

UNDERGRADUATE (BSN) STUDENT HANDBOOK

Current Version
May 2022

School of Nursing



- The Undergraduate Student Handbook for the Bachelor of Science in Nursing Program is intended to elaborate on the NAU Student Handbook for students enrolled in the School of Nursing.
- The BSN Handbook contains policies and procedures for all students in the Bachelor of Science in Nursing programs (pre-licensure-traditional and accelerated on the Flagstaff Mountain campus, American Indian, North Valley, Tucson, Yuma, and online RN-BSN programs) at Northern Arizona University.
- Policy revisions made after Summer 2022 will be disseminated via NAU email.
- Students are accountable for policies herein and revisions that have been sent by email.

Revised May 2022

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General Information

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

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

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

Overview of Northern Arizona University

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

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

Overview of the College of Health and Human Services

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

Overview of the School of Nursing

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

Faculty and Staff: <http://nau.edu/CHHS/Nursing/Faculty-Staff/Directory/>

NAU Mission Values and Goals

Mission and Vision

The vision and mission of Northern Arizona University's School of Nursing is to provide outstanding education to students at the undergraduate, master's and doctoral level who can provide high quality health care services to individuals and diverse communities in an environment of constant change and emerging health care trends. To achieve our mission, 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-order thinkers and graduates prepared for leadership in 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. Our service mission is to encourage faculty and students to participate in consultative and professional health related services ranging from local to global settings.

Our Values

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

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

Our Goals

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

School of Nursing Vision, Mission, Goals and Competencies

Visit the NAU School of Nursing web site for more information about our Vision, Mission, Goals, and Core Competencies at <http://nau.edu/CHHS/Nursing/Mission/>.

School of Nursing Philosophy and Organizing Framework

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

The faculty believes the transition to the role of competent professional nurse is a

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

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

The entire Philosophy and Organizing Framework document is located in the [Appendices](#) of this handbook.

Undergraduate Program Review

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

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

The School of Nursing has [several undergraduate programs](#) leading to the Bachelor of Science in Nursing (BSN) degree, including pre-licensure programs in Flagstaff, Tucson, Yuma, North Valley, and the American Indian Program, in the location designated by the nursing department; 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 healthcare and community agencies located throughout Arizona. These innovative approaches are purposefully interwoven into our degree programs and are a vital part of our student learning experiences.

Traditional Classrooms

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

Online Learning

Electronic course delivery offers opportunities to create programs that gather students from many locations. The School of Nursing uses online courses to promote learning and to help develop technology skills for the nursing workforce. Rather than gathering in a traditional classroom, students meet online and interact asynchronously with each other and the course instructor. 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, MS and doctoral degrees take courses in the online format, while selected online courses are offered to the pre-licensure BSN student.

Some courses are taught completely online and other courses use a blend of instructional approaches. Regardless of the instructional approach, 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 Flagstaff, Tucson, Yuma, North Valley, and American Indian Program pre-licensure BSN students into real-world environments for nursing practice. The clinical simulation learning laboratories assist students to become familiar with assessing patients, formulating nursing diagnoses, designing and implementing nursing interventions, and evaluating the outcomes of care for patients in various clinical situations across the lifespan.

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

Clinical Experiences

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

School of Nursing Curriculum

Course of Study

You must be accepted into the NAU nursing program before you may take any of the nursing courses (NUR prefix). Please be aware that there is a [nursing program fee](#) required for each the nursing programs. For more detail about your course of study, you may visit the [School of Nursing](#) pages or the [academic catalog](#). For course descriptions, visit the [academic catalog](#) and click on

the appropriate catalog year (in effect when you entered the university).

Traditional and Accelerated BSN Required Admission Learning Modules

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

- Academic Integrity @ NAU (NAU login to Bb Learn required):
- https://bblearn.nau.edu/webapps/blackboard/content/listContent.jsp?course_id= 109120_1&content_id= 3704806_1
- HIPAA Training: <https://in.nau.edu/its/hipaa/>
- NAU Blood borne Pathogen Training: <https://www5.nau.edu/its/mytraining/tutorial/tutorial5.aspx?id=6442475011>

CEP, RN-BSN and PL Admission Learning Modules

As part of the admission requirements for the NAU School of Nursing, all CEP, RN-BSN and PL students must successfully complete the following two learning modules. These learning modules serve as a foundation for success throughout our program and your career. Submission of evidence of completion for each of these is required before starting the CEP/RN-BSN/PL programs. Send to RNBSNadmissions@nau.edu

- Academic Integrity @ NAU (NAU login to Bb Learn required): https://bblearn.nau.edu/webapps/blackboard/content/listContent.jsp?course_id= 109120_1&content_id= 3704806_1
- HIPAA Training: <https://in.nau.edu/its/hipaa/>

Degree Requirements and Graduation

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

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

1. Request a graduation packet from the Office of the Registrar.
2. Obtain unofficial transcripts from the Registrar's Office.
3. Type the information on the graduation form using the current transcript

information.

4. Obtain necessary signatures from the School of Nursing faculty advisor.
5. 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 community agencies and health-care facilities throughout Arizona and may involve travel. Clinical experiences for RN-BSN students are predominantly conducted via projects in the student's local community.

Please be aware that you are responsible for your own travel and overnight expenses during all of these clinical experiences.

School of Nursing Program Outcomes

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

Clinical Practice and Prevention:

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

Communication:

2. Incorporates effective communication into professional nursing practice.

Critical Reasoning:

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

Leadership:

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

Professionalism and Professional Values:

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

Global Health

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

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

BSN Level Outcomes

LEVEL ONE OUTCOMES (END OF FIRST YEAR)	LEVEL TWO OUTCOMES (END OF SECOND YEAR)	LEVEL THREE / BSN PROGRAM OUTCOMES
<p><u>Clinical Practice & Prevention</u> Demonstrates competency in providing safe, effective patient- centered care that is holistic and based in evidence to protect and promote the health of individuals.</p>	<p><u>Clinical Practice & Prevention</u> Applies sound clinical judgment based in theory and evidence to promote and protect health in patients across the lifespan and healthcare continuum.</p>	<p><u>Clinical Practice & Prevention</u> 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.</p>
<p><u>Communication</u> Demonstrates beginning professional communication skills in clinical and learning situations.</p>	<p><u>Communication</u> Applies professional and therapeutic communication skills in clinical and learning situations.</p>	<p><u>Communication</u> Incorporates effective communication in professional practice.</p>
<p><u>Critical Reasoning</u> Displays a commitment to the use of theory and research evidence to provide safe, effective, patient-centered nursing care.</p>	<p><u>Critical Reasoning</u> Utilizes nursing knowledge, information technologies and research evidence to construct and implement safe, effective, patient-centered nursing care.</p>	<p><u>Critical Reasoning</u> Synthesizes evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care.</p> <p>Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments.</p>
<p><u>Leadership</u> Organizes self to provide safe nursing care to individuals.</p> <p>Demonstrates knowledge and skills of leadership to provide safe and appropriate patient-centered nursing care.</p>	<p><u>Leadership</u> Applies principles of collaboration, delegation and advocacy to manage safe patient care.</p>	<p><u>Leadership</u> Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.</p>

LEVEL ONE OUTCOMES (END OF FIRST YEAR)	LEVEL TWO OUTCOMES (END OF SECOND YEAR)	LEVEL THREE / BSN PROGRAM OUTCOMES
<p><u>Professionalism & Professional Values</u></p> <p>Demonstrates professional values and their associated behaviors in the practice of nursing.</p> <p>Demonstrates ethical and legal principles and professional standards in nursing practice.</p> <p>Demonstrates the ability to translate caring's affective characteristics into patient- centered care and with other healthcare professionals.</p>	<p><u>Professionalism & Professional Values</u></p> <p>Applies professional values and their associated behaviors to the practice of nursing.</p> <p>Applies ethical and legal principles and professional standards to nursing practice.</p> <p>Applies caring's affective characteristics into patient- centered care and with other healthcare professionals.</p>	<p><u>Professionalism & Professional Values</u></p> <p>Integrates professional values and their associated behaviors into the practice of nursing.</p> <p>Incorporates ethical and legal principles and professional standards into nursing practice.</p> <p>Integrates caring's affective characteristics into patient- centered care and with other healthcare professionals</p>

LEVEL ONE OUTCOMES (END OF FIRST YEAR)	LEVEL TWO OUTCOMES (END OF SECOND YEAR)	LEVEL THREE / BSN PROGRAM OUTCOMES
<p><u>Global Health</u> Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society.</p> <p>Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice.</p> <p>Recognizes how responsible health care waste disposal reduces environmental hazards.</p>	<p><u>Global Health</u> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.</p> <p>Examines the impact of health equity and social justice on nursing and health care in a variety of settings.</p> <p>Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings.</p>	<p><u>Global Health</u> <u>Global Engagement</u> Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.</p> <p><u>Diversity Education</u> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.</p> <p><u>Environmental Sustainability</u> Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.</p>

Approved March 2011

NAU Academic Policies and Procedures

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

Discrimination Policy

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

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

NAU Student Handbook

[NAU Student Handbook Home Page](#)

[Academics](#)

[Student Organizations](#)

[Rules and Regulations](#)

[FERPA](#)

[NAU Student Code of Conduct](#)

[Drug Free Schools](#)

[Disciplinary Procedures](#)

[Classroom Disruption](#)

[Academic Integrity](#)

[Grade Appeals](#)

[Safe Working and Learning Environment](#)

[NAU COVID](#)

NAU Academic Catalog

<https://nau.edu/registrar/faculty-resources/academic-catalog/>

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

Examinations/Quizzes

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

Academic Integrity

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

Academic integrity is an essential element in the profession of nursing. The School of Nursing will utilize plagiarism software in all undergraduate curricula. For course specific assignments requiring submission to the plagiarism software, review the individual course syllabus. Course faculty has the discretion to utilize the plagiarism software for any assignment submitted.

Academic Dishonesty

Violations of the Student Code of Conduct which **exclusively** involve issues of Academic Dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated

by both students, and faculty or where appropriate, by administrative personnel. Informal procedures (see [the Academic Integrity Policy](#) of the NAU Student Handbook) apply when the student has no previous record of academic dishonesty after an examination of the records by the Associate Provost for Academic Administration, and when the proposed sanctions do not include suspension or expulsion of the student. Formal procedures apply when there is a record of previous academic dishonesty, or when there are other aggravating circumstances or when recommended sanctions include suspension or expulsion.

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

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

Furthermore, any attempt to facilitate any act of academic dishonesty on the part of oneself or others shall constitute a violation of this policy.

Hostile Learning Environment Policy (Bullying, Incivility, Horizontal Violence)

ANA's Code of Ethics for Nurses with Interpretive Statements (ANA, 2015b) states that nurses are required to "create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students, and others with dignity and respect" (p. 4). The nursing profession does not tolerate hostile or uncivil behavior of any kind from any source. Nursing students should report any witnessed harmful behaviors accordingly. Taking action is a moral stance consistent with the ANA Code of Ethics for Nurses with Interpretive Statements (2015b).

For the nursing student, examples of harmful situations include a hostile learning environment, horizontal violence, and incivility. These terms are defined as follows:

Hostile learning environment: ANA (2015a) describes this type of hostile behavior as bullying. Bullying is repeated, unwanted harmful actions intended to humiliate, offend, and cause distress

in the recipient. Bullying actions include those that harm, undermine, and degrade. Actions may include but are not limited to, hostile remarks, verbal attacks, threats, taunts, intimidation, and withholding of support. Such actions occur with greater frequency and intensity than do actions described as uncivil. A hostile learning environment also includes those behaviors exhibited as Cyberbullying. Becher and Visovsky (2012) “report that other HV actions displayed by a perpetrator may include name-calling, threatening, gossiping, isolating, ignoring, unreasonable assignments, using silence, and making observable physical expression such as eye-rolling” (p. 210).

Incivility: ANA (2015a) reports that incivility can take the form of rude and discourteous actions, of gossiping and spreading rumors, and refusing to assist a coworker. All of these behaviors are an affront to the dignity of a coworker and violate professional standards of respect. Such actions may also include name-calling, using a condescending tone, and expressing harsh public criticism. One may substitute the word co-worker for a student nurse in the context of this handbook.

Horizontal violence (HV): Curtis et al (2007) describe HV as hostile and aggressive behavior by one or more group members, towards another member or section of the larger group. HV most commonly takes the form of psychological harassment as opposed to physical violence. It includes a range of covert and overt harassment ranging from being neglected or ignored, denied access to learning opportunities or subjected to verbal and written threats through physical intimidation and unwanted touching.

Impact on Nursing Students

The ANA (2015a) states that incivility, bullying, and workplace violence harm a person’s intrinsic sense of self-worth and self-confidence, which may result in physical symptoms such as headaches, interrupted sleep, and intestinal problems (p. 5). These actions may also be associated with psychological conditions, including heightened levels of psychological stress, anxiety, irritability, and depressive symptoms. Some studies report that this heightened stress may progress to posttraumatic stress disorder or depression. Bullying actions present serious safety and health concerns, and they can cause lasting physical and psychological difficulties for targets.

Guidelines for Students

When students find themselves in a situation where they believe that they are being subjected to a hostile learning environment, horizontal violence, and/or incivility, they are requested to act in accordance with the following procedures.

Communicate Concern: In any hostile learning situation, it is recommended that students first communicate their observations and feelings to the individual that is demonstrating the perceived harmful behaviors. If this discussion does not resolve the matter, or if a student does not feel comfortable or safe having this discussion, follow specific steps outlined in these guidelines.

- **Clinical Setting:** If the concerning behavior takes place in a clinical setting, the student should report the situation to their clinical instructor. If the situation is urgent, the student should contact the clinical instructor as soon as possible. If the situation can wait until the next clinical debriefing time, this is a good opportunity to share the experience with their clinical instructor.
- **Preceptorship:** If the student is in a precepting scenario, they should notify their supervising faculty member.
- **Classmate or Peer:**
 - If the situation involves a classmate or peer, students are asked to communicate the incident(s) to their clinical or course instructor.
 - If the concerning behavior takes place in a classroom setting, first speak with the course instructor. If the student does not feel that the situation has been adequately addressed after this conversation, follow the chain of command as follows: course coordinator, campus coordinator, and NAU Assistant/Associate Director of the School of Nursing.
 - If a student does not feel that their concerns with hostile behavior from a classmate or peer have been adequately addressed by following the chain of command in the NAU School of Nursing, they may take their concern to the NAU Associate Dean of the College of Health and Human Services, to the NAU Equity and Access Office (equityandaccess@nau.edu), or the NAU Office of the Dean of Students (DeanofStudents@nau.edu). A student can also report a concern or incident at this website address: [Report an Incident | Office of the Dean of Students \(nau.edu\)](#)
- **Faculty Member:** If the situation involves a faculty member, follow the chain of command as detailed above starting with the course coordinator.
 - Obtain a copy of the institution’s discrimination or harassment policies. Review them and compare the experience to the policy to ensure that there has indeed been a violation.
 - Document each incident of the behavior. Students should not wait until they receive a poor grade to report the concern.
 - At NAU, a student can report the incident or incidents in a formal report to the Equity and Access Office at [NAU Equity and Access Office](#).
 - Always model professional behavior during the reporting of any concerning behavior.
- If a student witnesses any harmful behavior toward another nursing student, the student witness is encouraged to report this incident to the clinical or course instructor. The student should follow the chain of command if the student feels that the concern was not adequately addressed.

