revised: Summer 2014
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 maintain 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. (Roach, 2002; Watson, 1999).

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. (Pesut, 2001).

5. **Clinical reasoning:** the process used to assimilate information, analyze data, and make decisions regarding patient care (Simmons, Lanuza, Fonteyn, & Hicks, 2003).

6. **Compassion:** a sensitivity to the pain and suffering of another that engenders a response of participation, amelioration, and/or interconnectedness (Roach, 2002).

7. **Comportment:** caring as reflected in bearing, demeanor, dress and language (Roach, 2002).

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 (Cross, Barzon, Dennis & Isaacs, 1989).

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, 2008).

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, 2010).

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 (IOM, 2003).

14. **Global engagement:** valuing the interconnectedness and interdependence of the human experience on a global scale (NAU Global Learning Initiative, 2010).

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 (Health People 2020; World Health Organization, 2011).

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 (Healthy People 2020).

17. **Health promotion:** activities that have as their goal the development of human attitudes and behaviors that maintain or enhance well-being (Stanhope & Lancaster, 2008).

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

19. **Inter-disciplinary collaboration:** effective teamwork with health-care team members
across disciplines with the goal of quality patient-centered care (QSEN).
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 (IOM, 2003).
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).
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, 2008).
26. **Safety:** minimizes the risk of harm to patients and providers through both system effectiveness and individual performance (QSEN).
27. **Social justice:** The equitable distribution of social, economic and political resources, opportunities and responsibilities (World Health Organization, 2011).
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, 2005).
References Utilized:


IMPAIRED STUDENT POLICY - 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).

Medication/Drug Prescribing Practitioner (name & title) Telephone No
1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________

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 ___________________________
IMPAIRED STUDENT POLICY - 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 CHEMICALLY ADDICTED NURSES DIVERSIONS OPTION (CANDO) PROGRAM

1. I, ________________________________________, having had a positive drug/alcohol screen agree to self report to the Arizona State Board of Nursing Chemically Addicted Nurses Diversions Option (CANDO) 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 CANDO program.

2. I give permission to the School of Nursing to release records pertaining to my case to the CANDO Program to facilitate a decision about monitoring.

3. I give permission for the CANDO Program to inform the School of Nursing about whether the self report to CANDO has occurred.

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

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

6. 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________________________

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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.

Return form to:

Student Services
School of Nursing
Bldg. 72, Rm. 206
PO Box 15035
Flagstaff, AZ 86011
CLINICAL DOCUMENT ACKNOWLEDGEMENT FORM

Northern Arizona University
School of Nursing

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-- must be current for entire semester. 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; students will be notified if required.</td>
</tr>
<tr>
<td>CPR*</td>
<td>Ongoing throughout program enrollment—must be current for entire semester</td>
</tr>
<tr>
<td>MMR</td>
<td>Proof of immunization – 2 inoculations</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Proof of immunization – 3 inoculations</td>
</tr>
<tr>
<td>Varicella</td>
<td>Vaccination or Proof of immunity (Titer)</td>
</tr>
<tr>
<td>Tdap</td>
<td>1 inoculation Within 10 years 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.</td>
</tr>
<tr>
<td>Physical Examination</td>
<td>1 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

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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/

With my signature:

1) 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.

2) 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__________________________________________________________________
CLINICAL/INTERNSHIP EDUCATION STUDENT RESPONSIBILITY STATEMENT

NORTHERN ARIZONA UNIVERSITY

School of Health Professional / School of Nursing

CLINICAL/INTERNSHIP EDUCATION
STUDENT RESPONSIBILITY STATEMENT

In order to meet the requirements of Section II. H. of the Agreement for Clinical Practicum and/or Internship/Externship Education, STUDENTS shall read the following and indicate their understanding by signing below. This Student Responsibility Statement is in addition to the course syllabus, and the student is responsible for being familiar with the content of both documents. In consideration of the opportunity to enter into a clinical education/internship educational program, I agree to:

A. Complete and be responsible for the cost of providing all health forms and certificates requested by the FACILITY.

B. Provide the PROGRAM and FACILITY with written confirmation of professional liability coverage for the term of the clinical/internship education assignment if required by the degree program.

C. Secure my own housing, but welcome FACILITY housing and/or assistance in obtaining private housing, during my clinical/internship education assignment.

D. 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.

E. At all times conduct myself, both at the FACILITY and outside normal business hours, in a personally and professionally ethical manner.

F. Conform in my attire and appearance to the accepted standard of the FACILITY, and procure the appropriate and necessary attire required, if any, but not provided by the FACILITY.

G. Provide my own transportation to and from the FACILITY and any reasonable special assignment by the faculty or FACILITY. I will never transport patients.

H. Conform to the work schedule of the FACILITY, and make up time and work missed during unavoidable illnesses, in consultation with my academic coordinator and clinical instructor.

I. Notify the FACILITY and PROGRAM Clinical Education Coordinators if I learn I am pregnant before or during the clinical practicum and/or internship/externship education assignment so that appropriate personal safety precautions can be implemented.

J. Obtain prior written approval from PROGRAM and FACILITY before publishing or presenting any material relating to the clinical experience outside normal educational settings of the PROGRAM.

Student Name (Please type or print)

Student Signature

Date

NAU is an Equal Opportunity/Affirmative Action Institution
NAU/PE/G01062015/06

Revised: Summer 2014
School of Nursing

Space Available/Transfer Request Form

To be completed by the student and submitted to the Assistant Dean:

FAX: (928)523-7171 OR Sally.Doshier@nau.edu

This is a request for ____ Transfer; ____ Space available on current campus

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student email:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Campus/Program Location</th>
<th>Date of Request</th>
<th>Current semester in program</th>
<th>Is a course failure the reason for request?</th>
<th>What course &amp; semester?</th>
</tr>
</thead>
</table>

Please explain reason for request: [Examples: on leave from program for personal reasons, clinical failure (including a withdrawal while failing), hardship that necessitates transfer, etc.]

Student Signature_______________________________________________________________

For Office 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: ______________________

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