COLLEGE OF NURSING & HEALTH INNOVATION

BACHELOR OF SCIENCE IN NURSING

HANDBOOK FOR PRELICENSURE, POST-BACCALAUREATE, RN-BSN and CEP STUDENTS

2015 – 2016

Revised December 2015
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Congratulations on your advancement to the Baccalaureate Nursing program at ASU!

As Assistant Dean for the College of Nursing & Health Innovation, it is with great pride that I welcome you to the Baccalaureate Nursing program. You are taking a very important step on your career path that will provide you with great challenges, tremendous satisfaction, and amazing opportunities. Founded in 1957, our College of Nursing & Health Innovation is fully accredited and has evolved into one of the leading nursing programs in the Southwest and the nation. Graduates of our program are widely sought after for diverse nursing positions throughout the greater Phoenix area and across the state and country.

I urge you to be active participants in this educational process and to be involved in the nursing student organizations here at the College. Talk with your faculty members about your ideas and plans for your nursing future; they will assist you in this process and guide you toward your professional goals.

We take pride in the excellence of our program and have highly qualified faculty members who are clinical experts to guide your classroom and clinical learning. They have prepared a nursing curriculum that will prepare you as future leaders in healthcare.

Brenda Morris, EdD, RN, CNE
Assistant Dean
The Florence Nightingale Pledge

I solemnly pledge myself before God and in the presence of this assembly; to pass my life in purity and to practice my profession faithfully. I will abstain from whatever is deleterious and mischievous and will not take or knowingly administer any harmful drug. I will do all in my power to maintain and elevate the standard of my profession, and will hold in confidence all personal matters committed to my keeping and all family affairs coming to my knowledge in the practice of my calling.

With loyalty will I endeavor to aid the physician in his work, and devote myself to the welfare of those committed to my care.
INTRODUCTION

Arizona State University College of Nursing & Health Innovation (CONHI) offers this handbook to students admitted to the Baccalaureate Nursing program. The purpose of the handbook is to introduce students to the guidelines, procedures, academic expectations, student requirements, and student resources of the College of Nursing & Health Innovation. This handbook serves as a supplement to the Arizona State University General Catalog. Information is current as of the date of publication and should be verified through the Arizona State University General Catalog and/or the appropriate CONHI office.

Brenda C. Morris, EdD, RN, CNE
Assistant Dean

Kimberly Vana DNP, RN, FNP-BC, FNP-C
Director, Prelicensure Nursing Programs

Diann Muzyka, PhD, RN
Director, RN-BSN Programs
ADDRESSES AND TELEPHONE NUMBERS

**Downtown Campus (including the Veterans Affairs Nursing Academic Partnership program)**

Address: College of Nursing & Health Innovation Arizona State University Mail Code 3020 550 N. 3rd Street Phoenix, AZ 85004-0698 602-496-2644; Fax: 602-496-0886

Student Services: College of Nursing & Health Innovation Mail Code 8220 502 E. Monroe St., Ste. C 250 Phoenix, AZ 85004-4431 602-496-0888; Fax: 602-496-0705

**Mayo Clinic Campus**

Address: College of Nursing & Health Innovation at Mayo campus 5777 E. Mayo Boulevard Support Services Building, Clinical and Patient Education Phoenix, AZ 85054

Advisement Office: 602-496-0888; Fax: 602-496-0705

**Web Site** [http://nursingandhealth.asu.edu/](http://nursingandhealth.asu.edu/)
UNIVERSITY OMBUDSPERSON FOR COLLEGE OF NURSING AND HEALTH INNOVATION

All faculty and staff within the University community serve to facilitate differences of opinion. However, there are faculty members designated to serve as ombudspersons (impartial fact finders and problem solvers). They have no power to reverse or change decisions but with conciliation skills, help to expedite the process. For additional information about the ombudspersons, please contact the Undergraduate Program Office at 602/496-0852 or -0853.
MISSION · VISION · GOALS

MISSION:

The mission of the College of Nursing & Health Innovation (CONHI) is to:

- Deliver excellent, innovative, nationally-recognized nursing and interprofessional programs that are accessible, inclusive, and learner-centered.
- Build national reputation in innovative nursing and health-related programs that significantly impact individuals and communities.
- Establish ASU as a global center for interdisciplinary research, discovery, and development by 2020.
- Enhance our local impact and social embeddedness.

Our mission is pursued in an environment in which students are valued for their individual strengths and diversity, supported by a faculty and staff committed to academic excellence and innovation, and in which collaboration and partnership across disciplines, with the nursing community and the community at large, are viewed as essential.

VISION:

To distinguish the College of Nursing & Health Innovation as a model for excellence and inspiration in nursing and interprofessional practice, education, and research to advance knowledge innovative practice models, and new solutions to optimize the health and well-being of our diverse local, national, and global communities.

GOALS:

- Distinguish our academic programs through (1) impactful curricular development that reflects national health initiatives; (2) recruitment and retention of world class faculty; and (3) achievements of students and alumni.
- Broaden diverse student’s access, enrollment, and retention in our academic community through (1) tailored marketing; (2) financial support; (3) student support services; and (4) state-of-the-art learning experiences.
- Create or refine and disseminate teaching strategies that are student-centered, adaptive, and interactive.
- Develop program-specific criteria that advance academic excellence leading to national recognition of CONHI.
- Establish collaborative networks to foster innovative programs that impact local, national, and global health.
- Conduct innovative science and participate in and lead interdisciplinary research teams.
- Contribute to the global community of scholars to inform the scientific knowledge base and influence health outcomes.
- Provide professional and research mentorship to develop the next generation of scientists who positively affect health outcomes.
- Increase student and faculty collaboration within the community that is reciprocal, beneficial, and sustainable to improve health outcomes.
- Engage community members and leaders in designing relevant health-related activities and programs responsive to the needs of diverse populations.

Web site: http://nursingandhealth.asu.edu/
SECTION 1: GENERAL INFORMATION

ACCREDITATION
The Baccalaureate Nursing Program, Master’s in Nursing Program, and the Doctor of Nursing Practice Program at Arizona State University College of Nursing & Health Innovation are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) through June 30, 2024. All programs also are approved by the Arizona Board of Nursing.

