This Handbook prescribes standards of conduct for students enrolled in the Central Arizona College Nursing Program. Violation of any standard may serve as grounds for program dismissal, suspension, or other disciplinary action. The Nursing Division Faculty and Director reserve the right to make program changes as needed with reasonable notice and to change any information requirements and regulations published in this document.
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Updates to the Nursing Student Handbook for Spring 2019 are in red.

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Welcome to CAC’s Nursing Program

Dear Nursing Student,

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

A professional nurse develops over time and you will see that who you are when you start the program is much different than who you are when you graduate. You will learn skills, master them, reflect on how you applied them in the clinical setting, evaluate responses to nursing interventions, provide comfort to your patients and classmates, and build integrity and character. You will work closely with faculty who are experts in their field and they will guide you through the maze of courses, requirements and expectations that will result in you becoming a respected member of the nursing profession.

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

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

Again, welcome to the Central Arizona College Nursing Division. We look forward to working with you throughout the program to help you become a CAC GRAD who is Competent and Caring, Accountable and Responsible, able to Communicate Effectively, Graduates on Time, is Respectful and Ethical, Applies Leadership skills through Critical Thinking, embraces Diversity and Develops a Spirit of Inquiry, and Shows Nursing Excellence in Clinical Practice. You are the next generation of CAC alumni and nurses in the community and we want you to be the best.

Sincerely,

Tina Berry, PhD, MSN, MBA, HCM, RN
Director of Nursing
Central Arizona College
VISION AND MISSION OF THE NURSING PROGRAM

ARIZONA’S LEADING CHOICE OF QUALITY NURSING EDUCATION AND CENTER OF EXCELLENCE

Teaching safe, evidenced based practice
Reaching out to a culturally diverse population within our community
Understanding trends in nursing education and healthcare dynamics
Empowering student learning through the use of innovation and technology

The CAC Nursing Program learning outcomes are adapted from the National League of Nursing (NLN) Educational Competencies Model and the NLN (2010) Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master’s, Practice Doctorate and Research Doctorate Programs in Nursing. At the end of the CAC Nursing Program, graduates can:

1. Support healthy physiological, psychological, developmental, cultural and spiritual functioning for patients, families, communities, and self.
2. Employ sound critical thinking/clinical judgment skills in practice using evidenced based nursing competencies to promote safe, quality, nursing care.
3. Develop a professional identity by integrating the nursing role using integrity, ethical and legal practices, and advocating for patients, families, and communities.
4. Practice and maintain a respectful spirit of inquiry by examining evidence that underlies nursing practice and offering insights to improve care to patients, families, and communities.
5. Plan with other personnel within the healthcare organizational structure to manage patient care through supervision, delegation, and coordination.
6. Use and evaluate effective communication to achieve mutually defined goals in collaboration with patients and other members of the healthcare team.

7. Apply knowledge of medical terminology in assessment, legal/ethical topics, medical-surgical conditions, and QSEN competencies.

CAC Nursing Program Graduates are **ACTION** oriented. They are:

- **Accountable**
- **Competent**
- **Trustworthy**
- **Integrity conscious**
- **Open-Minded & Nurturing**

The Faculty and the Director of Nursing provide a contemporary curriculum that requires graduates to be **ACTION** oriented. The Nursing core values of **Accountability, Competency, Trustworthiness, Integrity, Open-Mindedness, and Nurturing** align with the College’s mission and vision. Nursing is a nurturing profession and strives to provide competent nurses to meet the needs of the communities in which they serve. Through the integration of ethics, values, integrity, and patient centeredness, the student learns to use knowledge and clinical judgment/critical thinking to make decisions involving individual patients, family, and communities. Safe, clinical reasoning, and effective decision-making assists the student in building trustworthiness with patients, families, and communities as well as the faculty who observe the students’ growth. Students and Faculty consistently use honest, open communication to facilitate a professional relationship while learning from each other.
A contemporary curriculum enables students to complete the program in a timely manner and begin nursing practice. Students are required to meet standards that represent excellence in the didactic, simulation, and clinical areas while at CAC.

Faculty members and the Director of Nursing integrate threads across the curriculum to allow students to improve upon necessary skills that are practiced in the healthcare setting. The nursing student is exposed to threads of knowledge, skills, and abilities at higher and higher levels across the curriculum in order to master professional standards. Students improve skills in math, writing, communication, teamwork, nursing knowledge and science, simulation, technology, quality and safety, and personal and professional development. Students are exposed to organizational environments that include cultural, physiological, psychosocial, spiritual and developmental differences. Didactic, clinical and simulation objectives measure comprehensive nursing knowledge and psychomotor skill sets needed to practice evidenced-based nursing care. Nutritional concepts are taught at a basic level and medical terminology starts the process to ensure that students are aware of the language of health care.

**Threads Across the Curriculum**

Faculty believe that there are specific skills that need to be practiced continuously throughout the curriculum. These threads include but are not limited to:

- **Math** – dosages and calculations are required for medication administration and accuracy of the calculation is necessary to prevent medication errors.
- **Writing** – professional writing involves being able to communicate with other colleagues and healthcare personnel in a professional manner using the APA format.
- **Communication and Teamwork** – communication involves a
clear message for both patients/clients and nurses while working together with colleagues and other healthcare personnel to provide continuity across disciplines.

- Nursing Knowledge and Science – a nurse uses the nursing process to provide nursing care to patients, families, communities, and populations and utilizes this knowledge to critically think.
- Simulation – simulation involves using realistic scenarios that provide a learning benefit to students without the potential for harm in the clinical setting. Pre-scenario work along with debriefing strategies assist the student to learn clinical practice.
- Informatics and Technology – informatics and technology are used to assist in simulation and didactic areas including Blackboard. An Electronic Health Record (‘EHR) software program simulates authentic medical records that students are required to document in for simulation and clinical practice.
- Quality and Safety – safety is the outcome of every patient encounter and providing quality care means that students are aware and utilize evidence to make decisions that are safe.
- Personal and Professional Development – students are taught to take ownership for learning and to work with faculty to improve the process of learning. Students are expected to provide faculty with feedback to identify strengths and opportunities for improvement in each course and as a program overall.
- Cultural, Physiological, Psychosocial, Spiritual, and Developmental (Holistic) Perspectives–these perspectives are taught throughout the curriculum and apply to every patient’s health. Faculty provide many opportunities to teach and review the application of these principles based upon the
developmental assessment of the patient through didactic, simulation, and clinical learning.

- Nutrition - basic nutritional principles are taught so that students can adequately learn how the patient can improve healthy eating. Students are taught how to teach nutrition using educational principles.

- Medical Vocabulary – medical vocabulary is important for learning to care for patients. The application of this vocabulary is evident in the test questions that students are required to answer and the simulation/clinical areas that students practice skills in. Critical thinking requires the understanding and analysis of these words as they apply to the nursing process.

Each course provides knowledge, skills, and abilities necessary to demonstrate competency and increased rigor throughout the program. The course learning outcomes are measures to determine how successful nursing students are in meeting the knowledge, skills, and abilities necessary to apply concepts to classroom, simulation, clinical, and laboratory activities.

Faculty reviews these outcomes on a course by course basis each semester. Students are expected to meet the course learning outcomes to progress in the program. These course learning outcomes are shared with students each semester in the syllabus of the course.
Chapter 2

The Program of Study describes the courses the student needs to graduate. There are currently three pathways a student can take. The first is the Associate of Applied Science (AAS). Courses must be taken in sequence. If a course is not completed prior to the start of the next block and affects the student knowledge base; the student may not be allowed to progress through the program. While a student can take general education courses along with nursing courses, most students take all the prerequisites and corequisites prior to the program start to concentrate solely on the nursing courses.

<table>
<thead>
<tr>
<th>Block 0 Summer Sessions</th>
<th>1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 200 Advanced Medical Terminology for Clinical Nursing (SUMMER ONLY)</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester – Block 1</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 121 Introduction to Nursing Transitions</td>
<td>8 credits</td>
</tr>
<tr>
<td>NUR 126 Principles and Application of Drug Dosage Calculations</td>
<td>2 credits</td>
</tr>
<tr>
<td>PSY 101 Introduction to Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 101 English Composition III</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Second Semester – Block 2</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 122 Nursing Health/Illness Transitions</td>
<td>8 credits</td>
</tr>
<tr>
<td>NUR 145 Pathopharmacology</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENG 102 English Composition IV</td>
<td>3 credits</td>
</tr>
<tr>
<td>LPN Bridge Course (optional)</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 150 (late start)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Third Semester – Block 3</th>
<th>12 credits</th>
</tr>
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<tbody>
<tr>
<td>NUR 221</td>
<td>8 credits</td>
</tr>
<tr>
<td>BIO 205</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

After 3rd semester, able to sit for PN exam, if desires.
The Concurrent Enrollment Programs at CAC allow students to earn the AAS with CAC and the BSN with either Northern Arizona University (NAU) or Arizona State University (ASU).