Related Resources for Students

- For students who are submitting a harassment or discrimination complaint, the report is located here: [NAU Equity and Access Office](#).
- The complete classroom disruption policy is here: [Classroom Disruption Policy-NAU](#)
- Threatening behavior by students' policy may be found here: [Student Code of Conduct-NAU](#)
- American Nurses Association position statement on incivility, bullying, and workplace violence: [ANA Position Statement Incivility-Bullying-Workplace Violence](#)
- ANA Code of Ethics for Nurses: [ANA Code of Ethics](#)
- Unprofessional Conduct R4-19-403- State of Arizona Nurse Practice Act: [Unprofessional Conduct-AZ Nurse Practice Act](#)
- State of Arizona State Board of Nursing 32-1601, describing unprofessional conduct: [AZBON-32-1601-Unprofessional Conduct](#)
- National Student Nurses' Association Code of Professional Conduct: [NSNA Code of Ethics](#)
- National Student Nurses' Association Code of Academic & Clinical Conduct: [NSNA Code of Ethics](#)

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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. Review [NAU SON COVID Policy](#). Students are responsible for completion of

any missed work in accordance with course policies.

NAU School of Nursing Clinical Attendance and Tardy Policy

Students are expected to be on time to all clinical and clinical related activities. Any tardiness or no call/no show is considered unprofessional behavior.

Students may not leave their clinical site for break/lunch without prior approval from their clinical instructor.

In case of inclement weather where you feel that you are in jeopardy traveling or going to be late, call your clinical instructor or follow the chain of command before you are scheduled to be in the clinical area.

Extenuating circumstances will be evaluated on a case-by-case basis. More than one tardy or any no call/no show absence will result in an initiation of a student contract. Any additional tardiness, you will be sent home from clinical, and you will be required to meet with the School of Nursing Campus Coordinator.

Three tardies or a second no call/no show absence may result in failure of this clinical course. In addition, students may be awarded scores lower than three (3) on the professionalism and professional values and communication sections of the clinical evaluation form for tardiness or absences. Any score below three (3) on any section of the clinical evaluation form will result in a failure in the clinical course.

In cases of tardiness or absence/s related to illness, injury, or pregnancy, faculty reserve the right, on an individual student basis, to request healthcare provider documentation for medical clearance prior to returning to clinical.

For class specific information related to attendance, see the individual course syllabus.

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

Alcohol and Drug Policies

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

<https://nau.edu/student-life/drug-free-schools/>

Gifts and Gratuities

University employees cannot accept anything of economic value as a gift or gratuity from a student or advisee. We appreciate Thank You notes or cards.

Institutional Excuses

Institutional Excuses are granted to students to participate in academic, extracurricular and athletic events as a representative of the university. There are three types of institutional excuses. The Academic institutional excuse is for students participating in a scheduled class activity outside of normal class meeting times and similar kind of events. The Extracurricular institutional excuse is for students participating in sanctioned and approved events of student organizations and non-NCAA athletic competitions. The Athletic institutional excuse is for students participating in NCAA sanctioned events.

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

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

<https://policy.nau.edu/policy/policy.aspx?num=100226>

Classroom Disruption Policy

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with university regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for

behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of [NAU's Student Handbook](#)

NAU Student Code of Conduct

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

Threatening Behavior by Students

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

Sexual Harassment

Northern Arizona University's policies related to Discrimination, Harassment, and Other Inappropriate Behaviors may be found in the [Safe Working and Learning Environment Policy](#) which outlines the policies as well as procedures for reporting violations of these policies.

The university encourages the prompt reporting of charges involving any discrimination, harassment, or retaliation, and prompt resolution through either informal or formal procedures. An informal complaint need not be made in writing; however, the recipient of a verbal or informal complaint is requested to document the complaint by taking notes and clarifying them as necessary with the complaining party. Since timeliness is essential to prompt investigation of such matters, complaints should be filed as soon as possible after the alleged discrimination or sexual harassment has occurred.

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

Disciplinary Procedures

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

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

Grade Appeal Policies and Procedures

This policy is outlined in its entirety and can be found on the online NAU Catalog at the following location: <https://policy.nau.edu/policy/policy.aspx?num=100105>

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

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

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

Group grade appeals are not permitted unless approved by the Provost or designee. Additional information about the NAU grade appeal policy including definitions, procedures and steps for the grade appeal, can be found on the following site and are taken directly from the NAU Student Handbook:

<https://policy.nau.edu/policy/policy.aspx?num=100105>

Course Enrollment

To maintain continuity, policies in the Northern Arizona University General Catalog for drop/add and withdrawal from the course or major are to be followed. For additional information see the Academic Catalog for [Early Course Enrollment](#), [Enrolling in Undergraduate Courses](#), and [Regular Course Enrollment](#).

Late/Drop/Add Policies

Guidelines for Approving Petitions to Add a Class after the Deadline

Acceptable Reasons LATE ADD:

- Newly created class (Email or memo from the person/department stating that the course was created late must be attached to the form.)
- Cohort
- Personal Emergency (Example: Illness, family emergency)
- In the wrong class number (switching sections)
- NAU error (Example: Processing delays out of the norm, paperwork lost, staff processed request incorrectly) Email or memo from the person/department owning the error must be attached to the form.
- Student was dropped for non-payment. **Applicable for Summer and Winter terms only!**
 - *Documentation requirement for students dropped for non-payment must be attached to the completed petition form:*
 - From each course being petitioned, an email or memo on NAU letterhead from the instructor stating the following: Course, term, name of student, and the statement that the student has had continuous participation in the course.
 - Payment arrangements MUST be made immediately after the add is processed in order to remain in the class. If the student is dropped for non-payment, a new form will be required to re-enroll into the class.

Note: The above circumstances must be documented or verifiable. Online and Community Campus Students may work through the Student Service Center for assistance collecting the Advisor and Dean's/ Designee's signatures. The instructor approval/ denial may be in the form of an email from the faculty's NAU email account that specifies their approval to add the course after the deadline.

Unacceptable Reasons:

- Did not have money at the time or did not pay fee on time
- Wanted to see if I'd like the class
- Simply attended class and waited until after the deadline to add (Per NAU Faculty Handbook, faculty members must NOT permit students who have not completed the registration process to remain in the class.)

- Financial aid was not guaranteed yet (*Students are responsible for securing payments and following up on their financial aid to ensure it will disburse on time*)
- Forgot to register or was not aware that the course was needed for graduation plan
- Did not have the class 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: [Petition-to-Add-After-the-Deadline-PDF.pdf \(nau.edu\)](#)

Petitions to Drop or Withdraw after the Deadline

Acceptable Reasons:

- Medical issue
- Personal Issue
- Non-Attendance
- Change in work schedule (documentation required)
- NAU error (Example: Processing delays out of the norm, paperwork lost, staff processed request incorrectly)

Note: The above circumstances must be documented or verifiable.

Unacceptable Reasons:

- Financial issue (**Students are responsible for securing payments and following up on their financial aid to ensure it will disburse on time**)
- Academic difficulty (failing grades and/or desire to clean-up academic record)
- Change in major
- Change in career goals
- Overcommitted (i.e. course load, student activities, employment) without additional circumstances beyond student's control

Here is the link to the form to petition to withdraw from a class after the deadline:

[Term-Withdraw-and-Reimbursement-Petition-8-6-21.pdf \(nau.edu\)](#)

Finals Week Policy

Please follow the School of Nursing guide for final exams. Students requiring a different final exam date must submit a written request to course professor and the Associate Director in the School of Nursing two weeks prior to the scheduled exam date. See the NAU academic catalog policy for more information regarding [Administering Final Exams | University Policy Library \(nau.edu\)](#)

School of Nursing Academic Policies and Procedures

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

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

Academic and Classroom Management and Decorum Policies

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

NAU School of Nursing online and virtual guidelines for students and instructors can be found at this link: [NAU-SON-Virtual-Classroom-and-Online-Guidelines-for-Students-and-Instructors.pdf](#)

Examples of Prohibited Disruptive Behaviors in the Instructional Setting:

- Using cell phones or other paging devices.
- Talking during lectures.
- Entering the classroom late.
- Leaving the classroom early without authorization.
- Using the internet for non-classroom use.
- Conduct that distracts or intimidates others.

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

Unprofessional Conduct

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

Code of Ethics for Nurses

The School of Nursing faculty subscribes to the American Nurses' Association (ANA) Code of Ethics for Nurses as approved by the ANA House of Delegates in June 2001. 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

Rules of the State Board of Nursing, Issued by Arizona State Board of Nursing, Phoenix, AZ, [Statutes | Arizona State Board of Nursing \(azbn.gov\)](https://www.azbn.gov)

R4-19-403 Unprofessional Conduct

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

1. A pattern of failure to maintain minimum standards of acceptable and prevailing nursing practice;

2. Intentionally or negligently causing physical or emotional injury;
3. Failing to maintain professional boundaries or engaging in a dual relationship with a patient, resident, or any family member of a patient or resident;
4. Engaging in sexual conduct with a patient, resident, or any family member of a patient or resident who does not have a preexisting relationship with the nurse, or any conduct in the workplace that a reasonable person would interpret as sexual;
5. Abandoning or neglecting a patient who requires immediate nursing care without making reasonable arrangement for continuation of care;
6. Removing a patient's life support system without appropriate medical or legal authorization;
7. Failing to maintain a patient record that accurately reflects the nursing assessment, care, treatment, and other nursing services provided to the patient;
8. Falsifying or making a materially incorrect, inconsistent, or unintelligible entry in any record:
 - a. Regarding a patient, health care facility, school, institution, or other workplace location; or
 - b. Pertaining to obtaining, possessing, or administering any controlled substance as defined in the federal Uniform Controlled Substances Act, 21 U.S.C. 801 et seq., or Arizona's Uniform Controlled Substances Act, A.R.S. Title 36, Chapter 27;
9. Failing to take appropriate action to safeguard a patient's welfare or follow policies and procedures of the nurse's employer designed to safeguard the patient;
10. Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report the incompetent health care practice to employment or licensing authorities;
11. Failing to report to the Board a licensed nurse whose work history includes conduct, or a pattern of conduct, that leads to or may lead to an adverse patient outcome;
12. Assuming patient care responsibilities that the nurse lacks the education to perform, for which the nurse has failed to maintain nursing competence, or that are outside the scope of practice of the nurse;
13. Failing to supervise a person to whom nursing functions are delegated;
14. Delegating services that require nursing judgment to an unauthorized person;
15. Removing, without authorization, any money, property, or personal possessions, or requesting payment for services not performed from a patient, employer, co-worker, or member of the public.
16. Removing, without authorization, a narcotic, drug, controlled substance, supply, equipment, or medical record from any health care facility, school, institution, or other workplace location;
17. A pattern of using or being under the influence of alcohol, drugs, or a similar substance to the extent that judgment may be impaired and nursing practice detrimentally affected, or while on duty in any health care facility, school, institution, or other work location;
18. Obtaining, possessing, administering, or using any narcotic, controlled substance, or illegal drug in violation of any federal or state criminal law, or in violation of the policy of any

- health care facility, school, institution, or other work location at which the nurse practices;
19. Providing or administering any controlled substance or prescription-only drug for other than accepted therapeutic or research purposes;
 20. Engaging in fraud, misrepresentation, or deceit in taking a licensing examination or on an initial or renewal application for a license or certificate;
 21. Impersonating a nurse licensed or certified under this Chapter;
 22. Permitting or allowing another person to use the nurse's license for any purpose;
 23. Advertising the practice of nursing with untruthful or misleading statements;
 24. Practicing nursing without a current license or while the license is suspended;
 25. Failing to:
 - a. Furnish in writing a full and complete explanation of a matter reported pursuant to A.R.S. § 32-1664, or
 - b. Respond to a subpoena issued by the Board;
 26. Making a written false or inaccurate statement to the Board or the Board's designee in the course of an investigation;
 27. Making a false or misleading statement on a nursing or health care related employment or credential application concerning previous employment, employment experience, education, or credentials;
 28. If a licensee or applicant is charged with a felony or a misdemeanor involving conduct that may affect patient safety, failing to notify the Board in writing, as required under A.R.S. 32-3208, within 10 days of being charged. The licensee or applicant shall include the following in the notification:
 - a. Name, address, telephone number, social security number, and license number, if applicable;
 - b. Date of the charge; and
 - c. Nature of the offense;
 29. Failing to notify the Board, in writing, of a conviction for a felony or an undesignated offense within 10 days of the conviction. The nurse or applicant shall include the following in the notification:
 - a. Name, address, telephone number, social security number, and license number, if applicable;
 - b. Date of the conviction; and
 - c. Nature of the offense;
 30. For a registered nurse granted prescribing privileges, any act prohibited under R4-19-511(D); or
 31. Practicing in any other manner that gives the Board reasonable cause to believe the health of a patient or the public may be harmed.

Statutes of the Arizona State Board of Nursing 32-1601.

Definitions Retrieved from:

<http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/32/01601.htm&Title=32&DocType=ARS>

26. "Unprofessional conduct" includes the following, whether occurring in this state or elsewhere:

- a) Committing fraud or deceit in obtaining, attempting to obtain or renewing a license or a certificate issued pursuant to this chapter.
- b) Committing a felony, whether or not involving moral turpitude, or a misdemeanor involving moral turpitude. In either case, conviction by a court of competent jurisdiction or a plea of no contest is conclusive evidence of the commission.
- c) Aiding or abetting in a criminal abortion or attempting, agreeing or offering to procure or assist in a criminal abortion.
- d) Any conduct or practice that is or might be harmful or dangerous to the health of a patient or the public.
- e) Being mentally incompetent or physically unsafe to a degree that is or might be harmful or dangerous to the health of a patient or the public.
- f) Having a license, certificate, permit or registration to practice a health care profession denied, suspended, conditioned, limited or revoked in another jurisdiction and not reinstated by that jurisdiction.
- g) Willfully or repeatedly violating a provision of this chapter or a rule adopted pursuant to this chapter.
- h) Committing an act that deceives, defrauds or harms the public.
- i) Failing to comply with a stipulated agreement, consent agreement or board order.
- j) Violating this chapter or a rule that is adopted by the board pursuant to this chapter.
- k) Failing to report to the board any evidence that a registered or practical nurse or a nursing assistant is or may be:
 - a. Incompetent to practice.
 - b. Guilty of unprofessional conduct.
 - c. 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:

1. Maintain the highest standard of personal and professional conduct.
2. Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.
3. Uphold all Bylaws. Policies and responsibilities relating to the student nurses' association at all levels of membership, reserving the right to propose changes and to critique rules and laws.
4. Strive for excellence in all aspects of collaboration, decision-making, leadership and management at all levels of the student nurses' association.
5. Use only legal, ethical principles and human rights standards in all association decisions and activities in accordance with NSNA's Core Values.
6. Ensure the proper use of all association funds in accordance with the fiduciary responsibilities set forth in the NSNA Bylaws, policies and state/federal law.
7. Ensure impartiality and prevent conflicts of interest, neither provide nor accept personal compensation to or from another individual while serving as members of student nurses' associations.
8. Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or appointed position in the association.
9. Affirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.
10. Uphold integrity in personal, professional, and academic life by refraining from and reporting any form of dishonesty, using proper established channels of communication and reporting as set by the policies of the organization in question.
11. 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.
12. 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.
13. Use every opportunity to improve faculty and student understanding of the role of the student nurses' association.
14. Use every opportunity to raise awareness of the student nurses' association mission, values, purpose, and goals at the school, state and national chapter level as defined in bylaws and policies.

First adopted by the 1999 House of Delegates, Pittsburgh, PA. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017, in Dallas, TX. Interpretative statements added November 2017.