PHILOSOPHY
The CONHI embraces the philosophy and purpose of Arizona State University, which is committed to the exchange of knowledge and the pursuit of wisdom within an atmosphere of intellectual honesty and freedom. Arizona State University and the College of Nursing & Health Innovation seek to foster excellence in scholarship, research, service, and practice.

The educational programs of the CONHI are dedicated to providing students with the opportunity to acquire the requisite knowledge, skills, attitudes, and values to become professional nurses and nurse leaders who are capable practitioners prepared to respond to changing healthcare needs and patterns of healthcare delivery. The CONHI faculty believes that the central concepts of nursing education and nursing practice are client, environment, health, and nursing and adhere to the following definitions and assumptions about these concepts.

Client
The client is considered to be an individual, family, population group, or community with identifiable health and illness behaviors. The client is conceptualized from a holistic and developmental perspective. Clients are engaged in continuous, dynamic interaction with their environments as both increases in complexity and diversity. Clients have a right to determine and participate actively in the pursuit of their own health goals. Clients should have the opportunity to achieve and maintain the highest possible level of health.

Environment
The environment includes the internal and external contexts of individuals, families, population groups, and communities. The internal environment may include physiological and psychological variables as well as the client’s unique interpretation of interpersonal, spiritual, social, and cultural factors.

The external environment consists of the physical, biological, socio-psychological, and chemical factors that may impinge upon clients and their health. In addition, the external environment can include the collective social, economic, political, cultural, and technological values and conditions that influence clients, their health behaviors, and goals.

Health
Health is a dynamic process that reflects the interaction between clients and their internal and external environments. Optimal wellness is the highest state of health and is the ideal toward which the client moves at varying rates and in various ways. Such wellness results from successful, positive interaction between client and environment. Illness is a state of health in which negative or unsuccessful interaction between the client and environment has occurred. Wellness potential exists in illness, however, and the goal of nursing is to promote and restore wellness.

Nursing
Nursing is a humanistic discipline that is both art and science. The raison d’être (reason to be) for nursing is to promote wellness and to care for those clients who are ill. The discipline of nursing encompasses science, humanities, ethics, values, and the heritage of nursing, and is defined by the relationships and interactions among the concepts of client, environment, and health. The aim of professional nursing practice is to enhance the quality of life for clients. Nursing practice is based on an understanding of the interactions of client and environment in relation to health.

The educational content of professional nursing incorporates practice and research components of the discipline in the promotion, maintenance, restoration of wellness, and the care of the sick and dying. Professional nurses use knowledge from nursing and the sciences and humanities as the basis for establishing and meeting goals of the professional and determining standards for education and practice. Nurses are responsible and accountable for the quality of practice.
Implementing and evaluating healthcare services and policies improve and expand the theoretical and clinical bases of nursing practice. In the process of practicing professional nursing, collaborative and cooperative relationships are developed with others concerned with health, healthcare issues, and quality of life.

**CONCEPTUAL FRAMEWORK**
The conceptual framework for the degree programs is derived from the CONHI philosophy and program completion outcomes of the academic programs. It identifies the necessary supporting linkages among the four major, multidimensional concepts emphasized within the programs, specifically, client, environment, health, and nursing. The unifying concept is that of interaction. Linked together in interaction, client, environment, health, and nursing are viewed as synergistically acting and reacting together in dynamic, mutually influencing interrelationships.

The client includes individuals, families, population groups, and communities. From a nursing perspective, the client is viewed from a developmental and holistic approach. As such, clients have biophysical, psychological, social, cultural, and spiritual dimensions making up the internal environment, all of which interact among themselves and with the external environment to create and influence health. Moreover, through this continuous interaction with the environment, life-span development occurs. Thus, the client’s interaction with the internal and external environments is linked inextricably with wellness and illness, health behaviors, and goals.

Health is a dynamic process that encompasses both wellness and illness. Wellness is the highest state of health. When illness exists, optimal outcomes for clients may range from restoration of wellness to a peaceful death. Clients have the right and responsibility to participate actively in establishing and pursuing their own health goals. Healthcare exists on a continuum of prevention (health promotion, maintenance, and restoration through rehabilitation and illness prevention).

Nursing is an interactive process in which nurses collaborate with clients and other members of the healthcare disciplines in providing care to clients and in improving nursing and other healthcare services. The purpose of professional nursing is the promotion, maintenance, and restoration of the health of clients through the application of the nursing process. Effective application of the nursing process mandates a synthesis of theoretical and empirical knowledge from the sciences and humanities with the art and science of nursing. In addition, nursing is accomplished through a number of roles, specifically, roles of a generalist, specialist, practitioner, educator, manager, and researcher, each requiring differing skills and levels of academic preparation. Common to all these roles, however, are the processes of teaching and learning, leadership, critical thinking and scientific inquiry, decision making, accountability, and responsibility. These processes as well as other concepts, theories, and skills of the generalist role are introduced at the baccalaureate level. Building on the generalist role, specialization occurs at the master’s level and is based on a common core of knowledge as well as advanced concepts, theories, principles, and research from nursing and other related disciplines applied to a specialized area of nursing. Such in-depth preparation in a specialized area of practice promotes research that expands or extends the scientific basis of the discipline and advances the nurse’s role in a specialized area of nursing practice.
ORGANIZATION
The undergraduate nursing programs report to Dr. Brenda Morris, Assistant Dean

Undergraduate Nursing Programs

Brenda Morris, EdD, RN, CNE
Assistant Dean
Health North Building 2, Office 201J
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Baccalaureate Nursing Program Office

Prelicensure Nursing Programs
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Prelicensure Nursing Programs
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RN-BSN Programs – including Concurrent Enrollment Programs and Eastern Arizona College Program
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602-496-2203

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RN-BSN Programs
Health North Building 2, Office 206DA
602-496-1273
UNDERGRADUATE PROGRAM COMPLETION OUTCOMES
Upon completion of the undergraduate baccalaureate nursing program, the graduate will demonstrate fluency and facility in the five patterns of knowing in professional nursing practice through the ability to:

1. Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation for critical thinking in professional nursing practice and demonstrate a comprehensive understanding of the relationship among client, health, environment, and nursing.

2. Design and deliver comprehensive therapeutic nursing care in partnership with individuals, families, groups, and communities, including those clients who are culturally diverse and/or vulnerable and at-risk for health disparities.