### The CAC/NAU CEP Program of Study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Semester – Block 4</strong></td>
<td>16 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 222</td>
<td>8 credits</td>
<td>MAT 141</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE Elective</td>
<td>1 credit</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program of Study CEP's</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SU CAC START</strong></td>
<td><strong>SU NAU START</strong></td>
<td><strong>SEMESTER 1</strong></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>NUR 200 Advanced Medical Terminology for Clinical Nursing</td>
<td>NAU NUR 330</td>
<td>Nursing as a Discipline and Profession</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAU NUR 321</td>
<td>Gerontology</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>NAU NUR 307</td>
<td>Health Assessment for Registered Nurses</td>
<td>1</td>
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<tr>
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<td>NAU NUR 307/L</td>
<td>Health Assessment for Registered Nurses Practicum</td>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>SEMESTER 1</strong></td>
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<td><strong>Fall</strong></td>
<td><strong>SEMESTER 2</strong></td>
</tr>
<tr>
<td>CAC NUR 121</td>
<td>Introduction to Nursing Transitions</td>
<td>8</td>
<td>NAU NUR 320</td>
<td>Basic Principles of Palliative Care</td>
</tr>
<tr>
<td>CAC NUR 126</td>
<td>Principles of Pharmacology and Drug Dosages</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SP</strong></td>
<td><strong>SEMESTER 2</strong></td>
<td>11</td>
<td><strong>SP</strong></td>
<td><strong>SEMESTER 3</strong></td>
</tr>
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<td>CAC 122</td>
<td>Nursing in Health/Ill Transitions</td>
<td>8</td>
<td>NAU NUR 390W</td>
<td>Research and Evidence-Based Practice</td>
</tr>
<tr>
<td>CAC 145</td>
<td>Pharmacology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SU</strong></td>
<td><strong>SEMESTER 3</strong></td>
<td>8</td>
<td><strong>SU</strong></td>
<td><strong>SEMESTER 4</strong></td>
</tr>
<tr>
<td>No summer session CAC</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>NAU NUR 442</td>
<td>Public Health Nursing</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>NAU NUR 424</td>
<td>Manager of Care/Health Care Systems</td>
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<tr>
<td><strong>FALL</strong></td>
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<td>8</td>
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<td><strong>SP</strong></td>
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<td><strong>SP</strong></td>
<td><strong>SEMESTER 6</strong></td>
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<td>CAC NUR 222</td>
<td>Nursing in Organizational Transitions</td>
<td>8</td>
<td>NAU NUR 450c + 452</td>
<td>Nursing Leadership (Capstone) Nursing Leadership Application</td>
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8
<table>
<thead>
<tr>
<th>Fall START CAC</th>
<th>Fall START NAU</th>
<th>SEMESTER 1</th>
<th>6-13</th>
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<tbody>
<tr>
<td>SU 2nd 5 weeks NUR 200</td>
<td>Advanced Medical Terminology for Clinical Nursing CAC</td>
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<td>NAU NUR 330</td>
<td>Nursing as a Discipline and Profession</td>
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<tr>
<td></td>
<td>NAU NUR 321</td>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NAU Prereq</td>
<td>Prerequisite (up to 7 credit hours before block courses)</td>
<td>Up to 7</td>
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<tr>
<td>Spring</td>
<td>SEMESTER 1 10</td>
<td>Spring</td>
<td>SEMESTER 2 2</td>
</tr>
<tr>
<td>CAC NUR 121</td>
<td>Introduction to Nursing Transitions 8</td>
<td>NAU NUR 307</td>
<td>Health Assessment for Registered Nurses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NAU NUR 307/L</td>
<td>Health Assessment for Registered Nurses Practicum</td>
</tr>
<tr>
<td>CAC NUR 126</td>
<td>Principles of Pharmacology and Drug Dosages 2</td>
<td></td>
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</tr>
<tr>
<td>Summer</td>
<td>SU</td>
<td>SEMESTER 3 6</td>
<td></td>
</tr>
<tr>
<td>No summer session CAC</td>
<td>NAU NUR 320</td>
<td>Basic Principles of Palliative Care</td>
<td>3</td>
</tr>
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<td></td>
<td>NAU NUR 390W</td>
<td>Research and Evidence-Based Practice</td>
<td>3</td>
</tr>
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<td>Fall</td>
<td>SEMESTER 2 11</td>
<td>Fall</td>
<td>SEMESTER 4 3</td>
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<tr>
<td>CAC NUR 122</td>
<td>Nursing in Health Illness Transitions 8</td>
<td>NAU NUR 424</td>
<td>Manager of Care/Health Care Systems</td>
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<td>CAC NUR 145</td>
<td>Pharmacology 3</td>
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<tr>
<td>Spring</td>
<td>SEMESTER 3 8</td>
<td>Spring</td>
<td>SEMESTER 5 3</td>
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<td>Nursing in Developmental Transitions 8</td>
<td>NAU NUR 420</td>
<td>Family Nursing Roles</td>
</tr>
<tr>
<td>Summer</td>
<td>Summer Semester 6 5</td>
<td></td>
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</tr>
<tr>
<td>No summer session CAC</td>
<td>NAU NUR 442</td>
<td>Public Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>FALL 2018</td>
<td>SEMESTER 4 8</td>
<td>Fall</td>
<td>Semester 7 5</td>
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<tr>
<td>CAC NUR 222</td>
<td>Nursing in Organizational Transitions 8</td>
<td>NAU NUR 450C + 452</td>
<td>Nursing Leadership (Capstone)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nursing Leadership Applications</td>
</tr>
</tbody>
</table>
# CAC/ASU CEP Program of Study

## Plan of Study Fall 2017 start

All pre-requisite courses completed; Select GPA 3.0 in courses with *above
ASU courses online with students from other Arizona community colleges

<table>
<thead>
<tr>
<th>SUM 1</th>
<th>Fall 1</th>
<th>Spring 1</th>
<th>SUM 2</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>SUM 3</th>
<th>Fall 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 1</td>
<td>NUR 2</td>
<td></td>
<td>NUR 3</td>
<td>NUR 4</td>
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</tr>
<tr>
<td></td>
<td>PHARM</td>
<td>PHARM</td>
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</tr>
<tr>
<td></td>
<td>DOSAGES</td>
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</tbody>
</table>

**STATS**

<table>
<thead>
<tr>
<th>TWC 361</th>
<th>NUR 391</th>
<th>NUR 315</th>
<th>NUR 392</th>
<th>NUR 460</th>
<th>NUR 440</th>
<th>NUR 495</th>
<th>NUR 444</th>
<th>NUR 445 SESS A</th>
</tr>
</thead>
</table>

Upper Division 4 credits*

|       |        | Upper Division 3 credits* | NUR 464 SESS B | AAS in Nursing CAC | PASS NCLEX New job | BSN |

*Note: Upper Division 3 credits and 4 credits taken before NUR 464. The 3 and 4 credit upper division courses may be taken when the student wants, but suggestions are in the POS.

## Plan of Study Spring Start

All pre-requisite courses completed; Select GPA 3.0 in courses with *above
ASU courses online with students from other Arizona community colleges

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Summer 1</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Summer 2</th>
<th>Fall 3</th>
<th>Spring 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 1</td>
<td>NUR 2</td>
<td>NUR 3</td>
<td>NUR 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pharm</td>
<td></td>
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</tr>
</tbody>
</table>

**Statistics**

<table>
<thead>
<tr>
<th>TWC 361</th>
<th>NUR 391</th>
<th>NUR 392</th>
<th>NUR 460</th>
<th>NUR 315</th>
<th>NUR 495</th>
<th>NUR 444</th>
<th>NUR 445 SESS A</th>
</tr>
</thead>
</table>

Upper Division 4 credits*

|       |        | Upper Division 3 credits* | NUR 464 SESS B | AAS in Nursing | PASS NCLEX New job | BSN |

*Note: Upper Division 3 credits and 4 credits taken before NUR 464. The 3 and 4 credit upper division courses may be taken when the student wants, but suggestions are in the POS.
Students who take the CEP tract and who fail a course in the CAC or University pathway are automatically withdrawn from the University CEP. The student can continue with CAC in the AAS pathway if only one course is failed (CAC). Readmission to the AAS program is contingent upon classroom space and available clinical site.