<https://www.dropbox.com/s/a229ong58d5jx4p/Code%20of%20Ethics.pdf?dl=0>

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.
2. Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, professional and culturally sensitive and competent manner.
5. Be truthful, timely and accurate in all communications related to patient care
6. Accept responsibility for our decisions and actions.
7. Promote excellence and leadership in nursing by encouraging lifelong learning continuing education, and professional development.
8. Treat others with respect and promote an inclusive environment that values the diversity rights, cultural practices and spiritual beliefs of all patients and fellow healthcare professionals.
9. Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student education.
10. Use every opportunity to improve faculty and clinical staff understanding of the nursing student's learning needs.
11. Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.
12. Refrain from performing skills or procedures without adequate preparation and seek supervision and assistance when necessary.

13. Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.
14. Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patients for research participation for certain treatments, or for invasive procedures.
15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could 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.

First adopted by the 2001 House of Delegates, Nashville, TN. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX.

<https://www.dropbox.com/s/a229ong58d5jx4p/Code%20of%20Ethics.pdf?dl=0>

Other Policies Related to Unprofessional Conduct

Also see [NAU School of Nursing Policy on Impaired Student](#) (SON Clinical Policies and Requirements Section following SON Academic Policies and Procedures Section).

Standardized Achievement Tests

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

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

An in-person NCLEX review course, currently the Kaplan, is required of all graduating pre- license students at the end of the program. Successful completion of the review

course may be a requirement for NUR 450C.

Standardized Achievement Test Procedures Exam Scheduling

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

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

Results and Remediation

Students may review the results and remediation portion of the specialty tests immediately following the exam. Please take the time to review the exam immediately following completion.

Please keep your username and password in a safe place so that you can access the results of your exams and review materials throughout the program.

Testing Policies

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

Incomplete Grades

If you are unable to complete coursework in a scheduled course within the term in which you are enrolled, you may petition your instructor to receive an ***Incomplete*** rather than a letter grade or pass/fail grade. If your instructor agrees to give you an incomplete, you and the instructor must complete a written agreement, a copy of which is held in your departmental file, indicating the exact work you need to do to finish the course. This written agreement must also indicate the date by which you must complete this work; that date cannot be longer than one calendar year from the end of the term in which you were enrolled in that course. By the end of the time

agreed to in writing, your instructor must submit a permanent earned grade for the course. After one calendar year, any grade of Incomplete will automatically be converted to a grade of F. <https://www5.nau.edu/policies/Client/Details/43>

The School of Nursing policy on Incomplete Grades further states:

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

Writing Standards

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

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

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

Grading Scale School of Nursing

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

School of Nursing Clinical Policies and Requirements

Overview

Responsibilities of a nursing student include assessment and evaluation; planning client care and performing nursing care; reviewing the client chart, developing

individual nursing plans; implementing provider orders, assessing the physical-psychosocial-cognitive-spiritual aspects of the client and family; using written, verbal, and computerized communication with faculty, peers, and other healthcare professionals. Delivery of client care across the nursing curriculum includes:

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

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

The student is expected to respect and care for persons whose appearance, condition, behaviors and values may be in conflict with their own. Quality nursing care is to be provided regardless of client's race, ethnicity, age, gender, religion, sexual orientation, or diagnosis. The student may be asked to participate in procedures which conflict with one's own personal beliefs and values. A student within the School of Nursing is expected to conduct oneself in a composed, respectful manner in all situations and with all persons.

In collaboration with other health team members, the student works toward the goal of lifting the burden of physical and emotional pain of those assigned to her/his care. In order to assist others in regaining health, the student maintains her/his own level of wellness.

Disability Resources

Please contact Disability Resources (<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 ensure 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.

Safe Performance in Clinical and Laboratory Settings Policy

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

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

Safe performance clinical standards have been established to:

- Identify expectations of the School of Nursing.
- Comply with licensure regulations.
- Comply with agency agreements.
- Identify and help students who need assistance and support to succeed in the nursing program.

Clinical Competency Evaluation and Remediation Policy

Background

Throughout all NAU SON undergraduate clinical courses, students are required to demonstrate safe clinical practice and clinical competence, in order to move into the clinical setting with unrestricted opportunities to demonstrate clinical course success. Examples of skills that may require demonstration of safe clinical practice and clinical competence for some courses are as follows:

- 225L: head-to-toe health assessment, medication administration and sterile procedure/urinary catheter insertion.
- 334L/345L: medication administration, math testing, sterile procedure/urinary catheter insertion.
- 336L: head-to-toe health assessment, medication administration and sterile procedure/urinary catheter insertion.
- 347L: medication administration, math testing and sterile procedure.

- 339: medication administration, math testing and sterile procedure.
- 411L: medication administration, math testing and sterile procedure.
- 451: simulation with communication, safety, assessment, medication administration and sterile procedure.

Policy

Students are provided skills acquisition/learning opportunities in the lab and classroom related to all aspects of nursing care that require demonstration of clinical competence. Open lab time is available for additional practice and required remediation. In all clinical courses, where skills competency evaluations are conducted, the following rules govern this process:

1. Students are given an initial attempt to demonstrate clinical competence.
2. If competence is not demonstrated on first attempt, students are required to engage in remediation. Remediation duration may vary based on skill(s), course and faculty requiring remediation.
3. Students are given a second and **final** attempt to demonstrate clinical competence.
4. If competence is not demonstrated upon second attempt, the student will not be allowed to move forward with clinical rotations, with resulting course failure.

At any time during a clinical rotation, if a student demonstrates a lack of safe clinical practice or lack of clinical competence in any aspect of nursing care, the faculty may require remediation in the lab with repeat demonstration of clinical competence. After any remediation, a student will receive a **single** opportunity to demonstrate clinical competence in order to move forward in the clinical course. Failure to demonstrate safe clinical practice and competence after remediation will result in course failure.

Northern Arizona University School of Nursing Technical Standards Policy

Purpose:

To validate the academically accepted undergraduate student's ability to meet cognitive, affective, and psychomotor technical functions of the curriculum with or without academic adjustments and/or auxiliary aids and services, consistent with Title II of the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973.

Preamble:

The Northern Arizona School of Nursing (SON) will make appropriate academic adjustments to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities. The SON has established technical standards in an effort to provide a framework to balance several competing interests:

- i. The rights of applicants and students
- ii. The safety of students, their co-workers and patients
- iii. The significant clinical component of the School curricula

- iv. The requirements imposed on the SON by the Commission on Collegiate Nursing Education, the accreditation body, and by clinical agency agreements allowing the SON to place students in various health care organizations for clinical education.
- v. The conditions for licensure of SON graduates.

Scope:

This policy applies to all prospective and current undergraduate students in the School of Nursing.

Policy:

Full acceptance into the School of Nursing is two-tiered and based on two independent processes:

1. Academic acceptance based on established criteria and review of application.
2. Receipt and approval of the "Technical Standards" form by both healthcare provider and student (*Appendices - School of Nursing Technical Standards Form*).

Current students must continue to meet these technical standards throughout the program. Students who are no longer able to meet the technical standards MUST notify their site coordinator immediately or face dismissal from the nursing program. If a student's inability to satisfy a technical standard is of a temporary nature, every reasonable effort will be made to rearrange the student's schedule in such a way as to provide the opportunity for satisfactory completion of the curriculum. In some cases, this may require students to extend their plans of study.

Procedure:

1. Initial verification
 - a. Admitted students will be asked to complete, sign and date the "Technical Standards" Nursing Student Acknowledgement form. (see Appendix).
 - Healthcare provider must complete the "Technical Standards" form and include signature and date.
 - Both student's and healthcare provider's completed/signed "Technical Standards" form need to be submitted for review.
 - b. This process does not preclude the student from being evaluated by the Disability Resource Center. Students for whom there is no clear decision point about ability to meet the technical standards will be reviewed by the *School of Nursing Administration* in conjunction with the Disability Resource Center for admission to the program.
2. Yearly verification
 - a. Current students must continue to meet these technical standards throughout the program. Students who are no longer able to meet the standards MUST notify their site coordinator immediately or face dismissal from the nursing program.

3. Episodic verification

- a. If a student is injured, becomes ill, or encounters any situation that changes her/his ability to meet the technical standards, the site coordinator may request health care provider verification of the student's continued ability to meet the technical standards.
- b. A copy of the "Technical Standards" form and a cover memo for the health care provider to verify that the student can meet the technical standards will be provided to the medical practitioner by the student.
- c. The student will return the health care provider completed and signed "Technical Standards" form to the site coordinator.
- d. Disability Resource Center will review the verification and evaluate any request for academic adjustments and/or auxiliary aids and services to determine the adequacy of the supporting documentation and the reasonableness of the requested academic adjustments and/or auxiliary aids and services and then follow the same process as outlined for initial verification. The SON Administration may be consulted if there are concerns regarding fundamental alterations to the nursing program or a direct threat of health and safety to others.
- e. Until a final decision is made, a student whose ability to meet the technical standards is being considered under this process will not be allowed to participate in clinical courses.

Disputing the Decision

A continuing student may appeal, in writing, the decision to the Associate Director of the School of Nursing within ten (10) working days from the student's receipt of notice of the decision. The decision of the Associate Director on appeal shall be final.

Misrepresentation

Any identified misrepresentation, falsification, or material omission of information by the applicant discovered during the acceptance process and deliberation or failure to disclose a change in status may exclude the student from continued clinical or classroom participation or immediate dismissal.

** Required form can be found in the Appendices (School of Nursing Technical Standards Form).*

Pre-Licensure Clinical Experience

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

- Clinical learning experiences are provided through cooperative arrangement with local and in-state hospitals, clinics and other health agencies.
- All clinical experiences are available to students at the discretion of the affiliated health facility.
- To maintain a working relationship with a healthcare facility, it is important that students abide by the operating policies of the facility.
- Parking regulations must be adhered to at each institution.
- It is the responsibility of the student to understand each clinical site's parking policies at which the student is working.
- Adherence to clinical agencies' policies is considered professional conduct.
- Students are required to demonstrate the following: confidentiality, responsibility and accountability within each course according to course syllabi and faculty satisfaction as they progress through the nursing program.
- Students will follow guidelines as found in course syllabi. Violations of these guidelines may result in failure of the course.

Clinical Hours

The hours you are assigned to be in clinical varies with clinical placement and may include 12-hour blocks of time. You may be at distant locations and your assignment may include weekend, day and evening hours. You are responsible for ALL of your own expenses associated with clinical travel.

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

Confidentiality of Clinical Records

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

Background- Federal HIPAA Requirements

Protected health information includes individually identifiable health information (with limited exceptions) in any form, including information transmitted orally, or in written or electronic form. "Individually identifiable health information" means health information created or received by a health care provider, health plan, employer or health care clearinghouse, that could be used directly or indirectly to identify the individual who is the subject of the information."

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

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

Thus, to create de-identified information, entities that had removed the listed identifiers would still have to remove additional data elements if they had reason to believe that a recipient could use the remaining information, alone or in combination with other information, to identify an individual. For example, if the “occupation” field is left intact and the entity knows that a person’s occupation is sufficiently unique to allow identification, that field would have to be removed from the relevant record.

Confidentiality of Client Records – Student Guidelines

Undergraduate students may not make copies of any material from a patient record. This includes but is not limited to patient records such as

1. Medication Administration Records (MAR’s)
2. History and physicals
3. Lab reports
4. X-Ray reports

5. Insurance information
6. Operative reports
7. Consult records
8. Other records that may be found in either the hard copy or electronic patient record.

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

A faculty member may make a copy of material from a patient record for teaching purposes provided no client identifiers are present on the copy.

Failure to adhere to these guidelines will result in disciplinary action up to and including dismissal/probation/suspension from the School of Nursing.

Fingerprint Requirements for Vulnerable Adult Providers

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

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

This legislation was introduced in response to concerns regarding the risk of abuse, neglect, and financial exploitation of incapacitated and vulnerable adults. The legislation:

- Creates a new process for checking the criminal history of owners, employees, and contracted persons of residential care institutions, nursing care institutions and home health agencies.
- Sets forth new grounds for denying health care licenses.
- Strengthens criminal theft laws.
- Enacts limitations on acting with power of attorney as agent for vulnerable adults.
- Requires various reporting to the elder abuse central registry.

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

Health/Clinical Requirements

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

- o 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.
- o Prior to entering the program, a **physical exam** (completed within the past 6 months) is required, and documentation of current immunization is required. The completed form must be in the School of Nursing prior to the semester of enrollment. This data is used to confirm that a student is in good physical and mental health for participation in the program.

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

Please note these important policies:

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

The following table lists initial and annual requirements that must be on file with the School of Nursing in order to participate in clinical experiences.

Student Health/Clinical Requirements

Document	Renewal requirements	Completed by:
Health Insurance	Ongoing throughout program enrollment. NAU Gold Plan not accepted	Prior to enrollment and annually
Liability Insurance	Ongoing throughout program enrollment.	Prior to enrollment and annually
Fingerprinting	Class I Clearance Card	Prior to enrollment
Physical	Exam required for entry into program	Prior to enrollment

All immunization/screening must remain current throughout program enrollment.

Immunization/Screen	Requirement
PPD (TB Skin test) or TB; QuantiFERON®-TB Gold (QFT-G)	A chest x-ray will be required if the test is positive with annual symptom screening (per CDC guidelines) and repeated testing if symptoms develop that could be attributed to tuberculosis. Note: some facilities require more frequent testing. It is expected students will abide by facility policy. Students will be notified if more frequent testing is required.
https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm	
MMR	Proof of immunization – 2 inoculations - at a minimum, the 1st immunization must be completed prior to enrollment. A titer demonstrating proof of immunity is sufficient.
https://www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/mmr.html#recs	
Hepatitis B	Proof of full immunization – 1st immunization must be completed prior to enrollment. A titer demonstrating proof of immunity is sufficient.
https://www.cdc.gov/vaccines/vpd/hepb/index.html#vacc	
Varicella	Proof of full inoculation or a titer demonstrating proof of immunity is sufficient.
https://www.cdc.gov/vaccines/vpd/varicella/index.html	
Tdap	Proof of immunization by documentation of inoculation within ten years or titer is sufficient. One adult dose required followed by booster shots of Td every 10 years unless otherwise instructed.
https://www.cdc.gov/vaccines/vpd/diphtheria/index.html https://www.cdc.gov/vaccines/vpd/tetanus/index.html https://www.cdc.gov/vaccines/vpd/pertussis/index.html	

Other	The student will be required to provide other documentation as required by individual facilities. Examples: drug testing, flu and COVID vaccination or additional background checks. Students will be notified of these requirements by course faculty/program administration.
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National and institutional policies may change at any time, and it is expected students will comply with changes as posted.

Students will be given access to an online information management/compliance system supervised by NAU School of Nursing to upload for housing of all clinical documents. Students may be requested to upload proof of clinical requirements directly with clinical agencies or electronic system supervised by the agency.

Safe Performance in Clinical and Laboratory Settings Policy

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

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

Safe performance clinical standards have been established to:

- Identify expectations of the School of Nursing.
- Comply with licensure regulations.
- Comply with agency agreements.
- Identify and help students who need assistance and support to succeed in the nursing program.

Indicators to Be Used as Guidelines for Determining Safe Performance Regulatory

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

Examples: of unsafe practice include but are not limited to the following:

- Fails to notify the agency and/or instructor of clinical absence.
- Fails to follow College, School of Nursing, and/or agency policies and procedures.
- Reports for clinical practicum under the influence of drugs and/or alcohol.
- Reports to clinical practicum demonstrating signs or symptoms related to mental, psychological, or physical impairment.