3. Provide safe, competent, innovative, and effective nursing care utilizing principle-based communication, informatics, technology, psychomotor, teaching, management, and therapeutic skills.

4. Generate own professional practice that focuses on health promotion, risk reduction, disease prevention, and illness and disease management from a holistic perspective.

5. Critically appraise and apply research findings and other evidence to deliver and promote evidence-based client care and evaluate subsequent outcomes.

6. Display behaviors consistent with the values and ethics of professional nursing.

7. Display personal and leadership characteristics appropriate for innovative designers, providers, managers, and coordinators of care.

8. Display responsibility and accountability for professional nursing practice.

9. Collaborate with nurses, other healthcare providers, and clients in the delivery of holistic care that is responsive to changing needs, sociopolitical, and global environmental factors.

10. Analyze current nursing and healthcare services and trends and identify future healthcare needs to advocate for the client and the profession.

DEGREE REQUIREMENTS

Prelicensure Nursing Programs (Traditional Prelicensure Clinical Nursing Program [TPCNP] and Post-Baccalaureate Clinical Nursing Program [PBCNP])

Traditional Prelicensure Clinical Nursing Program (TPCNP)
Admission requirements for the Traditional Prelicensure Clinical Nursing Program (TPCNP) are more rigorous than university requirements. Students may complete the upper-division TPCNP in a 16-month year-round schedule or a 24-month academic-year schedule.

Students enrolled in the 16-month year round schedule will begin upper division courses in May and graduate the following August from the program. The University does not provide a separate commencement ceremony for August graduates. Students who graduate in August are encouraged to participate in the Fall commencement and convocation ceremonies.
Admission requirements for TPCNP are more rigorous than university requirements. A competitive application process (CAP) will be used to fill any available seats in the TPCNP. Seats will be given to those students with the highest advancement scores. For students in the CAP, the term ASU grade point average (GPA) and the Test of Essential Academic Skills (TEAS) scores will be used to rank students from high to low in the CAP. After directly admitted students who meet continuing eligibility criteria are advanced, students who are the highest on the list will be offered the remaining spaces in the TPCNP. Students not selected may choose to compete again in the next term. There is no limit on the number of times students may compete; a waiting list will not be maintained. Students who do not meet the minimum term ASU GPA and TEAS scores will be withdrawn from consideration.

Some entering freshmen will be admitted directly to the Bachelor of Science in Nursing (BSN) major. Directly admitted Nursing-major students must meet continuing eligibility criteria each term.

The continuing eligibility criteria are as follows:

- Full time (12 or more credits per semester) and continuous enrollment in accordance with Major Map
- 3.50 minimum term ASU GPA in terms 1-4 (includes +/- in computation)
- Maintain On-Track status for terms 1-4
- Complete remaining 4 or fewer prerequisites in the 4th term
- Successful completion of all screening items
- Grades of “C” or better in critical (prerequisite) courses

Critical (prerequisite) courses with a grade of “C” or better may not be repeated to improve the term ASU GPA. Please see a Nursing Academic Advisor for possible replacement course options. Note: Students who already have earned a Bachelor’s degree may choose to use a “Pass” grade rather than a Letter grade for ENG 101 and ENG102.

If these directly admitted Nursing-major students fail to meet one or more of the criteria, they forfeit their direct-admit Nursing-major status and may compete with transfer students, students who are admitted to the Bachelor of Science (BS) in Community Health major, students who are changing their major, and students who have completed a Bachelor’s degree in another discipline for advancement into the upper-division TPCNP. CAP will be used to fill any available seats in the TPCNP after placing directly admitted Nursing-major students, provided these students complete the remaining 4 or fewer prerequisites in the 4th term and all screening items. The advancement score for the TPCNP is composed of the term ASU GPA and the Test of Essential Academic Skills (TEAS) score.

Term ASU GPAs for competing students: Students must have a minimum term ASU GPA of 3.50 in terms 1-4 (includes +/- in computation). The average Term ASU GPA for those students advanced into the TPCNP in previous terms has been much higher than a 3.50.

TEAS for competing students: Students will be measured in the basic essential skills in academic content areas of reading, mathematics, science, and English and language usage. To prepare for the exam, we recommend students visit to review the resources available from the creators of the exam. The minimum required TEAS score is 58.7 percent. Directly admitted students are not required to take the TEAS, but the test is highly recommended in case the student’s GPA drops in the future, requiring the student to request advancement through the CAP.

For students in the CAP, the term ASU GPA and TEAS scores will be used to rank students from high to low in the CAP. After directly admitted students who meet continuing eligibility criteria are advanced, students who are the highest on the list will be offered the remaining spaces in the TPCNP. Students not selected may choose to compete again in the next term. There is no limit on the number of times students may compete; a waiting list will not be maintained. Students who do not meet the minimum term ASU GPA and TEAS scores will be withdrawn from consideration.
Consideration for advancement to the TPCNP (16-month year-round schedule or 24-month academic-year schedule) and the PBCNP are separate processes that follow admission to ASU.

**Post-Baccalaureate Clinical Nursing Program (PBCNP)**

To be considered for the Post-Baccalaureate Clinical Nursing Program (PBCNP), all interested students must have a Bachelor’s degree in a discipline other than Nursing posted at ASU by the deadline for submission of the advancement application.

Admission requirements for PBCNP are more rigorous than university requirements. A competitive application process (CAP) will be used to fill any available seats in the PBCNP. Seats will be given to those students with the highest advancement scores. For students in the CAP, the Prerequisite GPA and TEAS scores will be used to rank students from high to low in the CAP. Students not selected may choose to compete again in the next term. There is no limit on the number of times students may compete; a waiting list will not be maintained. Students who do not meet the minimum Prerequisite GPA and TEAS scores will be withdrawn from consideration.

The program is a 12-month program that begins each year at the start of the spring term. Students take classes throughout the 12-month calendar year, including spring, summer, and fall terms. The program is offered only at the ASU Downtown Phoenix campus. Summer tuition rates apply.

The prerequisites for this program are: BIO 201, BIO 202, CDE 232, CHM 101, HCR 220, HCR 240, MIC 205/206, NTR 241, PGS 101, and a statistics course that meets the General Studies Computer/Statistics/Quantitative Applications (CS) requirement.