If you are in the CEP program and have questions, please contact Laurie Smith/Tina Berry for questions about the AAS portion of the program and contact NAU/ASU for the BSN part of the program.
Nursing Program Policies may differ from College Policies and will be addressed as needed in the following pages.

**Orientation Policy:**
All nursing students are required to attend orientation which falls on the Wednesday prior to the first day of class from 9 a.m. to 5 p.m. Please check in with the Program Assistant the day of orientation or proceed to the room given to you by the Director or faculty member.

Orientation gives students a chance to meet others from each block and to network among peers. The day is used for learning about the coursework, clinical work, and simulation work needed for each course. It is also a day to become familiar with your Professor and review the expectations of the course. Additionally, math testing is done on this day and points will be missed if students do not attend. Remediation will be required prior to attending clinical if 100% is not achieved.

Block IV students use this time to take the HURST Review which is a three-day study session on topics that are relevant to practice and the NCLEX-RN exam.

**Background Check and Drug Screen:**
All students are admitted to the program pending a negative background check and drug screen. This procedure is done at the students’ expense through Core Screening beginning fall semester 2018. All students in Blocks III, & IV will continue to use Castlebranch or move to Core Screening if any further testing needs to be completed. A student whose background check and/or drug screen is positive must meet with the Director to determine eligibility to stay in the program.

**Insurance Requirement:**
Clinical affiliating agencies require that students have their own health insurance. During the first semester, the student is required to submit a copy of insurance coverage. The student is required to keep the
nursing office updated of change in insurance carriers. Insurance is available from various agencies. Information can be obtained through Student Services on campus, the National Student Nurse’s Association, and information through educational pamphlets located in the nursing office.

The student is responsible for all health care costs including requested drug screen or titers upon admission and while attending the nursing program. In the event of student injury suffered during clinical practice, emergency medical treatment must be obtained per policy and procedures at the clinical facility **However, such treatment will be at the students’ expense.** Central Arizona College does not cover students injured or taken ill while on the College campus or on College business. Professional Liability Insurance is also recommended for each student.

**Immunization and CPR Requirements:**
All students must provide upon admission and maintain current immunization records through Core Screening beginning fall 2018 and Castlebranch for students in Block III, & IV. TB testing is required on an annual basis upon admission and while in the program. A student must have a two-step TB test if this is their first TB test. A two-step TB test is one in which the student receives the intradermal test, has the results verified by an RN or designee 48 to 72 hours later and repeats the test one week after the first test. Once the two step has been done the first time, a student only requires one test. If a TB test has been positive in the past, a chest x-ray is required every two years in place of the annual TB Mantoux test.

If the student does not have previous immunizations documented, blood work (titers) can be drawn at a healthcare provider’s office to determine immunity. If immunity is identified, students can upload the documents to the portals requested to meet requirements. If the result shows a lack of immunity, students may need additional vaccines or testing. A list of all immunizations required by the Nursing program can be obtained in the Nursing office.

Students are required to be CPR certified through the American Heart Association (AHA) as a health care provider. Certification expires two years from the date of completion of the course. Students must submit a copy of their current certification card and be in possession of it during clinical rotations. If a student’s CPR certification is due to expire within the semester that the student is scheduled to be in clinical, the CPR course must be taken again so that expiration does not occur **DURING** the semester.
Annual flu shots are required for Maricopa County clinical agencies. No student will be permitted to attend clinical without current immunizations as required by clinical agencies.

**LNA**

All students are required to possess a current LNA license or LPN license upon admission and throughout the program. The LNA designation requires the same training as the CNA course, but requires a fee to obtain the license.

Enrollment in a nursing program satisfies the maintenance requirement for LNA licensure for renewal. A letter from the Director of Nursing must be requested to verify the clinical hours completed to renew your LNA license with the Arizona State Board of Nursing. An LPN license fulfills the requirement. If additional information is needed regarding the LNA license, please contact the Arizona Board of Nursing (AZBN) for further information at http://www.azbn.gov.

**Essential Skills and Functional Ability Forms (Physical Exam):**

Students must be able to enter the program and be physically and emotionally able to meet program requirements upon admission and throughout the program. The student is responsible for notifying the clinical instructor of conditions that impact the student’s ability to meet technical standards.

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

- Work in a standing position and walk frequently.
- Lift and transfer adult patients up to six inches in an ergonomically correct manner, then push or pull the weight up to three feet.
- Lift and transfer adult patients in an ergonomically correct manner. Accomplish bed to-chair and chair-to-chair transfers.
- Apply up to 10 pounds of pressure to bleeding sites or when performing CPR.
- Respond and react immediately to spoken instruction, request, and/or monitor equipment. Perform auditory auscultation accurately.
- Perform up to 12 hours in a clinical laboratory setting.
- Perform close and distance visual activities involving objects, people, and paperwork, as well as discriminate depth and color perception.
- Discriminate subtle differences between sharp/dull and hot/cold
• Perform mathematical calculations accurately for medication preparation administration.
• Communicate effectively with voice in words and in writing, using appropriate grammar and vocabulary.
• Make quick decisions in stressful situations in a calm manner.
• Monitor and assess changes in patient status.
• Upon admission or readmission to the program, a student will have a health declaration form signed by a primary care provider (Functional Abilities Form). If there is a change in the student’s physical or mental status throughout the Nursing Program, an updated health declaration must be completed stating that the student is able to continue to provide safe, effective, and supportive client care. If a student has a disease or disability that may impact their ability to function in class or clinical, all reasonable accommodations will be honored according to the Accessibility (Disability) Accommodation Form provided to the professor.

Reasonable Disability Accommodations:
Central Arizona College welcomes students with disabilities into the College’s educational programs. If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the Central Arizona College Accessibility Resources and Services Office at 520-494-5409 or email Cheryl.Hernandez@centralaz.edu. Students must keep in touch with the Disability Coordinator to review accommodations each year.

Learning Center:
The Learning Center provides a variety of services to students. Any student enrolled at CAC may obtain free tutoring from the cooperative Learning Center. Tutoring referral forms are available from the Nursing Program Assistant.

Students who need accessibility accommodations to take exams can take their exams at the learning center. For more information, please review the Testing Policy reviewed later in this manual.

Library:
The main college library is located on the Signal Peak campus. CAC students have access to library resources. Remember that professional librarians are there to help you if you need guidance in finding or using resources in the library. Students enrolled in non-nursing online courses will have access to library materials and other online resources through the course site.
Financial Aid:
Many sources of financial assistance are available for Community College students. Consult your College Catalog for details. The Financial Aid Office is in the Student Services Building (M). There are nursing specific scholarships and application information also in the College catalog.

Bookstore:
The Barnes and Noble Bookstore is available for students to purchase textbooks and other necessary supplies for class. The bookstore is in the I Building and is open from 9 a.m. to 4:00 p.m. M-Th.

“The Peak”:
The Peak is the new cafeteria for students, faculty, and staff. The Peak is in the I-building. Hours can be located on the CAC website.

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

Students have a right to:
- An accurate, organized, cohesive, and interrelated nursing education.
- Faculty who are knowledgeable, experienced, up-to-date, and able to communicate effectively. A quality classroom instruction that is punctual, clearly communicated, and presented in a positive learning environment.
- Quality clinical instruction that is safe, provides a variety of experiences, and guides the student toward effective nursing practice.
- Fair, impartial, and prompt evaluation of your performance, in both theory, laboratory, and clinical.
- Return of test scores, papers, and other assignments promptly, but reasonably.
- Regular availability of faculty (scheduled as their office hours) for advice and assistance with academic or clinical matters.

Students have a responsibility to:
- Be accountable for their own learning.
- Commit to learning nursing theory and practice.
- Be aware of their own strengths and opportunities for
improvement.
- Capitalize on strengths as a learner and take advantage of opportunities for improvement.
- Learn using the expertise and knowledge of the Faculty who facilitates the learning.
- Attend class promptly and regularly. Be prompt and reliable for all assignments and activities.
- Be attentive in class; avoid talking out of turn, conversing with friends, or sleeping.
- Follow accepted standards of behavior for nurses.
- Remember that as students you are a guest in the clinical agency and demonstrate appropriate social manners.
- Learn and abide by health care agency policies and procedures.
- Remember that the primary responsibility of the staff nurses is patient care, not monitoring or instructing students.