Ethical

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

Examples of unsafe or unethical practice include but are not limited to the following:

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

Biological, Psychosocial, Social and Cultural

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

Examples of unsafe practice include but are not limited to the following:

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

Accountability

Examples of unsafe practice include but are not limited to the following:

- Fails to provide inclusive written communication on appropriate documents or verbal communication to faculty and/or appropriate agency personnel.
- Fails to accurately record essential client behaviors.
- Fails to report incompetent, unethical or illegal practice of any person.
- Attempts activities without adequate orientation, theoretical preparation or appropriate assistance.
- Fails to maintain honesty in clinical practice and/or written work.
- Is tardy or absent to clinical practicum. See [SON Absence and Tardy Policy](#)

Human Rights

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

Examples of unsafe practice include but are not limited to the following:

- Fails to maintain confidentiality of interactions.
- Fails to maintain confidentiality of records.
- Exhibits dishonesty in relationships with peers, faculty, clients/patients and/or agency personnel.
- Fails to recognize and promote every patient's rights.

Safety and Comfort

Examples of unsafe practice include but are not limited to the following:

- Poor judgment that jeopardizes the safety/comfort of clients.
- Performance of procedures with inadequate preparation/supervision.
- Verbally or physically abusing another person or threatening to physically abuse another person.

- Failure in safeguarding client welfare/confidentiality.
- Leaving a nursing assignment without proper notification of faculty and appropriate personnel.

Implementation of Safe Performance and Clinical Laboratory Settings Policy

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

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

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

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

Northern Arizona is a Drug-Free School

Northern Arizona University (NAU) is committed to providing a healthy educational environment,

consistent with university policies and free from unlawful acts. To achieve this goal and comply with federal law, NAU prohibits the unlawful sale, manufacture, distribution, dispensation, possession, and use of controlled substances on its property or as any part of its activities. NAU must certify compliance with The Drug-Free Workplace Act (41 U.S.C. § 8102, et seq.), The Safe and Drug-Free Schools and Communities Act (20 U.S.C. § 7101, et seq.), and the Drug and Alcohol Abuse Prevention Regulations (34 C.F.R. 86, et seq.). Full policy at <https://in.nau.edu/dean-of-students/drug-free-schools/>

Nursing students must conduct and promote safe patient care in all aspects of their program, including, but not limited to clinical settings. Nursing students who participate under the influence of alcohol or drugs that impair judgement, pose a threat to the safety of patients and others. In order to provide a safe, substance use free environment for all, NAU requires substance testing on a pre-admission basis as well as “for cause” for students in School of Nursing (SON) programs.

Northern Arizona’s School of Nursing Substance Policy and Procedure for Traditional and Accelerated Pre-licensure Nursing Programs

Students in the SON are subject to all applicable substance and alcohol laws, regulations, and policies set forth by the Federal Government, State of Arizona, Board of Regents, Northern Arizona University, the SON and the [American Nurses’ Association’s Code of Ethics](#). Students are subject to the substance policies of the clinical settings to which they are assigned for clinical placement.

To maintain a substance-free environment for clients, families, clinical staff, NAU, and the SON, two types of substance screenings are conducted:

1. Pre-Admission Substance Screening

Due to the safety-sensitive nature of nursing programs, substance screening is required of all applicants offered conditional admission to either the traditional or accelerated pre-licensure nursing programs. Payment for the test is the responsibility of the student. Results of the screen must be uploaded to the SON clinical document compliance system. Students applying to the program with a positive substance screening without appropriate documentation will not be admitted.

Applicants who refuse to have a substance screen will not be considered for admission to the programs. Applicants on prescription drugs that may result in a positive drug screen are advised to complete the following actions prior to the screen:

- Ensure their contact information is correct on all required forms from the testing lab.

- Be ready to provide a letter on official letterhead, from the healthcare provider who prescribed or recommended the medication that identifies the generic name of the medication and the reason for taking the medication. This information should be submitted to either the testing site or the Medical Review Officer (MRO) once contacted.
- Students taking substances other than prescription drugs such as over the counter substances or some foods (*e.g.*, poppy seeds) are advised to determine whether these substances may result in a positive substance screen prior to having the substance screen.
- Inconclusive test results, regardless of the cause, require retesting at the student's expense. Applicants with inconclusive substance results who refuse to retest will be denied admission to the SON Program.
- Applicants consenting to retesting and if the results remain inconclusive, then the SON Associate Director/designee, in consultation with the MRO, will review the inconclusive test results to determine options, including denial of admission.

Students in traditional or accelerated pre-licensure programs may be required to complete additional substance screenings as required by the specific clinical setting, and at the student's cost. Failure to comply with the clinical setting's requirements may result in dismissal from the site, class and program.

2. For Cause Substance Screening

Students in the Traditional or Post-Baccalaureate Nursing Program who are suspected of being impaired by a substance will be requested to have a "for cause" substance screening (see Appendix "Impaired Student" for *Substance Screening Algorithm* explaining this process).

Positive "For Cause" Substance Screening Results While Enrolled in the SON

- A. If any result of the substance screening is positive, and until a decision is made concerning the student incident by the Associate Director/designee, 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 SON.
- B. Any student enrolled in the SON and is found to have a positive substance screening while enrolled in the program, which is not the result of prescribed medications taken in compliance with the prescribing practitioner's instructions, will have their program participation addressed following the review of the substances screening results by the Associate Director/designee, which may include, but is not limited to, suspension from the program for one or more academic years or dismissal from the program.
- C. Any student enrolled in the SON who refuses "for cause" substance screening,

will be immediately dismissed from the program.

- D. Any student enrolled in the SON who has an inconclusive test result, regardless of the cause, require retesting at the student's expense. Students with inconclusive substance screening test results who refuse to be retested will be immediately dismissed from the program.
- E. Repeat inconclusive test results will be evaluated by the Associate Director/designee, in consultation with the MRO to determine the meaning of the inconclusive test result. Students who retest and the results are inconclusive will be removed from the program for one academic year following review of the substance screening results by the MRO/Associate Director/designee.
- F. Petition to the Associate Director for continuation in the Nursing Program may occur after the conditions listed in the [SON Handbook Reapplication Policy](#) are met.

Impairment and Positive Substance Screening Test Results Due to Prescription Use

- A. Students who are found to be impaired as a result of prescribed medications taken in compliance with prescribing practitioner's instructions shall be evaluated by the Director/Associate Director/designee immediately for safety in clinical settings and may be removed during the duration of impairment.
- B. In the event of a positive substance screening result as a of prescription use, the student must submit a letter on official letterhead, from the provider who prescribed or recommended the medication, identifying the generic name of the medication and reason for taking the medication to the MRO for review.
- C. If the student is unable to provide timely, sufficient and accurate information to the MRO regarding the prescribed medication, the test will be treated as positive and the student will be dismissed from the program.

Meeting Process

- A. A meeting with the Associate Director of Nursing/designee will be held within two business days to determine continued student participation in a SON program following an incident in which a student is removed from the educational setting for suspected substance use.
 - 1. The meeting will be attended by the Associate Director/designee, campus coordinator, the faculty member who was present/assigned to the student during the reported incident and the student involved.
 - 2. The faculty member will provide documentation about the student's behavior that supports evidence of possible substance abuse, the actions taken, the student's response and all other pertinent information, not to exceed two business days of the incident, to the Associate Director/Designee and campus coordinator.
 - 3. At the meeting, the student will be asked to provide a written explanation for the behaviors identified within two business days after the initial meeting with SON administration.
 - 4. The Associate Director/Designee, campus coordinator and the student will have access to

- the documentation of the incident and the results of the substance screening test.
5. If the “for cause” substance screen is positive; a decision will be made within five business days after the meeting regarding the student’s future in the program which may include dismissal from the program.
 6. Repeat inconclusive test results will be evaluated by the Associate Director/designee, in consultation with the MRO to determine the meaning of the inconclusive test result. Students whose retest results are inconclusive will face dismissal from the program for a least one academic year following review of the substance screening results by the MRO/Associate Director/designee. This decision will be made within five business days after the last repeated substance screening result is reported to the SON.
 7. If the student refuses the “for cause” substance screening or fails to provide information regarding the use of prescription medications during this process, the student may, among other options, be dismissed from the program. This decision will be made within five business days by the Associate Director/designee.

If the result of the substance screen is negative, consideration must be given to a possible medical condition or other cause being responsible for the appearance of impairment. Based upon the specific evidence involved, a medical or mental health referral for evaluation would be indicated. The SON review of the evaluation results may be necessary before the student may continue to participate in the program. If the indication is behavioral, consideration must be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation may be indicated. Based on the information provided and further medical evaluations if warranted, the Director/designee will make a decision regarding the student’s return to the clinical setting.

Review Process

- A. The student may request review of the matter prior to the imposition of any condition of continued participation, including but not limited to dismissal from the program.
- B. The student shall follow the Dismissal/Probation Grievance procedure as outlined in the [SON Student Handbook](#) and [NAU Student Handbook](#).

Confidentiality

- A. All incidents involving actual or suspected impairment in the clinical/educational setting, whether or not related to or arising from substance use, will be handled as confidentially as possible and in accordance with FERPA regulations. Faculty members may consult with the Associate Director/designee, campus coordinator for appropriate action/follow up.
- B. All records relating to the incident, resulting meetings and actions will be kept in the clinical document compliance system (Typhon) and handled in accordance with FERPA.

Self-Reporting to the Arizona State Board of Nursing for the [Alternative to Discipline Program \(ATD\)](#), a Voluntary Diversion Program

All licensed students enrolled in the SON Program who have had a positive substance screening must comply with the following conditions per the Arizona State Board of Nursing:

- A. Licensed students who have a positive pre-admission screening or have a positive “for cause” substance test result must register with the Arizona State Board of Nursing within 30 days as agreed upon by signing the Agreement to Self-Report.
- B. The purpose for signing the Agreement to self-report is so further monitoring can be implemented if determined to be necessary in accordance with the voluntary nature of the ATD program.
- C. Signature of the Agreement to self-report gives permission to the SON to release records pertaining to the student to the ATD program to facilitate a decision about further monitoring.
- D. Signature on the Agreement to self-report gives permission to the ATD program to inform the SON about whether the self-report to ATD has occurred.

Non-licensed students

All non-licensed students (including certified nurse assistants) considering readmission to the program will be required to utilize applicable university’s resources which can be found here:

<https://in.nau.edu/dean-of-students/intervention-programs/>

Application for Re-Admission to the School of Nursing after a Positive For Cause Or Inconclusive Substance Abuse Test Result

- A. Any individual who requests readmission to the SON after treatment for a substance abuse problem following a positive substance screening test result, must meet the conditions set forth in the policy for [Reapplication for Admission to the SON in the undergraduate student handbook](#).
- B. A memorandum of agreement shall be drawn up between the student and the Associate Director/designee delineating the conditions upon which the student may be readmitted and continue in the SON program.
- C. The campus coordinator/designee will be designated to monitor the student’s compliance with the memorandum of agreement, to serve as liaison between the student and the Associate Director and other faculty members, and to ensure that other faculty members who are determined to have a need to know this information are notified that the student is functioning under the memorandum of agreement.
- D. Re-admission is not guaranteed and will depend on space availability.

Re-Application Process for Admission to the School of Nursing Following A Positive For Cause Or Inconclusive Substance Abuse Test Result

An individual who has been removed from the Nursing Program due to a positive or inconclusive substance abuse test result, may reapply after at least one academic year has passed, if the individual provides evidence of the following prior to reapplication:

- A. A negative substance abuse screen, no more than 30 days before reapplication.

- B. Licensed students will need to provide 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. All students (licensed and unlicensed) will need to provide the following:
 - a. Official documentation of participation in such a recognized substance abuse treatment program.
 - b. Evidence of continued successful attendance and/or successful completion of an approved substance abuse aftercare/follow up treatment program.

Transportation and Expenses Related to Clinical Assignments

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

Additional Health Related Policies Related to Clinical Assignments: Student Exposure to Blood/Body Fluids

Notify your instructor immediately should this occur during one of your learning lab or clinical experiences. Your instructor will help you in following the agency protocol for exposure to blood/body fluids and completing the necessary documentation. This information also needs to be reported to the Associate Director of the School of Nursing.

Unusual Occurrence

With the exception of exposure to blood and body fluids, the following procedure is to be followed when a student is injured in the School of Nursing building or at a clinical agency:

- Arrange for immediate care of the student as necessary.
- The student is expected to pay for all health care costs incurred in treatment. If the student chooses to see a personal physician, the student is responsible for all charges. The student may elect to be seen in the agency Emergency Room; if the student incurs Emergency Room charges, the student is responsible for those charges. The School of Nursing is NOT responsible for any health care costs incurred by students.
- Complete an Incident Report according to agency policy. Provide a copy to the Associate Director of the NAU School of Nursing.

- Complete a NAU School of Nursing Critical Incident Report Form. The form is obtained from the School of Nursing administrative office, completed by the student and instructor, and submitted to the Associate Director of the School of Nursing.

Student Injections/Invasive Procedures

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

Uniform Policy

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

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

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

Pre-licensure students entering the NAU nursing program may purchase uniforms at a location of their choice, but the NAU logo must be applied through a collegiate licensed facility (<http://www.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
- Handheld calculator

Grooming and Professional Behavior are of the utmost importance when caring for patients and provide the patients with a feeling of confidence and safety. The following expectations are required in clinical and lab settings:

- Hair is to be clean, of a natural color, and neatly secured above the collar.
- Students should be clean shaven. If facial hair is present, it must be clean and

neatly trimmed. Fingernails must be clean, short, and smooth to ensure student and patient safety.

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

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

Other School of Nursing Policies/Information

Commencement

Attendance at the Commencement exercises is strongly encouraged. All students in

the senior class, including those who completed their requirements at the end of the preceding semester are listed in the program and invited to participate. Undergraduate students who have one course to complete during the summer to meet their requirements may participate in the Commencement exercises.

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

Communication and Correspondence Address and Personal Information Changes

It is extremely important that each student keep the Nursing School informed of their current address, telephone number, change of name, and person to be notified in case of emergency. Information may be updated in LOUIE, with Student Services in Flagstaff and with on-site coordinators for American Indian, North Valley, Tucson, and Yuma Programs.