Eight of the 10 prerequisite courses must be completed by the advancement deadline with a minimum Prerequisite 3.50 grade point average (GPA) for the term in which you apply (includes +/- in computation). All four science courses (BIO 201, BIO 202, CHM 101, and MIC 205/206) must be completed by the advancement deadline.

Grades of “C” (2.00) or better must be earned in each critical (prerequisite) course and a minimum 3.50 Prerequisite GPA (the cumulative GPA for the prerequisites mentioned above) are required by December 31. Courses with a grade of "C" or better may not be repeated to improve the prerequisite GPA. Please see academic advisor for limited replacement course options.

Advancement is based on the Prerequisite GPA and a Test of Essential Academic Skills (TEAS) score of 58.7 percent or higher. Eligibility requirements, criteria for advancement, and measurements are subject to change. The Prerequisite GPA will be computed based on eight of 10 prerequisite courses. If only eight prerequisite courses are completed by the advancement deadline, the student's Prerequisite GPA will include all eight of the courses, four prerequisite courses of which must be the required science prerequisite courses. If the student has more than eight prerequisite courses completed, they must select at least three of four required prerequisite lab sciences and then choose five other prerequisite courses.

Students who have a degree may choose to apply to the PBCNP, the TPCNP, or both program types as long as the prerequisite courses have been met for both programs.

**PROGRAM OF STUDY**

See Appendix A for Program of Study for Traditional Prelicensure Clinical Nursing Program (TPCNP); Post-Baccalaureate Clinical Nursing Program (PBCNP); and RN-BSN Programs. (For complete degree requirements, go to [http://catalog.asu.edu/undergraduate](http://catalog.asu.edu/undergraduate))
TRADITIONAL PRELICENSORSH CLINICAL NURSING, POST-BACCALAUREATE CLINICAL NURSING, AND RN-BSN PROGRAMS GRADING SCALE

The grading scale below is the scale used in all NUR courses.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>85-92</td>
</tr>
<tr>
<td>C</td>
<td>77-84</td>
</tr>
<tr>
<td>D</td>
<td>69-76</td>
</tr>
<tr>
<td>E</td>
<td>68 or below</td>
</tr>
</tbody>
</table>

The nursing practice courses are graded using “Pass” (Y) / Fail (E) option. A grade of Y is counted in the student’s cumulative earned hours but is not calculated into the cumulative grade point average.

PROGRESSION THROUGH PROGRAMS

Traditional Prelicensure and Post-Baccalaureate Clinical Nursing Programs

Students who are enrolled full-time in these programs may enroll for the next semester. All students must earn a grade of C or higher or “pass” in each nursing course to progress.

Students who have withdrawn from, or failed a nursing course, must submit a petition to the CONHI Standards Committee requesting permission to repeat the course or continue in the program. See Appendix B for information on the petition process. Re-enrolling is competitive and is based on available resources. Full-time, regularly progressing nursing students are given priority.

RN-BSN and Concurrent Enrollment Programs

Students who are enrolled in the online or hybrid RN-BSN or concurrent enrollment programs must earn a grade of C or higher in TWC 361, NUR 391, and NUR 315 before progressing to the other courses. Students may withdraw from a RN-BSN Nursing Program course and continue progression in the program. Students must pass all online or hybrid RN-BSN courses and upper division general studies courses before taking NUR 464.

Students who have failed an online or hybrid nursing course must submit a petition to the CONHI Standards Committee requesting permission to repeat the course. See Appendix B for information on the petition process. RN-BSN students who fail an online TWC 361, NUR 391 or NUR 315 course must submit a petition to the CONHI Standards Committee requesting permission to repeat the course before progressing. RN-BSN students who fail an online or hybrid NUR 392, NUR 440, NUR 445, NUR 495, NUR 460, or NUR 444, may take a course in the next session and retake the withdrawn or failed course the next time it is offered.

Nursing students who are enrolled in one of the concurrent enrollment programs (CEP) follow their plans of study. A CONHI nursing course is taken every semester with a community college nursing course. Students who withdraw or fail their first lower-division nursing course (Block 1 or Nursing 1) may not continue in the concurrent enrollment program. In this situation, students are invited to complete their BSN in CONHI after earning their Associate of Applied Science (AAS) degree. If students withdraw or fail their second, third, or fourth lower-division nursing course (Block 2, 3, or 4; or Nursing 1, 2, or 3), they may continue in the CEP as long as the withdrawn or failed course is taken the following semester. Students must take a lower-division nursing course when taking an upper-division nursing course. Students may only fail one lower-division nursing course to remain in the CEP. If students fail TWC 361 or a statistic course prior to starting the lower-division nursing courses, they may not continue in the CEP. Students are invited to complete their BSN in CONHI after earning their AAS degree. Students who fail an upper-division nursing course in CONHI and pass a lower-division nursing course at the Community College must petition CONHI Standards Committee requesting permission to remain in the CEP.
Types of Progression Interruptions
An interruption in program progression occurs when a student:

- Receives an “Incomplete” in one of the Prelicensure Nursing Program courses.
- Receives an "Incomplete" in one of the following RN-BSN or CEP Nursing Program courses: TWC 361, NUR 391, and NUR 315.
- Receives a grade of D, E, or fails due to academic dishonesty (XE) in a course in the Prelicensure or RN-BSN or CEP Nursing Programs.
- Withdraws or is withdrawn from a Prelicensure Nursing Program course.
- Withdraws from the University or does not attend classes for a semester if in the Prelicensure Nursing Program or does not attend classes for more than 1 year if in the RN-BSN or CEP program.

Progression in Prelicensure Nursing Programs
A student’s progression in these programs is dependent upon resources. Because these resources are limited, progression and placement in courses is based on the following prioritization:

1. Full-time, admitted, regularly progressing students in these programs.
2. Students who have interrupted their studies because of a medical or compassionate withdrawal and are in good academic standing.
3. Students who have interrupted their studies and are in good academic standing.
4. Students who failed one Nursing (NUR) course at ASU, who have repeated that course with a grade of C or equivalent and have returned to good standing.
5. Students who failed one Nursing (NUR) course at ASU, who have not yet repeated that course.
6. Students who were disqualified from these programs for two course failures and have been reinstated by CONHI Standards Committee.
7. Transfer students who have not failed a Nursing course from another college or university and are seeking upper-division placement into the programs.