The Nursing Division requires that all students learn behaviors that exemplify the professional role of the nurse. This means that students are to adhere to the appropriate channels of communication when communicating and/or resolving conflict. The chain of command for nursing students to follow when a concern is identified requires steps 1-5.

1. Go to the person involved to discuss the concern and resolve the problem.
2. Go to the clinical or classroom instructor to voice the concern. The faculty refers the student back to the original person involved if the student has not discussed with the person involved first.
3. Go to the team leader of the block to discuss the concern if other than the professor.
4. Go to the Director of Nursing to discuss the concern once items 1-3 have been completed.
5. Go to the Dean of Health Careers and Sciences (if an academic complaint is made) or the Dean of Student Services (if a non-academic complaint is made).

**Academic Misconduct, Cheating, and Plagiarism**

*Cheating* is defined as “dishonesty for one’s own gain.” It takes many forms:
- getting exam questions or answers from another student
- giving answers to another student
- changing answers on the answer sheet after the exam has been turned in but before the grade has been recorded
- using crib notes or getting exam answers out of lecture notes,
textbooks or other sources when the exam proctor isn’t watching

- Deliberately entering incorrect or false information into a health record is another form of cheating that is illegal with potentially career-ending consequences.

Plagiarism: - CAC recognizes the seriousness of plagiarism, which is defined as turning in someone else’s work and calling it your own. At CAC plagiarism is treated as a dishonest action, an issue of dishonorable behavior. There are two types of plagiarism to beware of--intentional and unintentional plagiarism.

1. **Intentional plagiarism** is an obvious type of cheating that includes turning in writing that you are falsely presenting as your own. It may be writing that was produced by a roommate, a spouse, an essay bought from the Internet, and passages copied from a research source such as a book, magazine, or web site.

2. Allowing another student to copy your work is another type of intentional plagiarism. In addition, students are expected to avoid **unintentional plagiarism**, which means including the use of another person's work and passing it off as your own writing, phrases, sentences, paragraphs, or more. To avoid unintentional plagiarism, you must paraphrase properly and identify the original writer and source; this is called citing your work.

Citations can be done in a few different formats, and your instructors are eager to help you learn how to cite your sources correctly. Unintentional plagiarism can also include passing off somebody else’s ideas (not just words) as your own without indicating that the idea or information came from somewhere else. Unintentional plagiarism also can be allowing someone else to make significant wording alterations or editing changes to your writing.

Finally, if a student ‘recycles’ a paper, or a portion of a paper, for one assignment and turns it in for another assignment, without proper citation, this can be considered a form of unintentional self-plagiarism. The best way to avoid plagiarism is to cite all sources.

Safe assign is a tool that is used to determine what % of the assignment is changed from an original source. All essay assignments will be turned in to Safe Assign prior to submitting the work. The nursing division has determined scores greater than 15% as extensively quoted or paraphrased will be considered unacceptable.
Penalties for plagiarism, according to CAC’s Violations of the Student Code of Conduct (college level), can be severe. They may range from failure of an assignment to failure of a course, referral to the Director or dismissal from a program of study. These actions are not meant to be threatening, but to ensure that students understand that the school takes plagiarism seriously. The underlying message of the CAC plagiarism policy is that instructors are committed to encouraging student writers to use source material correctly and develop the confidence to express themselves in their own unique ways.

If a student is suspected of cheating or observed cheating in the Nursing Division during an exam, the proctor will remove the student’s exam and request that the student leave the room. If a student is suspected of plagiarism, the student will be informed immediately. The student will be given an opportunity to explain the circumstances but will be held accountable for the behavior.

The Nursing Faculty may employ several options when a student is suspected of cheating or plagiarism which may differ slightly from the college handbook based upon the seriousness of the incident. Integrity is a large part of nursing and the faculty believe that in some cases a student who is given a warning may learn the lesson from the consequences received. Therefore, options include:

1. Issue a written warning, stating that a repeated incident will be cause for future disciplinary action or removal from the program.
2. Administer an alternative examination to the student or students immediately.
3. Give a grade penalty, such as a lower grade or even a zero for the exam or paper.
4. Issue a failing course grade and acknowledge that the student will have to repeat the course if the student has not had more than one failure. If the failing course grade constitutes a second failure, the student cannot reenter the program.
5. Expel the student from the nursing program with no option for returning.

If a student is dissatisfied and feels unfairly penalized, the student can discuss the issue with the Director of Nursing. If the student is still dissatisfied, they may pursue grade appeal or grievance procedures as outlined in the CAC Student Handbook and the CAC catalog.
The following list of behaviors will result in the immediate dismissal from the Nursing Program at the discretion of the Director of Nursing and faculty with no ability to return.

- The student participates in unsafe clinical behavior putting the patient at risk for harm.
- The student participates in HIPAA/confidentiality violations affecting patient care.
- Participating in threatening, bullying, or abusive behavior; substance abuse; or other behavioral concerns.
- At any time, any issue presented to the Director can lead to immediate dismissal from the program without a verbal or written warning.

Students are expected to be present during class, lab, and clinical rotations. Therefore, there are policies on tardiness, absenteeism, no call, no show, and unsatisfactory behaviors. These include but are not limited to:

**Tardiness:** If a student enters the classroom after the start time the student is late. Students need to be in their seats and prepared for class. Three tardies in any part of the course will result in one unsatisfactory.

**Absenteism:** Every absence is an unsatisfactory unless the student provides a doctor’s excuse within 48 hours of the absence. This doctor’s excuse can be scanned and emailed to the instructor.

**No Call/No Show:** If the student does not call the Professor and does not show up for class, laboratory, or clinical, the student will be given an unsatisfactory and must speak to the Director (1st occurrence). If a 2nd occurrence is cited, the student will fail the course.

**Unsatisfactory:** Students who receive three unsatisfactory write ups in any part of the class (skills, clinical, or class) will fail the course.

Students are expected to attend classroom, laboratory, and clinical to meet all requirements of the nursing program. Tardiness, absenteeism, no call/no show, and unsatisfactory consequences are listed above. However, there may be other issues that need addressed in the classroom, laboratory and/or clinical and each of these are listed individually below.

If a student acquires a communicable disease that makes them contagious, the student is required to see a doctor and follow recommendations (may include antibiotics for 48 hours) before returning to class, lab, or clinical. Please notify your Professor and receive
instructions. If a student is unable to return to school due to the illness or not meet the requirements due to multiple weeks off, the student will have to drop the course and a medical withdrawal can be pursued. A doctor’s note must be provided to the Professor within 48 hours of not attending class, simulation or clinical.

If a student is called for jury duty, it is recommended that the student be excused from serving. Jury duty would not be an excuse from class, clinical, or lab. Please contact the Program Assistant for a written excuse.

If the student has a death in the family contact the Professor of the current course being taken. Discussion of circumstances and acceptable absences will be made on an individual basis. However, students are required to make up missed assignments, clinical, and lab.

A total of 60 hours is required in the classroom each semester in each course. Cellular phones are to be turned off or placed on vibrate while in class. **NO EXCEPTIONS.** Headphones are not permitted in class but are able to be used during testing. The recording of lecture, by the student, is not permitted without the permission of the instructor but is permitted as an accommodation by the Accessibility Services Coordinator, if needed.

The course syllabus is a contract between the student and the faculty that outlines the requirements for the course. Assignments are listed in the three column outline along with due dates. Assignments are due on time. If a student does not meet the deadline for the assignment the student will receive a 0 for that assignment.

The Nursing Program uses testing as one form of assessment. Exams are used to reflect the students learning and use of critical thinking/clinical judgment. Exams provide measurement of the course and program outcomes. Exams are utilized to prepare the students for the NCLEX-RN exam.

All exams are given on Blackboard, except for make-up exams; in which content and delivery method are at the faculty’s discretion. Once an exam is finalized and closed, the exam grades are final. All blocks will have a comprehensive final exam of 100 questions. Final exams are not permitted to be reviewed by students after the exam.

The faculty uses the NCLEX-RN test plan as a guide for developing questions using the categories and subcategories as designated from the National Council of State Boards of Nursing (NCSBN). As each level of the nursing program progresses, the level of thinking increases from
comprehension to application, application to analysis, and analysis to evaluation.

The faculty categorizes each exam under these minimum specific guidelines. Alternate format questions make up to 40% of the NCLEX-RN exam (dosage and calculations, select all that apply, prioritizing, hot spots, etc.). Block I, II, & III students will see between 20-40% alternate formatted questions on exams while Block IV students will see up to 50% alternate format exam questions. Each faculty member will determine what the percentage is for each test.