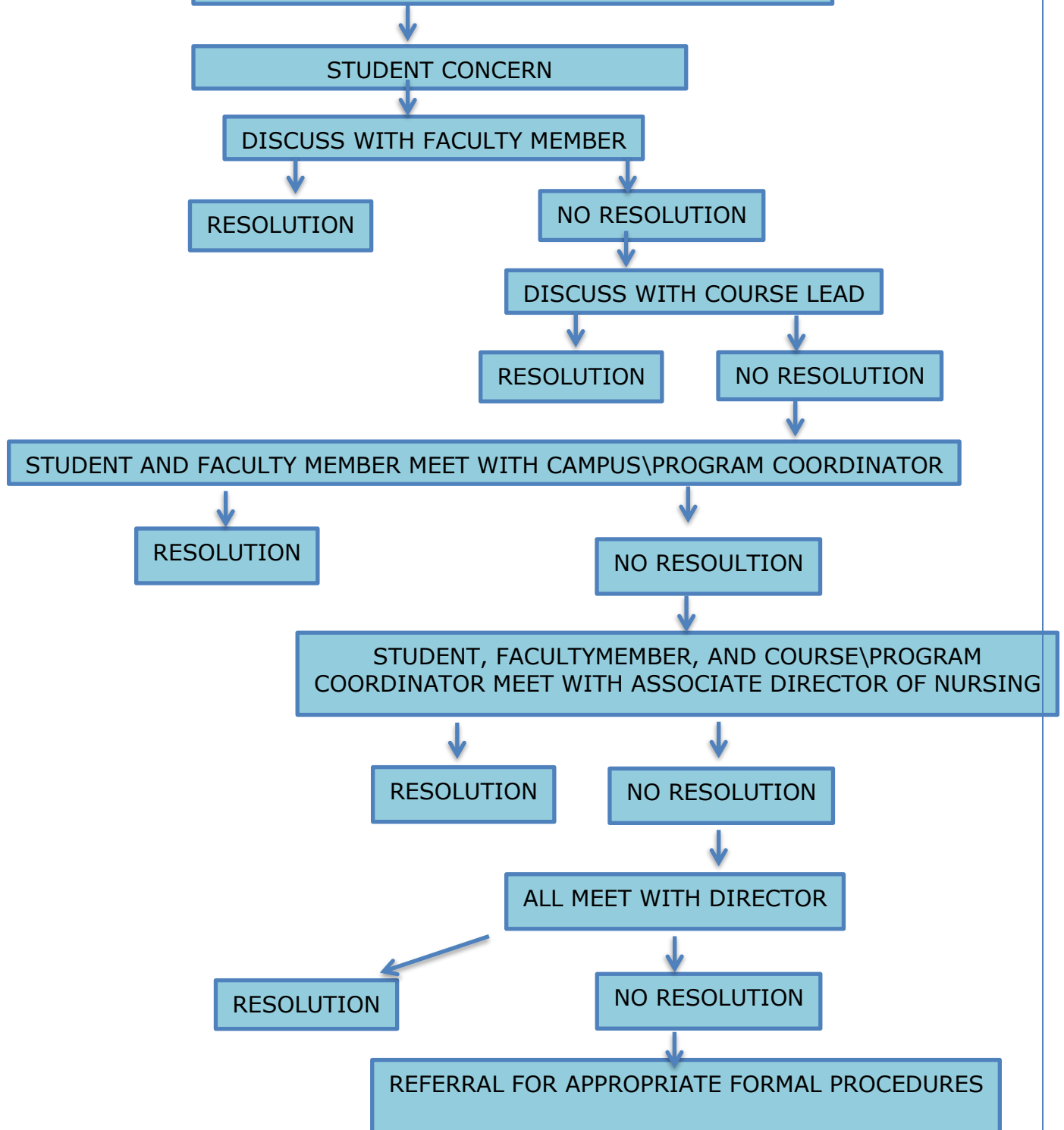
It is essential that students have a telephone contact. Clinical faculty members must have your phone number.

Communication of Concerns

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

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

Communication of Concerns Flow Diagram



Electronic Mail (E-Mail)

Students are required to have an 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.

Probation and Dismissal

The School of Nursing adheres to the guidelines for disciplinary action outlined in the NAU Student Handbook:

<https://www5.nau.edu/policies/client/Details/25?whosLooking=All&pertainsTo=All>
and https://nau.edu/wp-content/uploads/sites/46/2018/05/Appeal_Policy_Dismissal_Undergrad.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)
 - q. Non-compliance with American Nurses Association Code of Ethics for Nurses.
 - r. Plagiarism
 - s. Violation of any provisions of this Handbook or of the Student Code of Conduct adopted by the Arizona Board of Regents.

Probation Policy and Procedure

Definition:

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

Criteria for School of Nursing Probation:

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

Probation Procedure:

- In cases of academic deficiencies or a violation of professional conduct, the student is referred by a faculty member to the Campus Coordinator/designee or Associate Director.
- The Campus Coordinator/designee or Associate Director reviews the case and determines what course of action is appropriate and if 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 appeal decisions by the Campus Coordinator/designee or Associate Director and request to present their case to the Director.
- The student may be accompanied by her/his academic advisor or a faculty member when presenting her/his case to the Campus Coordinator, Associate Director, or Director.
- The Campus Coordinator/designee or Associate Director may implement one or more of the following actions:
 - a) No action.
 - b) Management within the course.
 - c) School of Nursing probation.
 - d) Dismissal from the School of Nursing.
- If the Campus Coordinator/designee or Associate Director decision is for school probation, the Campus Coordinator/designee or Associate Director will oversee the composition of a probation letter of expectation which clearly identifies:
 - a) The area(s) of concern.
 - b) Expected behaviors.
 - c) Strategies for improvement.
 - d) Required courses, as necessary - including NUR497, Independent Study.
 - e) Criteria for successful completion of probation.
 - f) Month, day, and year the probation will be evaluated.
 - g) 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.
- If expectations/requirements of the probation are not being met, probation will be evaluated early.
- The Campus Coordinator/designee or Associate Director, in

conjunction with pertinent course faculty, will review the student's performance in areas of concern and submit supportive documentation with recommendations to either remove probationary status, extend probation, or recommend dismissal of the student from the School of Nursing.

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

Dismissal Policy and Procedure

Definition:

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

Criteria for Dismissal from the Nursing Program:

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

Dismissal Procedure:

- Students whose academic record or behavior meets the criteria for dismissal from the Nursing Program will be referred to the Campus Coordinator/designee or Associate Director for review of possible actions. This referral must be made in writing and should be accompanied by any supporting documentation. A copy of the written referral will be given to the student.
- If the student has not been afforded the opportunity to present her/his

case to the Campus Coordinator/designee or Associate Director, the student may request in writing to do so.

- The student may be accompanied by her/his academic advisor/designee during the review process conducted by the Campus Coordinator/designee or Associate Director.
- Following the review, the Campus Coordinator/designee will recommend, in writing, one or more of the following actions to the Associate Director of the School of Nursing:
 - a) Dismissal from the School of Nursing.
 - b) A suggested course of action, other than dismissal, to address concern.
 - c) Referral of the student to the Northern Arizona University Dean of Students or his/her designee to address any alleged violations of the University Code of Conduct.
 - d) Reporting of the incident to the local law enforcement agency and/or other appropriate agencies or institutions, as indicated.
- Once a concern is referred to the Associate Director, one or more of the following will occur following the review by the Associate Director:
 - a) Dismissal of the student from the School of Nursing.
 - b) Referral of the student to the Director of the School of Nursing.
 - c) Referral of the student to the Dean of the College of Health and Human Services or her/his designee.
 - d) Referral of the student to the Northern Arizona University Dean of Students or his/her designee to address any alleged violations of the University Code of Conduct.
 - e) When indicated, report of the incident to the local law enforcement agency and/ or other appropriate agencies or institutions.
- For any concern referred to the Director of the School of Nursing, or the NAU University Dean of Students (or his/ her designee), the final decision will be made by the School of Nursing Director or NAU University Dean of Students (if violations of the University Code of Conduct) or designee reviewing the case. The final decision will be delivered to the student in writing.
- ALL proceedings are to be documented in writing and placed in the student's file.

Dismissal/ Probation Grievance Procedure:

- Within ten (10) business days of the student receiving the written decision of dismissal or probation, the student may request, in writing, to meet with the School Director (if the decision was made by the

Associate Director) or the Dean of the College of Health and Human Services or her/his designee (if the decision was made by the School of Nursing Director). The student must provide a "Statement of Issues" at least one week prior to the meeting with the Director, or Dean, or her/his designee along with any supporting documentation.

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

Re-admission After Dismissal

- Students who have been dismissed for academic failures or extended non-matriculation may request to be re-admitted to the program to repeat courses in the semester of the plan of study in which failure occurred.
- Re-admission is not guaranteed and will depend on space availability.
- If the student is not enrolled in the nursing program for greater than one academic semester, the student may be required to re-apply to the program, be ranked with other applicants in the pool, and restart the program from the beginning.
- All students being re-admitted because of course failure will be required to enroll in NUR 497, Independent Study, with credit requirement ranging from 1-8 credits. The content of a NUR 497 course will be negotiated with the Campus Coordinator/designee or Associate Director.
- The request for re-admission must be submitted to the Associate Director with documentation of the steps taken to resolve issues that contributed to prior lack of success in the program. A meeting with the Campus Coordinator/designee or Associate Director may be required to discuss specifics of the situation. All requests for re-admission are evaluated on individual circumstances and merit.
- Additional factors that may be considered for readmission include but are not limited to final nursing course grades, Kaplan scores and course evaluations.
- Students who have been dismissed for unprofessional conduct should schedule a meeting, after an interval of at least one regular academic semester following the dismissal, with the Associate Director to evaluate their situation and potential for re-admission
- The Nursing Associate Director and/or designee may specify certain criteria necessary for readmission. Criteria may include repeating of academic courses, work experience, remediation classes, counseling, or other activities to promote the success of the student.
- Students being considered for re-admission after dismissal may be required

to complete standardized content exams and/or clinical exams to demonstrate competency and to appropriately determine placement if re-admitted.

- Should the student have academic deficiencies or documented professional conduct violations after re-admission, dismissal from the baccalaureate program in the School of Nursing will occur.
- No student is guaranteed readmission. A student may be granted ONE readmission if there is space available.

Readmission to Baccalaureate Program and Changes in Enrollment Status

Re-Admission into the Baccalaureate Nursing Curriculum

- Students who are not on academic or disciplinary probation and who have not been dismissed or suspended from the School of Nursing and/or Northern Arizona University are eligible for re-admission. If a student has been dismissed from any NAU BSN program, please see the policy regarding Re-admission After Dismissal in the preceding section. Re-admission will be on a space available basis.
- Unless returning to NAU at the end of an approved Leave of Absence, students, who have not earned credits from NAU for more than **three** consecutive terms (excluding summer and winter terms), must apply for readmission to NAU <https://nau.edu/registrar/student-resources/apply-for-readmission/>
 - a) Students in the RN-BSN program who are not taking prerequisites or required courses for **two** regular semesters (Fall and Spring) must reapply to the School of Nursing RN-BSN program.
 - b) If a student has been unenrolled from the university or nursing program for more than four consecutive semesters (excluding winter and summer) the student will be required to re-apply to the university, which could require the student to begin the nursing program at the beginning if readmitted to the university.
- Students in any of the Pre-Licensure Programs (American Indian, Flagstaff traditional, Flagstaff Accelerated, Tucson, Yuma) who are absent from the School of Nursing for a semester or longer must follow the procedure below when seeking readmission to the BSN program.
 - a) Submit a letter to the Campus Coordinator/designee or Associate Director requesting re-admission into the nursing program. The letter should include a current address, telephone number, and the following:
 - Reason for exiting the program.
 - Reason for seeking re-admission.
 - Length of absence from the program.
 - Health care related experiences and/or academic work completed

- during absence from the program, if appropriate.
 - Health care provider approval letter, if appropriate. If the student withdrew for medical reasons, a current letter from the health care provider attesting to the student's ability to resume a professional nursing course load must be submitted (see table in the section on Clinical Policies and Requirements, entitled "Essential Qualifications for Nursing Candidates.")
- b) Approval for re-entry or readmission may require a student to demonstrate knowledge in skills at the appropriate level to progress in the program.
- The letter requesting readmission into the BSN Program must be on file in the Student Services Center during the semester preceding anticipated re-enrollment (**March 15th for Fall readmission; September 15th for Spring readmission; January 15th for BSN accelerated readmission**). Students can also refer to: <https://nau.edu/registrar/important-dates/> for more information.
- Re-admission may be granted depending upon the student's academic status, School of Nursing resources, the availability of space, and whether the student completed any other expectations outlined by the School of Nursing if previously noted or required.
- Students who withdraw from the University for more than two consecutive regular semesters (Fall, Spring) must meet degree and admission requirements as outlined in the catalog in effect at their re-enrollment.
- Additional coursework or other criteria may be required to meet current expectations for students.
- If the student is readmitted to the nursing program, the decision concerning permission to *re-enroll* in the identified course will be based upon available faculty, clinical space, and/ or other requirements as listed in the School of Nursing Progression Priority Policy (see below).

Re-Enrollment in a Course

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

- A student must submit a Space Available Request (form in Appendix) to the Associate Director identifying the course(s) that the student is requesting to repeat.
 - a) Student *who are in good academic standing* and interrupted their studies by withdrawal for medical or other reasons (excluding course failure) must initiate the course re-enrollment process before the end of the semester immediately preceding the semester of desired enrollment.
 - b) Students *who have failed a course* may initiate the course re-entry process

AFTER the failing grade is officially recorded on the student's record. This process may NOT be started prior to the posting of the grade.

- A letter, in addition to the Space Available Request, may also be addressed to the Associate Director that outlines unique circumstances or concerns and would include the following:
 - 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 "Student Health Clinical Requirements").
- Additional coursework or other criteria may be required to meet current expectations for students.
- The decision concerning permission to re-enroll in the identified course will be based upon available faculty, clinical space and the School of Nursing Progression Priority Policy (see below).
- The decision to grant re-enrollment will be made by the Associate Director or designees.

Re-enrollment/Progression Priority Policy (listed in order of priority)

- Students who were admitted and are progressing in good academic standing.
- Students in good academic standing who interrupted their studies by withdrawal for medical reasons.
- Students in good academic standing who interrupted their studies by withdrawal for reasons other than medical.
- Students who interrupted their studies by withdrawal for unsatisfactory academic performance attributable, at least in part, to medical problems.
- Students who have failed one nursing course and intend to repeat the course.
- 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:

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

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

Academic Guidelines - Unsatisfactory Performance

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

Academic Guidelines - Course Failure

- If an undergraduate student fails or withdraws after deadline to withdraw with a course average grade of F from a required nursing course, that student is allowed to retake the course one time only with space availability and must receive a "C" grade or better. Exception: If a student fails any

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

- A failure (less than a "C" grade) in any nursing course or withdrawal after the deadline to withdraw must be cleared by repeating the course before continuing with any other nursing course.
 - a) **Exception:** The student who fails/ withdraws after the deadline from NUR 424 and has taken that course prior to the semester in which it is required in the published program of study, may progress while repeating the course.
 - b) See RE-ENROLLMENT IN A COURSE.
- A second nursing course failure or withdrawal after deadline to withdraw with grade of F will result in dismissal from the School of Nursing.
 - a) **Exception:** If a student fails any single course required in the first semester of the traditional pre-licensure program or any single course in the accelerated BSN, the student must apply for readmission.
- See NAU policies on Academic Continuation, Probation, Dismissal, and Readmission

Non-Academic Guidelines - Course Failure

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

CEP, Mid-AAS Online RN to BSN and Personalized Learning (PL) Student Progression in Program, Probation, Dismissal Policies and Procedures, and Readmission after Dismissal.

Online Student Progression Statement

Academic Guidelines-Satisfactory Performance

The following requirements must be met by students in the NAU CEP, Mid-AAS, and Online RN to BSN Programs in order to progress to the next course(s) in the curriculum:

- Students in CEP, Mid-AAS, and RN to BSN must achieve a "C" or better in each required course in NAU nursing curriculum.

- PL RN to BSN students must achieve a “B” or better in each required course to progress.
- Students concurrently enrolled in Associate Degree Nursing Programs (CEP & Mid-AAS) must maintain a status of good standing in the AAS program to continue NAU nursing courses.
 - If a student fails one of the blocks of their Associate degree nursing program, that student will be withdrawn from NAU nursing courses until successful completion of the failed block.
 - Once there is verification of passage of the failed block, the student will be able to continue progression in the NAU nursing courses.
- Adhere to the appropriate sequence of all required courses as published in the NAU undergraduate catalog and NAU School of Nursing Program of Study.
- Complete all incomplete work prior to continuing with any other nursing course if the course in which an “I” was received is a prerequisite to that course.

Personalized Learning (PL) RN to BSN Progression Guideline Policies

- PL RN to BSN students must achieve a “B” or better in each course to progress in the program.
- Adhere to the appropriate sequence of all required courses (including pre-requisites) as published in the NAU undergraduate catalog and NAU School of Nursing Program of Study. PL RN to BSN students must complete all University prerequisites and 300 level SON courses before beginning the 400 level nursing courses.
- Courses enrolled, but not completed within the six-month subscription, will earn an “I” for the course. When subscription is renewed, courses with “I” must be completed first. A second NAU nursing course failure from an “I”, will result in dismissal.