PROBATION
Students are placed on college academic probation upon receiving a failing grade D or E) in a upper-division Prelicensure Nursing Program course. Students are required to see an academic advisor to complete a probationary agreement. Registration in future nursing courses must be approved through the petition process.

PETITION REQUEST TO RESUME STUDY IN THE PRELICENSURE AND RN-BSN NURSING PROGRAMS
Students who are in the Prelicensure Nursing Programs and have experienced one of the above program interruptions must submit a petition to resume study to the CONHI Standards Committee.

Students who are in the RN-BSN or CEP Program and have received a grade of D, E, or failed due to academic dishonesty XE or those students who withdraw from the University and do not attend classes for more than 1 year must submit a petition to resume study to the CONHI Standards Committee.

Submission of a petition does not guarantee the request will be granted. Students will complete and submit the petition in a timely manner. (See Appendix B for information on the petitioning process.)

DISQUALIFICATION
Students advanced to the upper-division Prelicensure or RN-BSN or CEP Nursing Programs are allowed only one nursing course failure within the program. Students who fail a second nursing course are disqualified automatically from the Prelicensure Nursing Program.
Precursure or RN-BSN or CEP Students who fail two nursing courses must petition to request reinstatement in the program and meet with the Petition Committee members. Students are required to seek advisement in the Student Services Office.

PROGRAM COMPLETION
Filing for graduation for Precursure Nursing and RN/BSN and CEP Programs

- During the first semester/session in the Precursure Nursing and RN-BSN and CEP Programs, students review their degree audit reports (DARs) for accuracy.
- Students are responsible for filing for graduation by the University deadlines. Go to https://students.asu.edu/graduation
- Precursure Nursing Programs students are responsible for meeting with their academic advisor to ensure that all degree requirements are met prior to graduation. This process is a critical step to ensure that your degree posts on schedule and minimizes potential delays in applying for Nursing licensure.

NURSING LICENSURE FOR PRELICENSURE NURSING PROGRAM STUDENTS

- National Council Licensure Examination for Registered Nurses (NCLEX-RN)
  During their final semester in the Precursure Nursing Programs, students apply for licensure to practice nursing in the state in which they plan to seek employment. Authorization to test must be obtained by the respective State Board of Nursing, prior to the new graduate being allowed to take the NCLEX-RN.
  The Precursure Nursing Program Office submits a certificate of completion (indicating that the student has earned a BSN) to the respective state board of Nursing. The certificate of completion is issued after the degree posts on the student’s transcript. This process usually takes 10 or more business days after the degree is conferred. This process may be delayed if there are any unresolved issues related to graduation.

- Eligibility to take Examination for Licensure a Registered Nurse
  To be eligible to write the NCLEX-RN exam, students must have a high school diploma or General Education Diploma (GED) certificate and proof of graduation from an accredited/approved nursing program. Applicants with a history of a felony conviction must self-report to the State Board of Nursing. Proof of lawful presence in the United States is required by the Arizona State Board of Nursing to obtain licensure.
  Graduation from the CONHI does not guarantee passage of the NCLEX-RN exam. Application for and passage of the NCLEX-RN is the sole responsibility of the student.

RN LICENSURE FOR STUDENTS ENROLLED IN THE RN-BSN AND CEP PROGRAMS

RN-BSN Students must have a valid RN license in good standing to practice in the states or countries in which they reside. CEP students must take NCLEX-RN as soon as possible after earning their AAS in nursing.

LEGAL LIMITATIONS FOR NURSE LICENSURE OR REASONS FOR DENIAL OF APPLICATION BY THE STATE BOARD OF NURSING

The Arizona State Board of Nursing may deny any license application if the applicant has committed any acts of unprofessional conduct such as these listed below:

a) Committing fraud or deceit in obtaining, attempting to obtain, or renewing a license.
b) Committing a felony, whether or not involving moral turpitude or a misdemeanor involving moral turpitude. In either case, conviction by a court of competent jurisdiction or a plea of no contest is conclusive of the commission.

c) Aiding or abetting in a criminal abortion or attempted, agreed or offered to procure or assist in a criminal abortion.
d) Any conduct or practice that is or might be harmful or dangerous to the health of a patient or the public.
e) Addiction to a substance.
f) Mentally incompetent or physically unsafe to a degree that is or might be harmful or dangerous to the health of a patient or the public.
g) Having a license to practice practical or professional nursing denied, suspended, or revoked in another jurisdiction and not reinstated by that jurisdiction.

h) Willfully or repeatedly violating a provision of this chapter or a rule adopted pursuant to this chapter.

i) Committing fraud or deceit in obtaining or attempting to obtain a registered nurse practitioner certificate.

j) Committing an act that deceives, defrauds, or harms the public.

k) Failing to comply with a stipulated agreement, consent agreement, or board order.

l) Violating a rule adopted by the board which relates to the practice of nursing.

For further information, contact the Arizona State Board of Nursing at http://www.azbn.gov/ or the applicable Board of Nursing.

UNIVERSITY COMMENCEMENT
University Commencement, which is the conferring of degrees, takes place at the close of the Fall and Spring academic semesters. Students who have met the University degree requirements are eligible to participate. Prelicensure and RN-BSN Nursing students who graduate in August participate in the University Commencement ceremony held in December.

Please see http://graduation.asu.edu/home

CONHI CONVOCATION
Degree recipients from the College are recognized at the Convocation. Awards are presented to the graduates in the presence of faculty, family, and friends at this ceremony. Students who have completed degree requirements are eligible to participate. Prelicensure and RN-BSN Nursing students who graduate in August will participate in the Convocation ceremony held in December.

Please see https://nursingandhealth.asu.edu/convocation.

CONHI PINNING CEREMONY
The Pinning Ceremony will be held at Convocation for students graduating in May and December. The Pinning Ceremony will be held in August for Prelicensure Nursing students graduating in August.

GRADUATING WITH ACADEMIC RECOGNITION (HONORS)
Undergraduate students must have completed at least 56 credit hours of resident credit at ASU to qualify for graduation with academic recognition for a baccalaureate degree. The cumulative GPA for these designations is based on ASU graded resident course work only. Refer to the Arizona State University General Catalog or http://catalog.asu.edu/ug_grad_req/#recognition
SECTION 3: SERVICES AND RESOURCES

ASUccess FOR PRELICENSURE NURSING STUDENTS

ASUccess is the Comprehensive Assessment and Review Program provided by Assessment Technologies Institute (ATI). The program involves a series of web-based practice and proctored tests, with opportunities focused review and remediation. Students take a comprehensive predictor exam in their final semesters.