Additionally, students will see up to 10% of the material from the previous test. The rationale is to assist students in retaining important material. All final exams are cumulative throughout the whole program.

Students are required to take all quizzes and exams at the times and dates scheduled as outlined in the specific course syllabus. All exams are timed at 1 ½ minutes per question.

Test reviews occur the next time the students meet if all students have taken the exam. Any students who needs to make up the exam (did not take originally) must take the exam prior to the next course meeting.

Any questions concerning the exam must be submitted to the faculty member in writing 24 hours prior to the test review. The question number, textbook reference, page number and rationale must be included in the request to review a question. The faculty member will review the request and offer a response to the student prior to the test review (business days).

If a student is caught attempting to copy any part of an exam, whole or partial, he/she will be required to meet with the faculty and Director to determine whether the student will drop the course or be given an “F” and dismissed from the program.

Exams must be taken at the date and time assigned in the Course Calendar. The student must notify the faculty member if they are unable to take an exam at least two hours PRIOR to the start time. Emailing or leaving a voice message is acceptable notification for the faculty member.

- Any make-up exam should be taken prior to the next class.
- The make-up exam may be different from the exam given at the scheduled time; however, it will cover the same content.
- The exam format is at the discretion of the faculty member.
- It is the student's responsibility to arrange with the instructor the
• If the proper procedures are not followed, a grade of zero may be awarded for the exam. Only one make-up exam is allowed in each course. The student receives a zero (0) for failure to take the exam at the rescheduled time and date.
Testing procedures are up to the discretion of the faculty and will include but are not limited to:

- All tests will be password protected.
- Students must provide their own dry erase markers for the white boards purchased by the nursing division to solve equations on exams unless provided by the Nursing division.
- All books, bags, phones, and other items will be left in the back of the room.
- Three column outlines are used to provide students with information about the content and specific assignments needed to meet the course outcomes.
- Tests will be given at the end of each class time and review of the test will occur the next class time.
- Make up tests can be alternate format at the discretion of the faculty member.

Each block requires students to purchase HESI exams at the beginning of each semester. HESI exams are used to determine how a student tests compared to students across the country. For those students who do not score 900 on the first exam, remediation is required. A second test is taken following remediation. A total of 30 points is awarded for a HESI score of 900 or above on either test. Points for the HESI exam will be given after the student passes the didactic portion of the class with a 78%. The first HESI will be taken between week 12 and 13 and remediation will follow if necessary. The second HESI (if needed) will be taken in week 14 or 15. Please check your syllabus for specific days and times of your HESI test.

The following HESI exams are taken in each course:

Block I: Calculations and Dosages; Fundamentals
Block II: Medical Surgical Nursing; Pharmacology
Block III: None
Block IV: Exit Exam

The HURST review is a 3-day review course that covers a variety of content in preparation for the NCLEX-RN test. It is a requirement of the program for all students in 4th block to take it. You will not be able to receive your certificate of completion until the review course is taken. CAC has been given a discount by HURST to have the 3 day review onsite and CAC pays $50 for each student. Students in the beginning of 4th block will take the review prior to the start of the semester and again at the end of the semester. The second test will be free to the students as part of the HURST review program and is taken prior to the State licensure exam.
Completion of assignments is required for completion of a nursing course. Failure to submit satisfactory assignments may result in course failure. All formal papers are to be written in APA format. No late work will be accepted and students who turn in late assignments will receive a 0 (emergencies will be considered by the faculty member).

All didactic written assignments are due on the date and time determined by the course calendar. No late work will be accepted and students will receive a 0 for the assignment (emergencies will be considered by the faculty member).

Clinical Documentation in Docu-Care must occur during the clinical day and be completed by the end of the clinical day to receive a satisfactory grade.

Accurate calculation of drug dosages is critical for safe administration of medications and an outcome expectation for the nursing program. The student needs a basic, non-programmable calculator for the exam or the student can use the calculator on the computer for testing. If the computer does not allow for a calculator due to security issues, then the student must use the designated calculators in the classroom.

In NUR 126 (Dosage and Calculations), students are required to pass a Medication Proficiency Exam (10-point math exam) at the end of the course and achieve 100%. The student receives two attempts to meet the requirement. Faculty allow two-minutes for each math question. Students who fail to achieve 100% on the second exam do not progress to the next course and must take NUR 126 again. The student may then apply for readmission to the program for the next semester. In Blocks II, III, & IV, students must pass a 10-point math exam with a score of 100% and remediate with like problems until they reach 100% to attend clinical. Students practice dosage calculations in clinical, simulation, and in lab.

Students are expected to be able to access and use computers and various other technologies to complete assignments.

During class, Blackboard is used to deliver course information, including podcasts. Students are expected to use Blackboard daily to progress successfully. All paperwork is to be submitted electronically, on Blackboard, unless otherwise specified. Students are expected to use CAC email and/or course messaging for all communication with the instructor. It is an expectation that all students have computers and Internet access.
Social Media can be a valuable tool when used appropriately. Electronic sharing includes Twitter, Facebook, You Tube, etc. The sharing of any information, pictures, presentations (audio or video) of academic and clinical settings are considered confidential and are not to be distributed unless permission is given by the Director of Nursing. If a breach of confidentiality occurs, the student could be subjected to immediate dismissal from the program.

The National Council of State Boards of Nursing (NCSBN), 2011, provides caution that inappropriate use of social media can be reported to the Board of Nursing. An investigative report ensues from the complaint made and if the allegations are found to be true, nurses can be subject to civil and criminal penalties. Nurses have an ethical and legal obligation to maintain patient privacy and confidentiality always. For more information, please refer to A Nurse’s Guide to the Use of Social Media by the NCSBN, 2011.

There are four courses that require laboratory and clinical activities. Each block has a different number of lab and clinical hours previously determined to fulfill the requirements of the college, the nursing curriculum, the Arizona State Board of Nursing (AZBN) and ACEN (accreditation body).

The Nursing Laboratory (W142) contains healthcare supplies and equipment to simulate a healthcare environment for student learning. This equipment is costly to replace and therefore, when these labs are not in use and no instructor is present, the doors will be closed and locked.

Clinical hours are required for each nursing course. Clinical is preparation for professional nursing practice and allows students the opportunity to perform hands on skills with supervision. Due to the limitations on clinical space, there are semesters when there are no makeup times available when a student misses clinical. If the clinical requirement cannot be met, the student is unsatisfactory for clinical and is issued a failing grade.

The number of hours for each clinical rotation varies by semester. Block I students meet for 9-10 hours per day; Block II students meet for 10 hours per day; Block III students meet for 10 hours based upon clinical site. Block IV meets for 12 hours each clinical day.

Simulation and Skills Lab – Simulation and lab are required components of the course. Simulation gives students an opportunity to practice skills prior to clinical and/or to improve skills during the semester. Laboratory
hours are needed to teach new skills and to perform competency checks to determine safety in the clinical setting.

Professional Appearance in classroom and at CAC campus activities is expected to be appropriate. Bare midriffs, halter tops, tank tops, spaghetti straps, see-through clothing or clothing which is revealing are considered inappropriate. Shorts or skirts cannot be shorter than arm-length. Body piercings, atypical hair colors or styles, and tattoos are considered inappropriate for the nursing professional.

The official nursing program uniform must be worn at all clinical and laboratory days. If a student presents out of uniform, they will be sent home. Professional dress includes white scrub top with CAC logo, hunter green scrub pants, white shoes and socks, no visible undergarments, CAC student ID, no artificial nails or nail polish, hair, and no visible tattoos. The following guidelines are mandatory for students to remain in compliance with the professional dress code while in the lab and clinical setting.

1. Students are to wear the official program uniform with the CAC logo in all simulation and clinical settings.
2. The uniform must be clean and neat with no wrinkles. No visible undergarments.
3. A short sleeve white t-shirt only is permitted underneath the scrub top. No long sleeves are allowed unless covering tattoos or as based upon an accommodation plan.
4. Only the official student uniform jacket may be worn over the uniform and not when taking care of patients...
5. White socks must be worn with the uniform.
6. Uniform style shoes and laces must be clean and white with low heels and fully enclosed.
7. Shoe soles must be solid (no springs, shocks, etc.).
8. Picture ID badge is worn always while in the clinical agency.
9. No jewelry is to be worn except a wedding band (no stones), one pair of small post earrings, and wristwatch with a second hand.
10. All visible body art and piercings must be covered or removed.
11. Hair must be clean, off the shoulder, and not to interfere with patient care.
12. Neatly trimmed beards and mustaches are permitted.
13. Makeup should be subtle and in good taste.
14. Perfume/cologne is not allowed.
15. No chewing gum while in the nursing laboratory or in the clinical setting.
16. Fingernails must be clean, short, with NO nail polish.
17. Artificial nails, nail wraps, or extenders are not permitted in any setting.
18. Stethoscope, pen light, black pen, a watch with a second hand, paper, skills competency sheet and a drug book should be brought to the clinical and lab setting each day.