Probation Policy and Procedure for CEP, Mid-AAS, Online RN to BSN and PL RN to BSN Programs

Definition:

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

Criteria for School of Nursing Probation for CEP, Mid-AAS, Online RN to BSN Programs:

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

Criterion for School of Nursing Probation for PL RN to BSN Programs:

- Unprofessional conduct.

Probation Procedure for CEP, Mid-AAS, Online RN to BSN and PL RN to BSN Programs:

- In cases of academic deficiencies or a violation of professional conduct, the student is referred by a faculty member to the Associate Director or designee.
- The Associate Director or designee reviews the case and determines what course of action is appropriate and or necessary:
 - If deemed appropriate and/or necessary, the student is advised of their alleged deficiencies in meeting minimum academic performance standards and/or their alleged professional conduct violations.
 - The student may appeal decisions by the Associate Director or designee and request to present their case to the Director.
- The Associate Director/designee may implement one or more of the following actions:
 - No action.
 - Management within the course.
 - School of Nursing probation.
 - Dismissal from the School of Nursing.
- If the Associate Director or designee decision is for school probation, the composition of the probation letter of expectation will clearly identify the following:
 - The area(s) of concern.
 - Expected behaviors.
 - Strategies for improvement.
 - Required courses, as necessary.
 - Criteria for successful completion of probation.
 - Month, day, and year the probation will be evaluated.
 - The person responsible for evaluating removal of probation.
 - The probation letter of expectation will be discussed with the student.
 - A written copy of the probation letter of expectation will be given to the student.
 - A copy of the school probation letter of expectation will be placed in the student's file.
 - If expectations/requirements of the probation are not being met, probation will be ongoing.
- The Associate Director/designee in conjunction with pertinent course faculty, will review the student's performance in areas of concern and

submit supportive documentation with recommendations to either remove probationary status, extend probation, or recommend dismissal of the student from the School of Nursing.

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

Academic Guidelines-Unsatisfactory Performance for CEP, Mid-AAS and Online RN to BSN Programs:

- The faculty and/or course lead will notify the student of failing grade at midterm.
- At the end of each semester, the Associate Director will report each CEP, Mid-AAS, and Online RN to BSN student failure to the Director.
- The Associate Director will notify the student of failing grade at the end of the semester.

Academic Guidelines-Course Failure (NAU SON Course) for CEP, Mid-AAS, Online RN to BSN and PL RN to BSN Programs:

- If a student fails, or withdraws after deadline to withdraw, with a course average of "F" from a required NAU nursing course, that student is allowed to retake the course one time only and must receive a "C" grade or better.
- The student must pass any prerequisite courses before proceeding in the Nursing Program of Study.
- A second NAU nursing course failure or withdrawal after deadline to withdraw with grade of "F" will result in dismissal from the NAU School of Nursing.

PL RN to BSN Programs:

- PL program student receiving two "F" from earned from "I" in nursing courses not completed within specified time period will result in dismissal from the NAU School of Nursing

Dismissal Policy and Procedure for CEP, Mid-AAS, Online RN to BSN and PL RN to BSN Programs:

Definition:

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

Criteria for Dismissal from the Nursing Program:

1. Failing (F) and/ or withdrawing-failing (after the Registrar's official deadline to withdraw) from two required NUR courses.
2. PL program student receiving two "F" from earned from "I" in nursing courses not completed within specified time period.
3. Failure to meet the terms of the School of Nursing Probation Letter of Expectation.
4. Unprofessional conduct.
5. Failure to notify the school of non-matriculation for two consecutive semesters.

Dismissal Procedure:

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

- If the student has not been afforded the opportunity to present her/his case to the Associate Director/designee, the student may request in writing to do so.
- Following the review, the Associate Director/designee will recommend, in writing, one or more of the following actions to the Director of the School of Nursing:
 - a) Dismissal from the School of Nursing.
 - b) A suggested course of action, other than dismissal, to address concern.
 - c) Referral of the student to the Northern Arizona University Dean of Students or his/her designee to address any alleged violations of the University Code of Conduct.
 - d) Reporting of the incident to the local law enforcement agency and/or other appropriate agencies or institutions, as indicated.
- Once a concern is referred to the Associate Director, one or more of the following will occur following the review by the Associate Director:
 - a) Dismissal of the student from the School of Nursing.
 - b) Referral of the student to the Director of the School of Nursing.
 - c) Referral of the student to the Dean of the College of Health and Human Services or her/his designee.
 - d) Referral of the student to the Northern Arizona University Dean of Students or his/her designee to address any alleged violations of the University Code of Conduct.
 - e) When indicated, report of the incident to the local law enforcement agency and/ or other appropriate agencies or institutions.

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

Dismissal/ Probation Grievance Procedure:

Within ten (10) business days of the student receiving the written decision of dismissal or probation, the student may request, in writing, to meet with the Associate Director.

1. The student must provide a "Statement of Issues" at least one week prior to the meeting with the Associate Director to include all of the following:
 - Reason for the failure of two (2) classes; and
 - Proposed action plan to ensure successful completion of remaining courses if readmitted and;
 - Two letters of recommendation from two (2) different nursing faculty in the program of study from which they were dismissed.
2. After receiving the above, the Associate Director has two (2) weeks to consider the appeal. The Associate Director will consider student grades and performance in all classes as well as communications with faculty along with the above documentation. The student will be notified in writing of the decision within the stated period of time.
 - Within ten (10) business days of the student receiving the written decision of dismissal or probation from the Associate Director, the student may request, in writing, to meet with the School Director. Student must again provide a "Statement of Issues" as outlined above at least one week prior to the meeting, as well as any additional documentation.
 - Within ten (10) business days of the student receiving the written decision of dismissal or probation from the Director, the student may request, in writing, to meet with the Dean or their designee, will render a written decision within ten (10) business days of the meeting with the student, and if the matter remains unresolved, the student may follow procedures described by the student Disciplinary Procedures Sections 5-403-A-4, 5-403-D-D and the Student Code of Conduct.

Re-admission after Dismissal

Students who have been dismissed for academic failures or extended

non-matriculation may request to be re-admitted to the program to repeat courses in the semester of the plan of study in which failure occurred.

- If a pre-licensure student (CEP or Mid-AAS) is dismissed from the SON after receiving two failing (F) grades **and/or** withdrawing-failing (after the Registrar's official deadline to withdraw) from two required NUR courses, they may reapply to the SON RN to BSN program after the following criteria has been met:
 - They have received their RN license and
 - It has been at least six (6) months since the dismissal from the SON.
- If a post licensed (RN) student is dismissed from the SON after receiving two failing (F) **and/or** withdrawing-failing (after the Registrar's official deadline to withdraw) from two required NUR courses, they may reapply to the SON Online RN to BSN and/or PL RN to BSN program after the following criteria has been met:
 - Proposed action plan to ensure successful completion of remaining courses if readmitted.

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, Undergraduate Policy 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 encouraged to join while attending the nursing program at Northern Arizona University. Membership is encouraged in the National Student Nurses Association (NSNA) and the Student Nurses Association of Arizona (SNAAZ). RN-BSN students are encouraged to join ANA, AZNA, and/or specialty

nursing organizations, such as American Association of Critical Care Nurses or Academy of Medical Surgical Nursing.

Support Services

Office of Student Life

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

The Office of Student Life maintains open office hours to assist students. Drop by (Room 105 University Union) or call (928-523-5181).

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 3-3000. If you need copies of reports, you can go to their office Monday through Friday, 8:00 am to 4:00 pm. In addition, they issue temporary parking permits when the Parking Services office is closed evenings, weekends, and holidays. Their mailing address is PO Box 5602, Flagstaff, AZ 86011-5602.

Mountain Campus Computer Lab

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

Distance Learning - Student Resources

There are a variety of resources available to our distance learning students. Each local campus provides a full range of services. Please introduce yourself to our distance site staff or call or send an email and arrange to meet with them at your convenience.

Many of our students never travel to the Flagstaff Mountain Campus; they view their local campus as a personalized NAU.

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, visit the [University Transit Services](#) page:.

- [Parking and Shuttle Services](#)
- Parking 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 Vande Veegaete Nursing Scholarship. See this web page for additional scholarship information:
<https://nau.edu/chhs/scholarships/>

Nursing scholarship applications are available in the Nursing Office each spring. The

deadline for application is usually each February.

Academic Success Centers / Tutors

The Academic Success Centers offer a variety of resources for students from Tutoring programs to Graduate Test prep courses. Sources of academic help include the following:

- North Academic Success Center in the University Union, at 928-523-5524.
- South Academic Success Center in Building 64, at 928-523-7391.
- By email at tutoring@nau.edu
- Or Online at [Academic Success Centers](#)

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

University Library

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

Application Process to the Arizona State Board of Nursing

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

1. Midway during your last semester of the program obtain the application packet online at <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 (<https://portal.ncsbn.org/>). 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 any individual convicted of a felony from applying for licensure or certification until five years after the date of absolute discharge of sentence. This means that all court-ordered terms of probation or parole must be completed at least five years prior to the date of application. If five years has not elapsed since the date of absolute discharge, the individual is not eligible to apply for licensure or certification, and the application, if submitted, will be returned to the applicant. If five years or more has elapsed, the individual may apply for licensure or certification; however, each case will be considered by the Board on its own merits. The elapse of more than five years does not guarantee licensure or certification, it simply permits the submission and Board consideration of an application.

In addition, the Arizona State Board of Nursing may deny any license applied for if the applicant has committed any acts of unprofessional conduct as previously described in this document.

Please check 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.

Application Questions

- Are you currently under investigation or is a disciplinary action pending against your nursing license, CNA certificate or any other license or certification you hold in any state or territory of the United States?
 - If yes, include a detailed explanation and a copy of the paperwork regarding the current investigation or pending disciplinary action with your application.
- Are you currently a participant in a state board/designee monitoring program including alternative to discipline, diversion, or a peer assistance program?
- Have you ever been terminated from an alternative to discipline, diversion, or a peer assistance program due to unsuccessful completion?
 - If yes, provide a **written explanation** including the state, dates, and reasons for participation and termination.
 - Before answering the next question read the following: The fact that a conviction has been pardoned, expunged, dismissed, deferred, reclassified, re-designated or that your civil rights have been restored, does not mean that you answer this question “no;” you would have to answer “yes” and give details on each conviction.
- Have you ever been convicted, entered a plea of guilty, nolo contendere or no contest, or have you ever been sentenced, served time in jail or prison, or had prosecution deferred or sentence deferred, or probation deferred in any felony or undesignated offense?
 - If yes, provide a written explanation of the details of each conviction and sentence. Return the written explanation, a copy of the police report and court documents for each conviction, indicating type of conviction, conviction date and sentence including the date of absolute discharge of the sentence for each felony conviction with your application.
- **FINAL NOTE:** If you answer “yes” to this question, your application will not be processed until you provide proof that it has been more than 5 years since the date of absolute discharge for each felony conviction or provide proof that

- the conviction was designated a misdemeanor.
- PLEASE BE ADVISED THAT FAILURE TO PROVIDE THE REQUESTED DOCUMENTS WILL DELAY THE PROCESSING OF YOUR APPLICATION
<http://www.azbn.gov/licensure-certification/application-instructions/rn-lpn-examination/#>

Appendices

[School of Nursing Philosophy and Organizing Framework](#)

[SON Technical Standards Form](#)

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Consent Forms –

[Impaired Student](#)

[Agreement to Self-Report to Board of Nursing Alternative to Discipline Program \(ATD\)](#)

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[Acknowledgement Form-Handbook Acknowledgment](#)

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[NAU SON COVID Policy](#)

[NAU Clinical Acknowledgment & Release -ABSN](#)

[NAU Clinical Acknowledgment & Release -Traditional](#)

[NAU Clinical Acknowledgment & Release -CEP RN-BSN](#)

Northern Arizona University School of Nursing Philosophy and Organizing Framework

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

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

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

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

PERSON

The faculty defines person as being the individual, family, groups and community. The faculty places a high value on human life and dignity. All life experiences involve dynamic and complex processes of human development and achievement of personal growth through learning. The faculty recognizes the interdependence and interconnectedness of the human experience.

People come from diverse backgrounds which influence the ways in which each person perceives reality, sets personal goals, and discovers meaning in life experiences. Individuals have the right to choose from multiple options that are available in daily living experiences but must also accept responsibility for their choices.

ENVIRONMENT

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

HEALTH

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

NURSING

Nursing as a discipline is both an art and science. Nursing is recognized as a creative endeavor that integrates multiple ways of knowing to nurture the wholeness and uniqueness of the person.

Nursing is a profession of caring that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. Nurses use the components of caring to create a healthy, healing environment. Caring is a mutual human process whereby the nurse responds to persons with authentic presence and with intention to create an environment conducive to health.

ORGANIZING FRAMEWORK

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

CURRICULAR MODEL

Curriculum includes the planned and unplanned learning that occurs in the process of advancing education in the discipline of nursing. Building on prior life, educational and professional experiences, 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 oneself and one's nursing practice, including adherence to legal, ethical, and professional standards, ongoing professional engagement, and lifelong learning. Professionalism flows from an understanding of the historical and contemporary contexts of practice.

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

Global Health

The professional nurse is prepared to provide nursing and health care within an interconnected, interdependent, diverse, culturally rich global world while promoting and maintain local and global sustainable environments.

Supplemental definitions/glossary:

1. Altruism: the concern for the welfare and wellbeing of others. In nursing, altruism is reflected by the concern and advocacy for the welfare of patients, other nurses, and health providers. (AACN, 2008).
2. Autonomy: the right to self-determination (AACN, 2008).
3. Caring: the conscious and intentional discipline that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. (Watson, 2012).
4. Clinical judgment: the outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes achieved.
5. Clinical reasoning: the process used to assimilate information, analyze data, and make decisions regarding patient care.
6. Compassion: a sensitivity to the pain and suffering of another that engenders a response of participation, amelioration, and/or interconnectedness
7. Comportment: caring as reflected in bearing, demeanor, dress and language
8. Critical thinking: all or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity. Critical thinking underlies independent and interdependent decision-making, critical reasoning, clinical reasoning, and clinical judgment (AACN, 2008).
9. Cultural reinforcement: the development of a congruent set of behaviors, attitudes and policies that strengthen and support the patient's health beliefs and practices.

10. Disease prevention: activities that have as their goal the protection of people from becoming ill because of actual or potential health threats. (Stanhope & Lancaster, 2016).
11. Diversity: the range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background (AACN, 2008).
12. Environmental sustainability: the ethical and responsible use of natural resources in order to maintain a sustainable environment (NAU Global Learning Initiative, 2018).
13. Evidence-based practice: the integration of the best research evidence, clinical expertise and patient values into the planning and delivery of patient-centered care.
14. Global engagement: valuing the interconnectedness and interdependence of the human experience on a global scale (NAU Global Learning Initiative, 2018).
15. Health disparity: differences in health status among distinct segments of the population including differences that occur by gender, race or ethnicity, education or income, disability, or living in various geographic localities.
16. Health equity: attainment of the highest level of health for all people. Health equity entails focused societal efforts to address avoidable inequalities by equalizing the conditions for health of all groups, especially those who have experienced socioeconomic disadvantage or historical injustices.
17. Health promotion: activities that have as their goal the development of human attitudes and behaviors that maintain or enhance well-being (Stanhope & Lancaster, 2016).
18. Informatics: use of information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2018a; 2018b).
19. Inter-disciplinary collaboration: effective teamwork with health-care team members across disciplines with the goal of quality patient-centered care (QSEN, 2018a; 2018b).
20. Intra-professional collaboration: effective teamwork with nursing colleagues to achieve continuity of effective patient care or other professional goals (AACN, 2008).
21. Patient: the recipient of nursing care or services. Patients may be individuals, families, groups, communities, or populations. Patients may function in independent, interdependent, or dependent roles. They may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care (AACN, 2008).
22. Patient-centered care: includes actions to identify, respect and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles.
23. Quality improvement (QI): use data to monitor the outcomes of care processes and use improvement methods to design, implement and evaluate changes to continuously improve the quality and safety of health care systems (QSEN, 2018a; 2018b).