This program is designed to assess students’ learning and to facilitate readiness for passing the NCLEX-RN. Testing is, therefore, based on the NCLEX-RN and related course content. The course faculty administers the exams during each semester according to appropriate course content. Students receive individual reports that indicate their performance in comparison with the national norms. The fee for this program is collected through enrollment in select theory courses.

ACADEMIC ADVISEMENT – THE UNDERGRADUATE STUDENT ACADEMIC SERVICES OFFICE

The CONHI Undergraduate Student Academic Services Office (USASO) provides the following services:

• Preadmission advising
• Unofficial transcript evaluation
• Academic advising
• Assistance in selecting equivalent courses from other colleges or universities
• Degree requirement information
• Registration and enrollment information
• Clearance for students under mandatory advising
• Problem-solving strategies for academic difficulties
• Campus resource referral
• Student advocacy for understanding policies and procedures
• Workshops for Advancement to the Baccalaureate Nursing Program
• Orientation sessions for newly admitted students

See advisors to:

• Discuss problems that may affect your academic performance.
• Plan your academic progress.
• Perform degree audit and declaration of graduation requirements.

Academic advisement is available to assist students to meet requirements for the BSN degree. Prelicensure Nursing students may select their academic advisors.

Patti Miranda (Miranda@asu.edu) is the academic advisor for CEP, Eastern Arizona College, and RN-BSN students.

Call the Undergraduate Student Academic Services Office to schedule an appointment or to determine if walk-in hours are available. Advisement is available at the following locations:

Downtown Campus
Arizona State University – Downtown Phoenix Campus
College of Nursing & Health Innovation
Mail Code: 8220
502 E Monroe St. Ste. C 250
Phoenix, AZ 85004-4431
Phone: (602) 496-0888; Fax (602) 496-0705
Monday - Friday 8:00am - 5:00pm
E-mail: nursingandhealth@asu.edu
Appointments
Appointments for academic advising are recommended. Make appointments early in the semester to avoid delays at peak advisement times, such as the week before and after the first week of semesters. Academic Advisement appointments are made by calling the respective advising office.

To arrange an academic advisement appointment:
♦ Prelicensure students call 602-496-0888, preferably 2-3 weeks in advance, to schedule an in-person appointment
♦ RN-BSN Program, CEP, and EAC students call 602-496-2197
♦ Appointments are scheduled for 30-90 minutes
♦ Phone advising appointments may be arranged for students living out-of-state.

Walk-In Academic Advising
Walk-in academic advising is available at various times throughout the year. Call the Undergraduate Student Academic Services Office at 602-496-0888 for more information.

DEGREE AUDIT REPORTING SYSTEM (DARS)
DARS is an automated report that matches courses a student has completed with the requirements of a particular academic degree program. Undergraduate students review their degree audits with their academic advisors. Students may request degree audits from My ASU by selecting My Progress Reports (DARS) and then Degree Audit (DARS). Students may request audits for their declared majors or any other major or certificate as well as eAdvisor critical tracking audits. In addition to its functions in advisement, critical tracking, and academic planning, the degree audit is used as the checkout tool for graduation.

CHANGE OF NAME AND ADDRESS
Students are required to keep their contact information up-to-date. To change the address on record with the university, go to My ASU, My Profile, and click on the address to make changes.

FINANCIAL AID
Acquiring financial aid, whether in the form of grants, loans, or scholarships, requires planning ahead. All students are encouraged to file the Free Application for Federal Student Aid (FAFSA). Although application deadlines occur throughout the year, the most critical times are in the early Spring for the following Fall semester and early Fall for the following Spring semester. Go to http://students.asu.edu/financialaid.

Types of Financial Aid
• Grants: Students are encouraged to apply for a Federal Pell Grant http://students.asu.edu/grants, which is federal funding based on need, whether they believe they are eligible or not via the FAFSA. Federal Pell grants are gift assistance awarded to eligible undergraduate students who are pursuing their first bachelor's degrees and demonstrate significant financial needs. To determine eligibility, the U.S. Department of Education uses a standard formula, established by Congress, to evaluate the information reported on the FAFSA. The formula produces an Estimated Family Contribution (EFC) figure. This figure is used by Student Financial Assistance to award Federal Pell grants, as well as other types of aid.

• University Scholarships: There are many scholarships available, based on need and/or academic success and innumerable other criteria. Many scholarships are awarded annually to Arizona State University students. These scholarships come from a variety of sources including the Arizona State University Board of Regents, private business, clubs, organizations, and individuals. Students apply for these scholarships at any of the Arizona State University campuses by completing the Arizona State University General Scholarship application. Please see http://students.asu.edu/scholarships.

• College Scholarships: The College of Nursing & Health Innovation has several scholarships for nursing students. For College scholarships, apply by March. The College allocates scholarship awards to undergraduate students each year. Application forms are available online. See http://nursingandhealth.asu.edu/scholarships/.
Financial Assistance Information
At ASU, see http://students.asu.edu/contact/financialaid for locations.

STUDENT SUCCESS CENTERS
The Student Success Center on each ASU campus provides a variety of FREE services to support student success at ASU. Peer tutors and professional staff are dedicated to helping students become better learners and gain the confidence and skills to achieve their academic goals. Go to http://studentsuccess.asu.edu/frontpage.

SIMULATION & LEARNING RESOURCES
Simulation & Learning Resources (SLR) is available for faculty, staff, and nursing students at the Downtown Phoenix and Mayo campuses. Each campus has a clinical skills, computer, health assessment, and simulation labs (https://nursingandhealth.asu.edu/simulation-learning-resources). The SLR is committed to partnering with faculty and students by providing technology enhanced resources in a learner-centered environment that will facilitate acquisition of knowledge, skills, and abilities to promote clinical decision-making and fulfill professional goals.