During the Nursing program, each student is exposed to several clinical facilities. Students may have both day and evening clinical experiences on any day of the week. Clinical experiences are the practice of nursing, under the supervision of an instructor, in a healthcare agency.

Due to safety issues, students who work after 11 p.m. the night before clinical and attend clinical are deemed unsafe in the clinical or simulation lab area and are sent home with an unsatisfactory. Any student who continues to work after 11 p.m. prior to clinical and/or simulation is considered unsafe and can be dismissed from the program.

The instructor to student ratio is never more than 10:1 and in some cases due to clinical site requirements are 5:1. Student clinical experiences are arranged by the nursing program through contractual agreements with healthcare agencies that are committed to nursing education. The nursing program requests specific dates of the clinical, but the location and hours are determined by the healthcare agencies.

The student nurse is providing nursing services (like an employee) when they are in a healthcare agency. This means that the student must follow the agency’s rules and regulations for their employees.

Safe and effective nursing practice is the goal of the nursing educational experience. Clinical experience is the student’s opportunity to apply classroom theory to nursing practice. Student clinical performance is the most important demonstration of the ability to practice nursing safely and effectively.

The clinical evaluation is one of the most important measurements of student learning. Therefore, clinical performance is graded as pass/fail; passing is a requirement for progression. Each clinical course has a list of clinical competencies that the student must demonstrate by the end of the clinical rotation. If the student does not demonstrate the clinical competencies, the student will fail the course. The students must also provide skilled care in the clinical setting.

Students cannot provide skilled care that has not been successfully passed in the skills lab. If the student provides skilled care in the clinical
setting that does not meet the standards of the nursing program they will be given a Lab Prescription for further practice. All behaviors must be at a safe level for the student’s clinical performance to be “Satisfactory.” When the student is unprepared for clinical or has not retained critical knowledge/skills from previous semesters, the student is at higher risk of being deemed unsafe. Summative evaluations will be completed during each semester/rotation. Students must meet with faculty advisors at mid-semester and prior to the final week to discuss their progress.

Clinical competencies to be mastered include preparation and administration of medications. Part of the administration of medication is being able to do math to find the correct amount of medication to give based upon the type and amount of drug in the pharmacy or hospital. Therefore, math calculations are checked in the clinical setting for accuracy.

Use of the skills lab enhances refinement of psychomotor skills necessary for effective delivery of nursing care. Students are strongly encouraged to utilize this facility. Assistance is available during scheduled laboratory hours. Individual assistance is available on request, but an appointment is required to make sure that the Nursing Lab Specialist or faculty member is available. If a weakness is identified in the performance of skills in the practice setting, students may receive a lab or education prescription as part of remediation.

A clinical lab prescription form is presented to the Nursing Lab Specialist by the student. The student is responsible to arrange to practice and perform the skill(s). The Nursing Lab Specialist completes the section “successful completion of the skill(s)”. The student must present documentation of successful completion of the remediation. This will be required prior to resuming practice in the clinical setting. Documentation of the referral is made by the clinical faculty on the student’s clinical evaluation tool.

The Skills Lab Prescription form is given to students who are unsuccessful in meeting all requirements during a scheduled skill check off. The student is required to remediate by attending at least one hour in open lab prior to a second scheduled skills check off. The student must satisfactorily check off the skills identified within a two-week time frame. If the student does not successfully complete the scheduled check off in the two-week time frame the student is unsatisfactory. Each additional week in which the student does not pass the skill is an additional unsatisfactory. When the student reaches three unsatisfactory occurrences, the student fails the course. Open skills lab hours are posted each semester in the skills laboratory.
There shall be no eating or drinking in the clinical lab. Bottled water is allowed but must remain on the counter. NO CELL PHONES in testing or student work areas (please put phones ON VIBRATE). Access to the doorway in the labs is evident always. Furniture or other items will not be placed to obstruct the exits. All doors and cabinets shall remain closed when not in actual use.

Children or unauthorized personnel are not allowed in the clinical lab at any time. Injury to unauthorized personnel in the lab is not considered the responsibility of Central Arizona College.

All students shall practice proper hand washing technique while utilizing the clinical lab. Gloves are worn by students and faculty during any contact with body fluids. Gloves are utilized for practice and demonstration of skills. Gloves are utilized by faculty, staff, and/or students when using harsh disinfectants to clean the lab.

The labs are not to be used as a social area. Students are responsible to report any misconduct occurring in the laboratories.

Students are instructed to practice and demonstrate only those skills for which they have received previous instruction and gained familiarity with content and proper procedure. Students are expected to come to the laboratory prepared according to the prior instruction on the procedure.

1. Students should practice safe technique while in the clinical lab. Standard precautions should be followed always.
2. When breaking ampules used for practice, students should protect their fingers by using a gauze covering or an alcohol wipe and should break the ampule in the opposite direction of their face.
3. Needles provided for practice of injections are used at the clinical laboratories ONLY when faculty is present for assistance.
4. Students must demonstrate safety precautions while utilizing needles during practice as instructed in class. Any irresponsible use of needles will result in disciplinary action and possible failure to pass the nursing course.
5. Students are to practice injections ONLY on manikins provided in the clinical lab.
6. Needles and other sharp objects must not be discarded in the trash or left out openly in the lab at any time.
7. Placebos (commercially prepared practice-med and water) are used for simulation of oral/topical medications. Old medicine bottles are labeled to use when simulating preparation of an
actual medication order.
8. I.V. fluids may be used for practice and demonstration. These fluids are NOT for internal use, but for practice with manikins only.
9. IV fluids and tubing are discarded at the end of each day/semester.
10. Distilled water must be used on any mannequin in the simulation area (NO EXCEPTIONS).
11. The SIM MAN 3G must be flushed with alcohol at the end of the day to avoid corrosion of parts.
12. No pens are allowed in the SIM lab. Only pencils are allowed due to pen marks damaging the SIM Man 3G (Nick).

**ELECTRICAL SAFETY**

- Wet materials may not be used around electrical outlets or equipment.
- Faculty and students are responsible for reporting to the appropriate faculty/staff any frayed electrical cords, cracked plugs, missing outlet covers, etc. as well as any problems encountered while using electrical equipment.
- No electrical cords are to be left in the pathway of walking traffic. Extension cords are properly taped to the floor if used across a walkway to prevent falls.
- Electric hospital beds in the clinical lab are inspected as needed for repairs.
- Electric beds shall be maintained in the lowest position.
- Only three-prong plugs that contain a ground wire should be used to power equipment in the clinical labs.

**PHYSICAL SAFETY**

- Students are instructed in principles of body mechanics prior to practice and return demonstration of moving, lifting and transferring skills.
- Students should use caution when practicing lifting skills and should not lift another student who is too heavy without assistance.
- Students practicing lifting techniques are to perform procedures in a safe manner. Irresponsible behavior will result in the student’s failure to pass the lab skill and/or dismissal from the lab for practice.
- Equipment for the practice of proper body mechanics (bed, wheelchairs, stretcher, etc.) is kept in good working condition. Any broken part should be reported immediately to the Nursing Lab Specialist.
- The wheels of all equipment (wheelchairs, stretchers and beds) are to be locked during practice and return demonstration.
You must call the Nursing Lab/Simulation Specialist to schedule a time to practice so that she is available to work with you. If you would like to come to open lab, please make sure to let the Nursing Lab/Simulation Specialist know what you would like to work on, so she may have the supplies available.

Notify the Nursing Lab Specialist ASAP if you are unable to keep appointments. Call (520) 494- 5339 (office, voice mail) if the cancellation is same day or short notice. You may email the Nursing Lab/Simulation Specialist at tamara.parks@centralaz.edu for other cancellations.