25. 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).
26. 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 (Bushy, 2020).
27. Safety: minimizes the risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2018a; 2018b).
28. Social justice: The equitable distribution of social, economic and political resources, opportunities and responsibilities.
29. Spiritual care: interventions that facilitate the ability to experience the integration of the body, mind, and spirit to achieve wholeness, health and sense of connection to self, others, and a higher power (American Nurses Association and Health Ministries Association, 2017).

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School of Nursing Technical Standards Form

1. **Acquiring fundamental knowledge:** Nursing students must demonstrate the ability to learn in classroom and educational settings.

School of Nursing Technical Standards	Examples
<ul style="list-style-type: none"> • Ability to find sources of knowledge and acquire the knowledge • Ability to be a life-long learner • Novel and adaptive thinking 	<ul style="list-style-type: none"> • Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based

2. **Technical motor skills:** Nursing students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within the nursing programs.

School of Nursing Technical Standards	Clinical Examples
<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Move within confined spaces. • Sit and/or stand maintain balance. • Reach above shoulders. • Reach below waist. 	<ul style="list-style-type: none"> • Operate equipment including IV poles and cardiac monitors. • Ability to access electrical plug outlets. • Position patients.
<p>Fine Motor Skills:</p> <ul style="list-style-type: none"> • Pick up objects. • Coordinate eyes and hands/fingers with speed and accuracy in making precise movements. • Grasp small objects with hands (e.g., IV tubing, pencil). • Write with pen or pencil. 	<ul style="list-style-type: none"> • Calibrate equipment. • Administer medication via all routes including intravenous therapy. • Draw up solution/medication in a syringe. • Ability to twist objects • Take vital signs, including blood pressure, pulse, temperature, respiratory

<ul style="list-style-type: none"> • Key/type (e.g., use a computer). • Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe). • Squeeze with fingers (e.g. eye dropper). 	<p>rates.</p> <ul style="list-style-type: none"> • Operate pulse oximeter, and electrocardiogram. • Insert catheters. • Pick up or grasp small objects used in • patient care, use eye dropper.
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<p>Physical Endurance:</p> <ul style="list-style-type: none"> • Maintain stationary position (e.g., at patient’s side during surgical or therapeutic procedure). • Sustain repetitive movements. • Maintain physical tolerance for entire work shift. 	<ul style="list-style-type: none"> • Position patients. • Use transfer techniques in moving and lifting patient in all age groups and weights. • Assist with ambulation.
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<p>Mobility:</p> <ul style="list-style-type: none"> • Twist • Bend • Stoop/squat. • Move quickly (e.g., response to an emergency). • Climb (e.g., ladders/stools/stairs). • Walk 	<ul style="list-style-type: none"> • Maneuver in small spaces*. • Position self to move independently from room to room. • Twist, bend, stoop, engage in procedures and direct patient care. <p>*While health care agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move.</p>
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3. **Essential Communication Skills:** Nursing students must be able to demonstrate effective and efficient communication (verbal and non-verbal) skills as well as display the ability to process and comprehend written and verbal material.

School of Nursing Essential Functions	Clinical Examples
<p>Communication (Verbal and Non-Verbal):</p> <ul style="list-style-type: none"> • Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities) • Communication abilities for effective interaction with the health care team (patients, their 	<ul style="list-style-type: none"> • Accurately convey information: educate patients/families about health care, procedures and plan of care • Accurately convey information (e.g., clinical reports, physician orders) using one of more means

<p>supports, other professional and non-professional team members through written and oral methods.</p> <ul style="list-style-type: none"> • Sense-making of information gathered from communication • Social intelligence 	<p>of communication (such as TTY and/or electronic to patients, family and the health care team).</p> <ul style="list-style-type: none"> • Document through various methods clearly and correctly on patient's medical record for legal documentation. • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed in both verbal and non-verbal communication • Connect with others to sense and stimulate reactions and desired interactions
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4. **Integrating knowledge to establish judgment skills:** Nursing students must exercise good judgment and promptly complete all responsibilities required of the School of Nursing programs. Candidates must develop mature, sensitive, affective and effective professional relationships with others. Students must be able to tolerate taxing workloads and function effectively under stress, adapt to changing environments, display flexibility and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence and motivation are requisite for all nursing programs.

School of Nursing Essential Functions	Clinical Examples
<p>Essential Judgement Skills:</p> <ul style="list-style-type: none"> • Critical thinking, problem-solving and decision-making ability needed to care for persons, families and/or communities from diverse social, emotional, cultural and intellectual backgrounds across the health continuum and within (managing or improving) their environments – in one or more environments of care • Make judgments based on scientific knowledge and thorough assessment of individual patient situations. 	<ul style="list-style-type: none"> • Create climate in which patients feel comfortable and able to make informed decisions about their health care. • Function effectively under stress and adapt to changing environments inherent in clinical practice • Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care. Represent and develop tasks and work

<ul style="list-style-type: none"> • Function within a transdisciplinary team • Recognize that decision making occurs in an environment of uncertainty and ambiguities. • Demonstrate capacity to make sound decisions when under stress. • Intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, baccalaureate essentials) • New-media literacy 	<p>processes for desired outcomes</p> <ul style="list-style-type: none"> • Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication • Literacy in and ability to understand concepts across disciplines
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5. Interpreting data and integrating knowledge to establish clinical judgment:

Nursing students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply and evaluate information. Creative problem-solving and clinical reasoning require all of these intellectual abilities. In addition, candidates must be able to comprehend three dimensional relationships and understand the spatial relationship of structure.

School of Nursing Essential Functions	Clinical Examples
<p>Acquiring fundamental knowledge</p> <ul style="list-style-type: none"> • Ability to learn in classroom and educational settings • Ability to find sources of knowledge and acquire the knowledge • Ability to be a life-long learner • Novel and adaptive thinking 	<ul style="list-style-type: none"> • Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based

<p>Arithmetic Competence:</p>	<ul style="list-style-type: none"> • Convert numbers to and/or from Metric System. • Tell and measure time (e.g., count duration of contractions, etc.). • Count rates (e.g., drips/minute, pulse). • Use measuring tools (e.g., thermometer) • Read measurement marks (e.g., measurement tapes, scales, etc.). • Add, subtract, multiply, and/or divide whole numbers. • Compute fractions (e.g., medication dosages). • Use a calculator. • Write numbers in records
<p>Interpreting the data:</p> <ul style="list-style-type: none"> • Ability to observe patient conditions and responses to health and illness • Ability to assess and monitor health needs • Process and transfer knowledge from one situation to another • Cognitive load management 	<ul style="list-style-type: none"> • Obtain and interpret information from assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients • Obtain and interpret information from assessment of patient's environment and responses to health across the continuum • Obtain and interpret for evaluation information about responses to nursing action • Translate data into abstract concepts and to understand data-based reasoning

<p>Integrating knowledge to establish clinical judgement:</p> <ul style="list-style-type: none"> • Critical thinking, problem-solving and decision-making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care • Intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, baccalaureate essentials) • Transdisciplinarity 	<ul style="list-style-type: none"> • Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate of plans of care or direct the development, implementation and evaluation of care • Literacy in and ability to understand concepts across disciplines • Represent and develop tasks and work processes for desired outcomes
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6. **Essential emotional coping skills:** Nursing students must have the emotional health to fully use their intellectual ability, exercise good judgment and complete all responsibilities requisite to the delivery of patient care. Students must be able to develop mature, sensitive and effective relationships with patients and colleagues and be adaptable, flexible and able to function in the face of uncertainty.

School of Nursing Essential Functions	Clinical Examples
<p>Incorporating appropriate professional attitudes and behaviors into nursing practice:</p> <ul style="list-style-type: none"> • Concern for others, integrity, ethical conduct, accountability, interest and motivation • Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities • Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members • Acquire the skills necessary for 	<ul style="list-style-type: none"> • Show respect for the differences in patients/clients and co-workers. • Function as a member of an interdisciplinary team (e.g. consult, negotiate, share). • Establish rapport with patients/clients. • Participate in partnered and group efforts in classroom and clinical learning activities. • Practice in a manner that is non-judgmental and non-discriminatory. • Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds.

<p>promoting change for necessary quality health care</p> <ul style="list-style-type: none"> • Cross-cultural competency • Virtual collaboration 	<ul style="list-style-type: none"> • Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances • Make proper judgments regarding safe and quality care • Function effectively under stress and adapt to changing environments inherent in clinical practice • Demonstrate professional role in interactions with patients, intra and inter professional teams • Operate in different cultural settings (including disability culture) • Work productively, drive engagement, and demonstrate presence as a member of a virtual team
<p>Emotional Stability:</p> <ul style="list-style-type: none"> • Establish therapeutic boundaries. • Provide client with emotion support. • Adapt to changing environment/stress. • Deal with the unexpected (e.g., client going bad, crisis). • Focus attention on tasks. • Monitor own emotions. • Perform multiple responsibilities concurrently. • Handle strong emotions (e.g., grief). 	<ul style="list-style-type: none"> • Function effectively under stress. • Assume responsibility/accountability for own actions. • Provide patient/family with emotional support. • Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g. learning, patient care, emergencies).

Substance Use Algorithm

Suspect Student is Chemically Impaired

- Remove student from educational setting
- Consult with 2nd faculty/faculty designee/nursing staff to validate suspicions
- Notify School of Nursing Associate Director and campus coordinator of concerns

SUSPICIONS
NOT VERIFIED

- Reevaluate with student regarding your concerns and develop plan accordingly to uphold student and public safety

- Inform student of concerns
- Obtain consent "for cause" substance screening to be performed immediately
- Student responsible for all costs associated with the substance screening and transportation
- Faculty member/designee will remain with student until transport is available
- Inform student of meeting to be scheduled with Associate Director/designee within 48 hours or 2 working days of incident

STUDENT
REFUSES
TESTING

- Student will immediately be removed from educational setting
- Student signs Consent for Screening and Transportation
- Faculty/student arrange transportation home:
 - Student agrees to arranged transportation home
 - A meeting will be scheduled within 2 working days with the Associate Director/designee, the student, the campus coordinator and the faculty member who reported the incident
 - Student refuses arranged transportation home and faculty believes there is a risk to the student or public
 - Faculty will notify police

- Student signs "Consent for Screening and Transportation"
- Faculty arranges transportation to lab
- Faculty remains with student until transported to lab
- Designee will meet student at the lab
- Designee will ensure student has arranged transportation home
- Faculty/designee will inform Associate Director/designee and program coordinator of incident

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

School of Nursing

Impaired Student Form

Consent "For Cause" Screening

I, _____, understand and agree that the substance 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, per the Impaired Student policy in the SON Student Undergraduate Handbook, I will face immediate dismissal from the nursing program.

If the test is positive, my continued program participation will be addressed following the review of the substance screening results by the Associate Director/designee, which may include, but is not limited to, suspension from the program for one or more academic years or dismissal from the program. If I am already a licensed professional, my licensing board will be notified possibly resulting in a suspension or loss of my license. I understand that I will be responsible for all cost associated with substance screening 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.	_____	_____
5.	_____	_____

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 substance 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. 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 substance screening. I understand that when I complete the rehabilitation program, I may reapply to the Nursing Program and will be informed as to when I may expect to be reinstated. I also understand that reinstatement depends on course capacity.

Signed _____

Date _____

Witness _____

Date _____

Consent for Transportation

I, _____, hereby authorize the School of Nursing to notify a local transportation service to transport me to a drug screening site, and/or to my home. I understand that I will be responsible for all costs associated with substance screening and transportation.

Signed _____

Date _____

School of Nursing

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

I, _____, having had a positive substance screening agree to self-report to the Arizona State Board of Nursing Alternative to Discipline (ATD) Program

- Within 30 days of a positive pre-admission screening to the School of Nursing.
- Within 30 days of a positive "for cause" substance test result while attending Northern Arizona School of Nursing.

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

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

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

I understand that if I am a Registered Nurse or Licensed Practical Nurse and fail to voluntarily self-report to the ATD Program within 30 days of a positive pre-admission screening or "for cause" substance rest result, a complaint will be filed against me with the Arizona State Board of Nursing.

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

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

Signed _____ Date _____

Witness _____ Date _____

School of Nursing

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 or at the time of a policy change.

Printed Name

Student ID

Signature

Date

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

Upload form into Typhon: <https://www.typhongroup.net/nsst/adminro/login.asp?facility=8285>

School of Nursing

Clinical Document Acknowledgement Form

The following documents must be uploaded into your Typhon account 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.

Document	Renewal requirements
Health Insurance*	Ongoing throughout program enrollment
Liability Insurance*	Ongoing throughout program enrollment
Tb skin testing*	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.
CPR*	Renew every 2 years MUST be American Heart Association healthcare provider card. Online certifications will not meet this requirement.
MMR	Proof of immunization – 2 inoculations - at a minimum, the 1st immunization must be completed prior to enrollment.
Hepatitis B	Proof of immunization – 2 inoculations – at a minimum, the 1st immunization must be completed prior to enrollment.
Varicella	Proof of immunization by documentation of inoculation or titer (statement of previous chickenpox illness not acceptable).
Tdap	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.
Other	The student will be required to provide other documentation as required by individual facilities. Examples: drug testing, flu shot or additional background checks. Students will be notified of requirements by course faculty.
Physical Examination	Exam required for entry into program.
Fingerprint Clearance Card	Current Class I Clearance Card.

Students are advised to keep a copy of the documents for their own records. The agencies where the clinical experiences are conducted may require such documents be made available. Immunization or other health requirements may change during the student’s tenure in the School of Nursing, and students will be required

to meet any new policies. Students may log onto the credential database with their NAU username and password and view the documents that are in their student file, what documents are deficient, and if documents are coming due for renewal.

The link to the Student Credential database is: <https://www5.nau.edu/chhs/credentials/>

The link to the Typhon database is: <https://www.typhongroup.net/nsst/adminro/login.asp?facility=8285>.

With my signature;

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

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

Signature

Date

Printed Name

School of Nursing

Student Responsibility Statement

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

DUTIES AND RESPONSIBILITIES OF STUDENT

1. The Student will complete and be responsible for the cost of providing all health forms and certificates requested by the Facility.
2. The Student will comply with all applicable policies, procedures, and rules of Facility.
3. The Student will participate in orientation, required mandatory education, and skill training as required by Facility.
4. The Student will demonstrate professional behavior appropriate to the environment, including adhering to professional dress code, and maintaining high standards of patient care.
5. The Student will follow the policies, rules, and regulations of Facility, including those regarding confidentiality of protected health information or other confidential information pertaining to client and patient records.
6. The Student will at all times conduct himself/herself, both at the Facility and outside normal business hours, in a personally and professionally ethical manner.
7. The Student will make appropriate arrangements for transportation and housing, if necessary, and be responsible for all travel and living expenses incurred in relation to the University.
8. The Student understands and agrees that his/her participation will be as a Student and shall not be considered an employee of Facility for any purpose and will receive no compensation or benefits as a Student.
9. The Student agrees that Northern Arizona University may share information received from the Student's Criminal Background Check and Drug Testing with Facility, if applicable.
10. The Student will conform to the work schedule of Facility and make up time and work missed during unavoidable illnesses, in consultation with my academic coordinator and clinical instructor.
11. The Student will obtain prior written approval from University and Facility before publishing or presenting any material relating to the clinical experience outside normal educational settings of the University.