Mayo Campus
The Mayo campus is located at 5777 E. Mayo Blvd, Phoenix. In addition to the clinical skills lab and simulation lab, the Mayo campus students have access to the Mayo Library and librarian, located within the hospital. The library is open Monday to Friday from 8 am until 5 pm. Mayo Campus students also have access to major online nursing and related journals and may request media to borrow at no cost. With advance booking, students may utilize computer labs in the Support Services Building (SSB) for school-related work or student meetings. There is no pay for print service at the Mayo Campus. Students are asked to print course notes and assignments off campus.

Educational Simulation Program (ESP)
The Educational Simulation Program at the SLR provides a safe learning environment for traditional prelicensure and post-baccalaureate students to practice and master nursing skills in a dynamic encounter within realistic healthcare situations. During simulations, students practice clinical reasoning and interpersonal skills such as leadership and communication. Faculty, staff, and peers support the development of deliberate practice and increased self-confidence through guided reflection. Videotaping occurs for self-evaluation, education, research, and guided reflection purposes.

Clinical Skills And Health Assessment Labs
The Clinical Skills and Health Assessment Labs at the SLR provide a learning environment for traditional prelicensure and post-baccalaureate students to practice and master nursing skills in a simulation within various healthcare settings. Students have the opportunity for experiential hands-on practice. These opportunities are provided through formal classes, scheduled practice times, and open lab sessions. Safety is a big concern, and guidelines on supervision and use and disposal of sharps are located on the SLR website. The labs are NOT latex-free but do provide non-latex/powder-free, nonsterile gloves. Non-latex, powder-free sterile gloves will be provided to latex-allergic students and faculty members as needed with adequate notice.

Lab Hours for Traditional Prelicensure and Post-Baccalaureate Students
- Open clinical lab hours are based on campus and semester schedules. A Clinical Lab Coordinator is available to assist student's review and practice during open lab hours. If students need individual assistance, individual appointments can be set up by calling or emailing the lab coordinator for the specific campus.
- If a faculty member assesses that a student needs additional assistance in the lab, the faculty member can complete the Referral for Skill Review Form, submit the form to the lab coordinator, and send the student in for remediation. The process is described on the form, which is located on the SLR website. http://nursingandhealth.asu.edu/lrc/index.htm

Downtown Campus SLR
641 E. Van Buren, A203
Phoenix, AZ 85004
602-496-1405
UNIVERSITY, COLLEGE AND PROFESSIONAL ORGANIZATIONS

Downtown Campus: Undergraduate Student Government
Undergraduate Student Government is the official representative group of the student body. The purpose of Undergraduate Student Government is to promote self-governance and leadership at ASU and to enhance the educational, social, and cultural experiences of the students. Every college in the University is represented in the Undergraduate Student Government through the College Council; each council elects two members to represent the respective college and serve as voting members in the Associated Student Senate.

College Council of Nursing Students (CCNS)
The College Council of Nursing Students (CCNS) is the official organization for undergraduate nursing students. All undergraduate nursing students are automatically members, and membership is free. The purpose of CCNS is to:

- Provide for cooperation, understanding, and a direct line of communication between undergraduate students and the faculty and administration of the CONHI and Associated Students of ASU Downtown (ASASUD).
- Promote, support, and represent the student role in the undergraduate nursing program, including the pre-nursing program and the professional clinical programs.
- Provide the student nursing population with volunteer opportunities and events that harbor a sense of community, intellectual and academic growth, and the promotion of health and nursing.

As members, all students are entitled to vote, hold office if qualifications for candidacy are met, and exercise the various rights and privileges of membership. The management of CCNS is vested in the Executive Committee.

Nursing Students for Cultural and Ethnic Diversity (NSCED)
This organization was formed in 1989 to provide a network of information and support for students interested in issues of cultural awareness and diversity. Membership is voluntary. Activities of this group are planned and developed by the membership.

National Student Nurses Association
The National Student Nurses Association (NSNA) is a pre-professional association for nursing students. The mission of the NSNA is to organize, represent and mentor students preparing for initial licensure as registered nurses, promote development of skills needed to be responsible and accountable members of the nursing profession, and to advocate high quality healthcare. The Student Nurses Association of Arizona (SNAAz) is the state-level organization that provides programs representative of fundamental and current professional interests and concerns of nursing students. ASU CONHI has a Student Nurses’ Association (SNA) School Chapter of NSNA, which provides educational programs, communicates health-related activities, and promotes legislative involvement of nursing students. The SNA aids in the development of whole persons, their professional roles, and their responsibility for healthcare of people in all walks of life.

Student Nurses Association of Arizona (SNAAz)
SNAAz is the professional nursing organization at the state level for nursing students. These chapters, referred to as Student Nurses Associations (SNAs), uphold the purposes and functions of the National Student Nurses Association (NSNA). A member of SNAAz automatically belongs to NSNA, which is the counterpart of the American Nurses Association for registered nurses. The purpose of the SNAAz and the NSNA are to provide programs representative of fundamental and current professional interests and concerns of nursing students. Membership in SNAAz and NSNA aids in the development of the whole person, including the professional role. The SNAAz and NSNA achieve these goals by:

- Influencing the educational process.
- Promoting and encouraging participation in community affairs and activities.
- Representing students to the consumer, institutions, and other organizations.
- Promoting and encouraging student participation in interdisciplinary activities and recruitment efforts, regardless of a person’s race, color, creed, lifestyle, gender, national origin, age, or economic status.
- Promoting collaborative relationships with other nursing and health organizations.
Arizona Nurses Association (AzNA)
AzNA is the state constituent of the American Nurses Association (ANA) and is the official voice for nurses. Professional nurses can join for half price up to 6 months after the date of graduation.

Sigma Theta Tau International (STTI)
Sigma Theta Tau is the professional nursing honorary society. The Beta Upsilon Chapter of Sigma Theta Tau International was chartered at the ASU CONHI in 1976. Membership in Sigma Theta Tau is an honor conferred on graduate and undergraduate nursing students and professional nurses who have demonstrated outstanding academic and professional achievement.

During the senior year in a Baccalaureate Nursing program, selected students are invited to apply for membership in Sigma Theta Tau International, based upon their academic class ranks and other criteria.
SECTION 4: SPECIAL PROGRAMS

AMERICAN INDIAN STUDENTS UNITED FOR NURSING (ASUN)
The American Indian Students United for Nursing (ASUN) project was established in the Fall of 1990 through a grant from the Indian Health Services. The purpose of ASUN is to increase the number of American Indian or Alaskan Native students studying nursing at Arizona State University and, ultimately, increase the number of American Indian or Alaskan Native nurses.