NO testing or practice is allowed during times that a student is scheduled to attend any college class. Bring all necessary check–off forms, modules, peer evaluations, and any necessary equipment, such as stethoscope or penlight, for testing. You may also bring your own drug book for IV and Medication check–offs. Lack of preparation - including forms (i.e. peer evaluation, incorrect testing forms), modules, equipment, or proper attire will cause you to be sent home and you will receive an unsatisfactory (U) for your clinical day. **NOTE: Student check-offs will not be done in open lab.**

For clinical in Maricopa County, students must register and pay an annual fee for entrance to a clinical site. My Clinical Exchange is the platform used by Banner Health and many other clinical agencies to meet compliance with facility requirements. My clinical exchange requires that nursing students pay a fee per year to use the site and to upload all documents required for clinical rotations. This money is non-refundable. More information will be given in each course or at orientation for each block. All requirements are due at least 4 weeks prior to the start of a clinical rotation. If a student fails to complete the orientation requirements, they will not be able to attend clinical.

The CAC Nursing Program is committed to protecting pregnant nursing students from health and safety hazards known to be present in the hospital environment or any healthcare environment. Pregnant students are still expected to meet all program objectives/expectations. Nursing students who are pregnant are required to follow the following guidelines.

**Disclosure**  
As soon as the nursing student learns that she is pregnant, she must promptly report this to her clinical instructor by completing and submitting an updated medical health form signed by her primary care provider.
Precautions
To ensure the safety of the pregnant nursing student, full disclosure is needed to prevent a student from potential teratogens in the clinical environment (cytotoxic medications, radiation, rubella, etc.).

Withdrawal
If nursing clinical work is contraindicated during the pregnancy or post-pregnancy, the nursing student must withdraw from the program; readmission to the program is per policy.

Post-pregnancy/Return
Following delivery, returning to class and clinical assignment requires an unrestricted physician clearance.

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

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

For this policy, these definitions are used:

- **HIV- Human Immunodeficiency Virus** is a microorganism that attacks specific cells, called lymphocytes, which control the immune system.
- **HIV Positive** - Status of a person who has tested positive for HIV and can transmit the virus to others.
- **AIDS- Acquired Immune Deficiency Syndrome** is the disease that results from the progression of infections by HIV. HIV is transmitted from an infected person to a non-infected person through exposure to blood and body fluids. The Center for Disease Control states that the risk to healthcare workers of occupation transmission of the virus is extremely low and nearly
impossible if standards precautions to prevent exposure are followed. To prevent exposure to HIV or blood-borne diseases, the Nursing Division adheres to these policies:

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

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

If a student is exposed to blood/body fluids through a needle stick, open skin lesion, or mucosal membrane, immediately wash the affected area thoroughly with soap, water, and vigorous cleansing action. Notify the clinical instructor and report to the Employee Health Service or Emergency Room of the clinical agency immediately for care and follow-through.

The clinical agency will determine if an exposure is HIV positive or has other blood borne infections that can be treated. If the body substance source is HIV positive, (which is determined by blood tests), the appropriate course of prophylactic (preventive) treatment will begin immediately. The student’s primary care provider through your health insurance carrier provides for initial and any continuing or follow-up care.
Central Arizona College has a student policy that prohibits the unlawful possession, use, or distribution of illicit drugs or alcohol while on campus. The policies are available in the office of the Vice President of Student Services at CAC.

The Nursing Division has its own policy in addition to college policy regarding impaired practice. Preparing individuals for state licensure as professional nurses requires that students do not come to the classroom, lab, simulation area, or clinical impaired. Professional nurses are held to rigorous standards of personal and professional conduct by the Nurse Practice Act and the Board of Nursing. Therefore, this program has a broader concern regarding the use of mind-altering substances.

A mind-altering substance is a medication or recreational consumable that affects one’s ability to think clearly, make rational judgments, or solve problems. The affiliating clinical agencies have strict policies regarding substance use and abuse. The student must notify the faculty if the student has a medical condition that may mimic signs of confusion, disorientation or other conditions with impaired mental functioning. For example, hypoglycemia that occurs with diabetes will cause these signs. If a student is taking a mind-altering drug by prescription, report this information to the faculty for consultation and guidance.

Healthcare agencies require urine and sometimes blood tests of their employees/students when substance abuse is suspected. The student will be dismissed and not permitted to return until test results are available. If a student tests positive for illegal or unprescribed drugs or alcohol while on the school campus or at a clinical site, the student is subject to immediate dismissal from the program.

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

Procedural steps have been developed to assess, intervene, report, document and ensure appropriate referral regarding the impairment of the student.

Nursing faculty’s assessment of the impaired performance of the student may indicate that the student is:

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

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

- Remove the student to a private area.
- Question the student regarding the behaviors observed and the use of any substances used, and what, when, and how much was used and by what route.
- Allow the student to provide a brief verbal explanation.
- The student is to be relieved of any remaining client responsibilities for the day.
- A urine drug screen (UDS) or blood test may be requested and must be provided immediately upon request. All costs involved with UDS/blood screen are the responsibility of the student.
- If the drug screen tests are positive or the student refuses to have the drug screen, the student may be immediately dismissed from the nursing program.
- The student will arrange for transportation (an impaired student is not permitted to drive).
- The student will inform the faculty member how the student intends to get home.
- The faculty member will document the occurrence along with the student’s travel arrangements home.
- The faculty member involved in observing the behavior(s) indicative of impaired practice will prepare a written report carefully documenting the observations and events. The faculty will then submit the written report to the Director of Nursing within one working day. The Director of Nursing will inform other appropriate faculty members also involved with the student on a “need to know” basis.
- A meeting will be scheduled within one week of the documented occurrence. This meeting will consist of an ad hoc “Impaired Performance/Violation of Safe Practice” committee to include the Director of Nursing, two nursing faculty members and the student involved. The faculty members will review the documentation of the alleged impairment and provide the student an opportunity to explain his/her conduct and to provide any other relevant information.
Following assessment of the additional information obtained at the meeting one of the following actions will be determined:

- No action due to non-validation of Impaired Performance/Violation of Safe Practice.
- Need for action due to validation of Impaired Performance/Violation of Safe Practice.

Interventions determined will be specific and documented according to the individual situation. If the evidence supports the impairment is due to chemical use or emotional, the Director of Nursing/faculty will refer the student to the Vice President of Student Services for help in assisting in determining a referral source.

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

No smoking is allowed on any hospital campus. This includes inside vehicles. Students are not allowed to leave the hospital campus during the clinical day. All students who are currently smokers should consider quitting smoking prior to graduation. Most hospitals are adding nicotine testing to the new hire drug screen and are rescinding offers of employment for the applicants who test positive for nicotine.

The following forms are available in each of the NUR courses. Only definitions of each form are included here.

- Clinical Remediation Form – used when a student needs to practice skills in the laboratory.
- Skills Lab Prescription Form – used when a student needs to practice skills in the lab after not demonstrating safe practice on the scheduled skills check-off form.
- Release of Information Form – signed by a student to allow CAC to collect data from an employer.
- Confidentiality Statement Form – used to provide information to students on confidentiality and assures that students are aware of consequences based upon the inability to follow the policy.
- HIPAA Statement Form – used to provide information to students on HIPAA violations given the fact that students practice clinical
outside the environment of the nursing program building. Assures that students are aware of consequences based upon the inability to follow the policy.

- Simulation Video Release Form – used to allow video capture of simulations for student learning.
- Enrollment Agreement Form – used to provide students with information on the Nursing Student Handbook. Assures that students are aware of consequences of not following policies in the Nursing Student Handbook.
During clinical and simulation, an Electronic Health Record is used for documentation purposes. Please become familiar with the HIPAA guidelines below as you are required to handle such information according to protocol.

**HIPAA and Confidentiality**
The Health Insurance Portability and Accountability Act (HIPAA) became a law in 1996. It requires that a patients’ healthcare information be protected, and it gives patients more access and control over how their health information is used. HIPAA regulations give patients a stronger say in who can access their personal health information.

Patients have the right to determine:
- Who can access their protected health information (PHI), and
- What they can do with it, and under what circumstances.

**Three Main HIPAA Responsibilities of a Student Nurse**
- Understand privacy standards
- Understand and abide by policies of clinical facilities
- Report suspected violations using an approved chain of command.

Protected health information (PHI) is subject to privacy standards whether it is on paper, written or electronic documents, spoken word, or audio recordings. The following items are examples of PHI.
- Name
- Age
- Address
- Phone number
- Email address
- Social security number
- Medical record number
- Vehicle ID and serial number
- Device identifier and serial number
- Web URLs,
- IP addresses
- Biometric identifier
- Full face photograph
- Any unique identifying characteristic, number, or code
- Tests ordered and results
- Diagnostic codes
- Identifiers relating to clinical and financial information.
The nurse/student nurse is responsible for the confidentiality of all PHI. Under HIPAA, only individuals with a “need to know” can access patient information to accomplish the tasks they must perform for a patient. Individuals with a business-related “need to know” can access only as much information as needed to accomplish the tasks they must perform for the patient. This amount of information is referred to as the ‘minimum necessary’.