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

Signature

Date

Printed Name

Term Withdrawal and/or Change of Withdrawal Date Petition

See Registrar's office web page for complete form



Office of the Registrar
PO Box 4103, Flagstaff, AZ 86011
Phone: 928-523-5490 ♦ Fax: 928-523-1414
EnrollmentPetitions@nau.edu

Term Withdrawal and/or Change of Withdrawal Date Petition

This form may be used to petition for a withdrawal from ALL classes in a session and/or petition for a tuition reimbursement. Term Withdrawal requests must be filed no later than one year from the last day of the term being petitioned. Tuition reimbursement is decided by a committee of University Administrators.

Write the Term and Year you wish to petition: (ex. Spring 2019) _____

Name, _____
First Last MI

Student ID#: _____ | Undergraduate | Graduate

Phone Number: (_____) _____ Email: _____@NAU.EDU

Withdraw

- I am withdrawing for all of my courses prior to the session [deadline](#). Please turn this form in to the Student Service Center or submit via email to ServiceCenter@nau.edu.

The following scenarios require a petition. Turning in this form and documents does not guarantee a tuition reimbursement and may negatively affect your financial aid. You must provide specific reasons why your petition should be approved.

Please check all that apply and complete the petition requirements.	
Withdraw – I am petitioning to withdraw from ALL of my classes in a session after the term withdraw deadline. All grades will be changed to a "W" for the term, if approved.	Change of Withdrawal Date for Tuition Reimbursement – I am petitioning for a tuition reimbursement. (If you participated more than 50% of the term your petition will likely be denied.)
Petition Requirements	
1. Choose one: <input type="checkbox"/> 1) Medical <input type="checkbox"/> 2) Personal <input type="checkbox"/> 3) Non-Attendance <input type="checkbox"/> 4) NAU Error	
2. Fill out the checklist on the back side of this page to complete your petition.	

Graduate Students: If it is after the last day to withdraw from the session, please turn in all paperwork and supporting documentation to the Graduate College at GradSuccess@nau.edu. In addition to the requirements on this form, you will also need a signature or email confirmation of your instructors' support of the petition.

International Students

As an F-1 or J-1 International student, I have met with an International Student Advisor and understand that my withdrawal may result in the termination of my immigration status, subject to immigration regulations. I may be required to depart from the United States within 15 days following the authorized withdrawal date as indicated below, in which the international student advisor will enter the information in SEVIS.

International Advisor _____

Signature _____ Date _____

Acknowledgments (For Petitions Only)

- I have completed this form, selected reason # _____ on the back page and completed the checkboxes, and attached the necessary paperwork. (If you participated more than 50% of the term your petition will likely be denied.) Turning in this form and documents will not guarantee a tuition reimbursement and may negatively affect my financial aid.

Student Signature _____ Date: _____

Registrar's Use ONLY

Approve Deny

Processed by: _____ Date: _____ Notified: _____

School of Nursing

Space Available/Transfer Request Form School of Nursing

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

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

Student Name Click to enter text.

Current Campus/ Choose a

Program Location campus/program.

Date of Request date.

Click to enter

Current semester in

program

Click to enter text.

Is a course failure the reason for request? Yes No

Student ID: Click to text.

Student email: enter email @nau.edu

Student phone #: Click to enter text.

What course &
semester?

Click to enter text.

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

Click or tap here to enter text.

Student Signature _____

For Official Use Only:

Disposition:

- Transfer granted/transfer denied: Site coordinator notified _____
- Space is available: Faculty and student notified _____
- Space in not available: Student notified _____
- Other outcome: _____

School of Nursing

2020- 2021

COVID-19 Guidelines

General Guidelines

1. All faculty, staff and students will review the CDC <https://www.cdc.gov/coronavirus/2019-ncov/index.html> and Arizona Department of Health guidelines <https://www.azdhs.gov/> for the COVID-19 pandemic.
2. All School of Nursing (SON) faculty will educate and reinforce these guidelines to all students in all SON programs.
3. Students will be taught and/or remediated and evaluated on correct hand washing, personal protective equipment (PPE) donning and doffing, and the situations in which to do so. Infection control will continue to be emphasized throughout the SON curriculum.
4. Students will attend face-to-face clinical rotations, simulations, labs, and classroom courses as scheduled by their program UNLESS they opt out or rotations are cancelled by clinical agencies. Opting out means:
 - a. Students cannot progress in the program
 - b. Students may not have a space moving forward
 - c. Graduation will be delayed
 - d. Incoming students may be awarded your spot in the next cohort
5. If a student becomes ill with COVID-19, SON will provide students a plan for re-entry and completion upon evaluation that they are safe to return to the program. If clinical rotations are cancelled by the clinical agency, SON will assist the student with a re-entry plan. Each re-entry plan will be student specific taking into consideration level of student, semester, course, etc. Some considerations are:
 - a. Consider withdrawal from course if within the allowed time.
 - b. Consider an incomplete, if the student is passing and has more than 50% of the coursework completed.
 - c. If the course in question has a clinical component, the student will not be able to continue in the program but is eligible (must have been passing at the time of withdrawal) for reentry when a spot opens up.
6. All students/faculty with an immunocompromised condition are advised to discuss their participation with any in-person activities, with their healthcare provider. If a student or faculty member needs an accommodation, they need to work with NAU Disability Resources.
7. Faculty/students who must be away from campus due to COVID-19 illness or possible self-quarantine (as recommended by a healthcare provider), should immediately communicate with their direct supervisor/instructor and/or human resources.
8. Anyone with suspected exposure or suspected COVID-19 symptoms (as determined by self-report or by screening tool) will not be allowed in any clinical or instructional facility and will be sent home immediately.

9. Those feeling ill will only be allowed to return to any face-to-face aspect of the program with a note of clearance from a healthcare provider.
10. The student will sign a SON liability waiver. These forms will be stored in a locked file drawer in the student's file.
11. Students/faculty will complete a COVID-19 screening form prior to any classroom, clinical rotation, simulation, or lab experience. The student will enter this information into their Typhon account. Faculty will be notified (by Typhon) of any red flags and will contact the student to obtain further clarification.
12. The NAU SON has campuses in Flagstaff, AIP location, North Valley, Tucson and Yuma. The SON will be following the CDC guidelines at each site. The Tucson program is also following the Pima CC guidelines and Yuma is following the Arizona Western College guidelines as well when mandated. Such guidelines will be provided to the students.
13. At the forefront of all SON planning, 1) physical distancing, 2) universal mask use, 3) limited group size, 4) contact tracing, 5) hand hygiene and 6) basic infection control measures by all individuals, will be used as measures to prevent and mitigate viral spread. Keys to success in all these areas will require regimen, schedule and routines that we are not accustomed to in nursing education. Some degree of flexibility will be necessary to ensure all students can learn optimally statewide.

Clinical/Lab/Simulation Guidelines

1. The SON will provide appropriate PPE to faculty and students to wear at the clinical settings and during labs and simulations.
2. Students will be partnered (two students per group) for labs, simulations and community work when possible. These partnerships will be maintained for the semester.
3. Cancellation of clinical agencies may mean delays in completion of clinical requirements and progression. Faculty will work with students as needed.
4. Anyone with suspected exposure or suspected COVID-19 symptoms will not be allowed in any clinical or instructional facility and will be sent home immediately.
 - a. Immediately report any exposure by phone to the clinical coordinator, program coordinator, and/ or faculty member for your specific program.
 - b. Contact your healthcare provider by phone for instructions to seek care.
 - c. Remove yourself from the healthcare environment and follow prevention protocols to prevent spread of the virus to your own home and community.
 - d. Prioritize your health and focus on recovery.
5. Students/faculty will not be allowed to interact with any person with any known COVID-19 infection in the clinical setting.
6. Students who live in close proximity to vulnerable populations (the elderly and immunocompromised) should follow preventive measures in their household and they may want to seek alternative housing while participating in clinical rotations or face-to-face SIM and clinical labs if the threat of community exposure remains high.
7. Simulation, lab space and clinical guidelines:
 - a. Faculty will keep in contact with the clinical agencies regarding requirements
 - b. Complete screening tool prior to each simulation or lab day
 - c. Wash hands, per medical protocol
 - d. Avoid touching eyes or face

- e. Cover face for cough/ sneezes with a tissue or inside of your elbow. Dispose of tissues appropriately
- f. Wear appropriate PPE, avoiding cross contamination
- g. Practice physical distancing (6 ft.), when possible
- h. Work in groups of 10 or less
- i. Stay home if sick
- j. At the completion of and between each simulation or clinical, lab students will clean the space using standard medical/CDC recommended protocols, under the supervision of a faculty member or lab coordinator.

Classroom Guidelines

1. As a hands-on healthcare profession, our didactic courses must have some level of in-person instruction. The SON is committed to providing a safe environment for faculty, staff and students. In-person classes will be required with real time ZOOM capabilities to maintain physical distancing requirements. There may be times when students will rotate between in person and ZOOM for a course. Exams will be held in person. Communication about class spaces will be provided to students as CDC requirements update.
2. Students who are unable to take course scheduled in-person exams will be required to delay the exam until in-person testing is advisable/safe. This could delay communication of exam grades and any review for the whole cohort until all students have tested.
3. Students, who are quarantined at home due to COVID-19, will be provided alternate opportunities for instruction.
4. Faculty who are quarantined at home due to COVID-19 will work with the SON administration to provide the best methods of instruction to the students.
5. Faculty will clean the classrooms after each use according to CDC guidelines.
6. Students will wear face coverings in the classroom.
7. Faculty will wear face coverings in the classroom.

School of Nursing

Summer _____

Fall _____

Spring _____

Lab and/or Clinical/Onsite Acknowledgment and Release (COVID-19)

Acknowledgement and Release

Northern Arizona University (NAU) is closely monitoring and responding to the coronavirus (COVID-19) outbreak and tracking the guidance and recommendations from the Centers for Disease Control and Prevention (CDC), the State of Arizona, the respective Cities and County Health Departments as well as clinic location guidelines. The health and safety of NAU's students, faculty and staff are of utmost importance and NAU has enacted specific guidelines and safety measures to mitigate the risk to our students engaged in NAU's Pre-licensure Accelerated Nursing (ABSN), CEP / RN-BSN, Family Nursing Practitioner (FNP) and Traditional Nursing (TBSN) programs that include a lab, clinical setting and/or an on-campus experience option. NAU is also committed to working with all students to the extent reasonable to minimize the negative impact that COVID-19 could have for those in programs with clinical hours. As a condition of, and in consideration for NAU allowing you to continue with the lab, clinical setting and/or on-campus experience that you have chosen, you agree to the terms of this Acknowledgment and Release, which is supplemental to all other NAU policies and procedures applicable to NAU pre-licensure nursing program policies, which remain in effect.

I have freely chosen to voluntarily engage in the lab, clinical setting and/or the ABSN on-campus experience for my program.

Prior to engaging in each ABSN on-campus experience or a pre-licensure clinical rotation off-site, I will acknowledge and affirm the following:

- I am currently free of fever and/or symptoms of COVID-19 and have been free of any such symptoms for the past 72 hours.
- If I was previously diagnosed with COVID-19, it has been 7 days since testing positive AND I have been free of any such symptoms for the past 72 hours.
- I am not immunocompromised or otherwise aware that I have significant risk factors that would jeopardize my health if exposed to COVID-19. Requests for accommodations will be reviewed on a case by case basis by Student Disability Resources.
- If I develop any symptoms or believe I have been exposed to COVID-19, I will immediately contact Campus Health Services (928-523-2131 or campushealth@nau.edu) or my closest local healthcare provider. I will also notify my nursing faculty and/or Program Coordinator.
- If attending lab or on-campus experience, I agree to submit to completion of a screening tool, including temperature assessment, at the start of each day. If my temperature is elevated, I will not be allowed to enter the class but instead will be required to contact the Campus Health Services for further evaluation and direction.

- If attending an off-site pre-licensure clinical rotation, I will abide by all requirements set forth by the clinical agency, which may include periodic screening and wearing Personal Protective Equipment (PPE).

In light of the above, I understand, acknowledge, and voluntarily accept the potential risks related to program activities in light of the current COVID-19 pandemic and agree to the following (initial each of the following statements):

- _____ I understand that as a student in the pre-licensure Accelerated Nursing (ABSN) program, I am required to engage in a clinical experience to meet regulatory and accreditation requirements, and that substitution of other coursework may not be acceptable for completion of my program.
- _____ I understand that in the ABSN program, some direct patient care hours may be substituted with a virtual option during this COVID-19 crisis, as outlined by the Arizona Board of Nursing and the Commission on Collegiate Nursing Education (CCNE).
- _____ I am aware of the current COVID-19 virus pandemic and agree to abide by all current guidelines for transmission mitigation as set forth by the CDC (which can be found at <https://www.cdc.gov/coronavirus/2019-ncov/faqs.html>), as well as state and local government and NAU rules or recommendations regarding physical and social distancing, including but not limited to:
- Abiding by applicable State Stay at Home Orders.
 - Providing for 6 feet of space between myself and others.
 - Immediately reporting any illness, including but not limited to fever above 100.4°, cough, shortness of breath, chills, repeated shaking with chills, muscle pain, headache, sore throat and new loss of taste or smell to my on-site clinical preceptor and nursing faculty member.
- _____ I understand that it is important to always have access and wear PPE as indicated in all lab and/or clinical settings to minimize the risk of exposure. If PPE is not available from my site, it is my own responsibility to refrain from exposing myself to high risk patient encounters or to secure my own PPE.
- _____ I understand that if I experience symptoms of COVID-19 while I am engaged in the on-site lab, clinical setting, and/or clinical experience, I must be evaluated by a medical professional and may be required to self-isolate for the recommended period until recovery, which may be several weeks.
- _____ I will immediately notify NAU Campus Health Services and my nursing faculty if I have contact with an individual known to have COVID-19, even if I am symptom free. If this occurs, I agree to abide by current COVID-19 protocols and guidelines which may require that I self-quarantine per CDC guidelines or take other precautions as directed by the Campus Health Services or other health care provider, even if I am symptom free during that time.
- _____ I understand that if I am required to self-isolate or self-quarantine, I will be unable to participate in my lab and/or on-site clinical experience during that time and until released by a healthcare professional to return to program studies. I understand that although my program may allow a virtual option for me to complete program requirements, that if self-isolation and/or self-quarantine interfere with my program requirement completion, I may not be able to complete the necessary requirements for my program based on the original timeframe for my program.
- _____ I understand that the current COVID-19 outbreak is a fluid situation and that CDC, state and local rules, guidelines, and protocols and NAU's policies may change at any time, and that it is my responsibility to stay informed of such changes. I will be responsible for adhering to such rules as incorporated into this Acknowledgement and Release.
- _____ I expressly understand and voluntarily agree to assume all risk arising out of participation in my lab and/or clinical experiences, including but not limited to the current risk of exposure to COVID-19. I

hereby knowingly, freely, and voluntarily agree to waive, release, and discharge any and all claims against the State of Arizona, Arizona Board of Regents and NAU, its officers, directors, employees, agents, sponsors, and volunteers for damages for death, personal injury, or property damage that I might suffer or that may arise from or subsequently accrue as a result of my on-site clinical participation.

**I HAVE READ THIS AGREEMENT BEFORE SIGNING IT AND FULLY UNDERSTAND AND AGREE TO ITS TERMS.
I ACKNOWLEDGE THAT I AM OVER THE AGE OF 18 AND HAVE THE LEGAL CAPACITY TO MAKE THIS DECISION
FREELY AND VOLUNTARILY FOR MYSELF.**

Acknowledged and Agreed:

Signed: _____

Print Name: _____

Date: _____