A student nurse may only share the “minimum necessary” information with individuals in an assigned patient care area and may only share the amount of information needed to accomplish tasks for the patient. The patient’s family and friends are not privileged to receive information about a patient unless the patient gives permission. It is important to take HIPAA responsibilities seriously because violating HIPAA laws has serious consequences. Releasing any protected health information outside the guidelines of information sharing is a HIPAA violation.

Violations of HIPAA law is very serious and may include criminal penalties. Punishments for HIPAA violations include formal counseling, job loss, dismissal from a nursing program, fines, and jail time. As a student, if you witness what you think is a violation of the privacy statutes you should immediately notify the faculty and/or clinical facility staff member to whom you are assigned.

It is required to read and understand the Health Information Portability and Accountability Act (HIPAA) statement and Confidentiality before clinical experiences begin.
I understand that I must promptly report any violation of the clinical site’s privacy policies and procedures, applicable law, or this confidentiality agreement, by me, or a CAC student to the appropriate faculty member. I understand that, if I violate the privacy policies and procedures of the clinical site, applicable law, or this agreement, I will be subject to disciplinary action that may include dismissal from the program. I understand HIPAA, my responsibilities, and consequences of violation.

By signing this HIPAA agreement, I certify that I have read and understand its terms and will comply with them. If I do not comply, I understand that I will not be able to continue in the program as HIPAA violations represent important infractions that a nurse can lose their license for in practice.

Printed Name: ____________________ Date: ________________

Student Signature: ________________ Date: ________________
Course grading scales are listed in each syllabus. The minimum percentage required for the didactic part of the course is 78%. If a student does not pass the didactic portion of the course, the student fails the course. The clinical portion of the course is pass/fail. If a student passes the didactic portion of the course and the clinical portion of the course, then all assignment points are added to the overall score. The number of points received by the student is then compared to the grading scale in the syllabus and a letter grade is assigned. If a student fails the clinical portion of the course, the student must repeat the whole course.

It is possible that a student may pass didactic and clinical but still not pass the course if other assignments are not completed by the deadline. It is recommended that students do not skip assignments as in some cases the number of actual points has not been enough for a student to pass the course.

If a student is unable to attend the course or must drop the course, it is the responsibility of the student to withdraw from the course before the withdrawal deadline. Note: It is the student’s responsibility to officially withdraw from a course through the Records Office. It is recommended that students planning to withdraw from the Program meet with their faculty advisor. If the student does not withdraw, a failing grade will be given.

Students who leave the Nursing Program for any reason can be readmitted one time at the discretion of the Director of Nursing and/or Faculty. If a student receives a grade below 78% in a NUR course twice, they will not be eligible for readmission. Requests for readmission must be made in writing to the Director of Nursing, at least 4 weeks in advance of the start of the semester for which the student plans to return.

Included in the request should be:
- An explanation of factors that contributed to the unsuccessful initial attempt.
- Actions to enhance the chance for success, if the opportunity for readmission is granted.

Students will receive written notification of the decision. Applicants must meet all admission requirements for the year/semester that they are applying. If a student successfully completes Blocks 2-4, they will be considered a readmission. Therefore, the student cannot reapply as a new student. However, if a student does not successfully complete
Block 1, this student will be considered as a new student admission. Students requesting readmission to the Nursing Program may be required to participate in remediation and/or validation of previous nursing course content. If a student has been out of the Nursing Program for longer than one full calendar year, the student may be required to repeat courses to ensure their knowledge and skills are current when the student is readmitted to the Nursing Program.

Readmission will be granted by the Nursing program on an individual basis according to information submitted, space availability and faculty/Director of Nursing approval. All students must complete the Nursing Program within four (4) years of initial acceptance. Failure to do so will require going through the entire application process and beginning the program from Block 1.

The grading scale beginning for all courses with the NUR designation includes:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>92.9-86%</td>
</tr>
<tr>
<td>C</td>
<td>85.9-78%</td>
</tr>
<tr>
<td>D</td>
<td>77.9-68%</td>
</tr>
<tr>
<td>F</td>
<td>67.9% or less</td>
</tr>
</tbody>
</table>

The grading scale is different than that of the college due to the amount of rigor necessary to provide competency to take the NCLEX-RN licensure exam. No extra credit is given to raise exam grades. Exams are to be taken only once. Faculty are permitted to give extra credit for leadership activities that are above and beyond normal expectations and which are no more than 1% of the total points in the class.

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

1. The student must first confer with the instructor stating the evidence and reasons for questioning the grade received. This conference must take place by the end of the tenth (10th) week
of the first semester following the semester in which the grade was assigned.

2. If the grade appeal is not resolved at the student-instructor level, the student may appeal to the Division Chair/Director within five (5) school days. The Chair/Director should review the request and try to resolve the problem if possible. The Chair/Director will respond to the student and faculty member in writing as to the recommendation of the concern. The response shall be made within ten (10) school days.

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

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

Block 3 students must complete an application for the degree sought through the Admissions and Records department to graduate in Block IV. During Block III, the nursing advisor prompts the student to complete an application for graduation by mid semester. It is, however, the student’s responsibility to complete the process to graduate.

Students who do not follow this procedure may have to delay their graduation due to the need to take required courses that were not scheduled on time. The Central Arizona College Nursing program does not discriminate based on race, religion, color, national origin, sex, handicap/disability, sexual orientation, age, or veteran status in the application, admission, participation, access and treatment of persons in instructional programs and activities.

Students must meet the general education course and nursing course requirements for the Associate in Applied Science (AAS) degree in Nursing. The AAS degree is awarded according to the policies, procedures, and requirements described in the college catalog.
The application for graduation must be posted before authorization is given to the State Board of Nursing to take the licensing exam. Authorization is completed by the Director of Nursing on the Arizona State Board of Nursing website once all information is completed by the Registrar’s office.

Eligibility to take the National Examination for Licensure as a Registered Nurse (NCLEX) Students must have a high school diploma or GED certificate and proof of graduation from an accredited/approved nursing program. Completion of the nursing program and graduation from a college does not guarantee passage of the licensing exam. Application for and passage of the NCLEX-RN exam is the sole responsibility of the student.

The purpose for this policy is to provide guidelines for preparation of the Pinning Ceremony. The students have input into planning the ceremony in collaboration with the Faculty, Director of Nursing, and the Academic Dean.

- At the beginning of the semester, a committee will be formed by Block 4 students.
- The ceremony date is determined and approved by administration.
- The committee decides who the speakers are once invited and confirmed.
- The committee decides which faculty ‘pin’ the students.
- The committee provides photos to be included in the video presentation.
- The video/music is coordinated by the Program Assistant and Pence Center staff.
- The committee will not be reimbursed any monies used to purchase items for the ceremony.
- All purchases need prior approval by the Director of Nursing.
- Dress for the ceremony is white robes and green stoles; provided by the Nursing Division.
- Dress attire should be worn beneath the robes with appropriate shoes (no flip flops/sneakers).
- Standardized Invitations and Programs are provided by the Nursing Division.
- Nursing pin purchases are coordinated by the Block 4 lead and the Program Assistant.
All students are encouraged to provide input on decisions including admission standards, curriculum, student services, and the teaching/learning process. Students are invited to become active in student government and nursing student associations and organizations, both on campus and in the community.

Each block will elect a student representative. Students should email program feedback to student representative prior to each faculty meeting. Faculty will address the feedback at each faculty meeting.

Each block may have a block meeting per semester to address student concerns and suggestions. Minutes of the meeting will be taken and given to the Director to review at the end of the course.
This statement confirms that you, the student, agree to the requirements, rules, regulations and policies of the Nursing Program as written in this Handbook. Failure to adhere to the Program requirements, rules, regulations, and policies outlined in this Handbook, or the class and performance objectives identified in the course syllabi for nursing courses will result in the student’s failure in the program.

Policies and requirements are subject to change and students will be notified in writing should changes occur. I understand that this handbook supersedes any previous nursing student handbook and that I will be held accountable to policies and procedures outlined in this version. I have been notified of the changes made from previous versions.

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

Student Name Printed

Date Signed

Signature of Student

Date Signed