The goals of ASUN are to:
- Recruit American Indians and Alaskan Natives into the nursing programs
- Provide programs to help American Indian and Alaskan Native students successfully complete their studies in nursing.
- Increase the number of American Indian and Alaskan Native nurses.
- Increase the number of nurses providing care to American Indians and Alaskan Natives.

The ASUN staff and the College of Nursing & Health Innovation invite you to contact them to find out more about the pathways and opportunities for American Indians and Alaskan Natives in Nursing at Arizona State University. Services available through ASUN are:
- Academic advising.
- Tutoring.
- Computer access.
- General information regarding American Indian student resources.
- Cultural and spiritual events: Blessings, Talking Circle, Pot Luck gatherings, and similar activities.

The ASUN office is located on the Downtown Campus in the Mercado Complex C Building at 502 E. Monroe St., Ste. C 205, Phoenix, AZ 85004-4431. Hours are Monday through Friday, 8:00 am to 5:00 pm. The phone number is 602-496-0710. Fax number is 602-496-2405. ASUN Email: ASUN@asu.edu

Website: https://nursingandhealth.asu.edu/asun/index.htm

ASUN Advisors and Staff

Stephen Livingston, BES
Program Manager and Advisor
Red Lake Band of Chippewa Indians
Phone: (602) 496-0889
E-mail: Stephen.Livingston@asu.edu

Yomahira Villalobos, BA
ASUN Administrative Associate
Pascua Yaqui/ Hispanic
Phone: (602) 496-0890
E-mail: Yomahira.Villalobos@asu.edu

Carol Dahozy, RN, MSN
Nurse Mentor
Phone: (602) 496-0711
E-mail: Carol.Dahozy@asu.edu
HONORS PROGRAM
The CONHI Honors Program provides an avenue for academically talented students to engage in educational enrichment. Students interested in the Honors Program must be admitted to Barrett, The Honors College. Honors student’s complete honors credit in courses that complement their academic and career goals. Students interested in pursuing the Honors Program are encouraged to seek advisement. Students interested in pursuing the Nursing Honors Program are encouraged to seek advisement with the Honors Coordinator, Carol Stevens PhD, RN, email Carol.Stevens@asu.edu.

INTERNERSHIP/DIRECTED STUDY
Students may request the opportunity to complete an internship or directed study to further explore a particular area of nursing or healthcare. Students interested in pursuing this option will identify a faculty member to oversee the course, develop a course plan, and request enrollment by notifying the Director for Prelicensure Nursing Programs.

General Guidelines for Internship/Directed Study:
The University recognizes one credit hour of work to be equivalent to 50 minutes of class time/contact hours or 60 minutes of independent study work per week for 15 weeks. (See current ASU General Catalog).

Requirements for Internship/Directed Study
The student must:
1. Be enrolled in or have completed 12 credit hours in the Baccalaureate Nursing Program.
2. Be in good academic standing in the College of Nursing & Health Innovation.
3. Obtain approval from the faculty member who will be supervising the internship.
4. Obtain approval from the Director of Prelicensure Nursing Programs (Kimberly.Vana@asu.edu).
5. Enroll in the course, once approval has been obtained by the faculty and program office.

Procedure
1. Eight weeks prior to enrolling, the student initiates a discussion with the appropriate faculty member about the feasibility of enrolling in an internship/directed study.
2. The student then submits the following information to the interested faculty member for consultation:
   - A brief description of the internship/directed study.
   - The objectives, learning activities, and methods of evaluation for the internship/directed study.
3. Obtain written approval from the faculty member.
4. Submit internship/directed study plan and written faculty approval to the Director of Prelicensure Nursing Programs, (Kimberly.Vana@asu.edu), for approval and signature.
5. Enroll in the course upon approval by the Director of Prelicensure Nursing Programs.

RN-BSN PROGRAM TRACK
The CONHI welcomes qualified registered nurses who hold an associate degree or a diploma in nursing into the RN-BSN program. The RN student achieves the objectives of the baccalaureate nursing program in an online format.

The curriculum builds on the knowledge and skills learned in your associate or diploma program as well as from experiences you may have had as a registered nurse. There is a strong focus on evidence-based practice, community and public health, leadership and management, written and verbal communication, and use of technology. The program of study has been developed to prepare students to be critical thinkers, innovative professionals, and evidence-based providers.

The RN-BSN program is structured to provide an accessible pathway to students. Online courses have been designed to run over 7.5 week sessions so that two to three courses may be taken every semester, allowing students to complete the plan of study in 14 to 18 months. Students take the first three courses in succession. The remaining courses are taken when offered by the program office. The cohort model was implemented in Spring 2015. In this model, students take all courses in succession. All general education and nursing courses need to be completed before the capstone nursing course is taken.

Prerequisite courses for RNs include satisfactory completion of first-year composition (ENG 101 and ENG 102) and a statistics course. An earned minimum prerequisite GPA of 2.5 is required. Students who signed a pathway agreement with an Arizona Community College must complete the courses and requirements of the pathway before
starting RN-BSN courses at ASU. RNs are accepted into the program five times a year: twice in spring, once in summer, and twice in fall.

For information about the Concurrent Enrollment Program with Maricopa Community College Nursing, please visit [http://nursing.maricopa.edu/pdfdocs/BROCHURE_ASU_Concurrent_Program.pdf](http://nursing.maricopa.edu/pdfdocs/BROCHURE_ASU_Concurrent_Program.pdf)

For information about a CEP at another community college, please contact Patti Miranda at Miranda.asu.edu

To earn a Bachelor of Science in Nursing degree at Eastern Arizona College, please visit [www.transfer.asu.edu/eac](http://www.transfer.asu.edu/eac)
SECTION 5: PROFESSIONAL BEHAVIOR AND EXPECTATIONS

Professional behavior and expectations are an integral part of professional nursing. This section of the handbook addresses some of the requisite professional behaviors and standards expected of students in the Baccalaureate Nursing Programs. These include:

1. Essential functional abilities of the undergraduate nursing student
2. Health standards
3. Technical skills:
   - Cardiopulmonary resuscitation (CPR)
   - Infection Control
4. Professional presentation and responsible behavior:
   - Clinical dress code
   - Substance-free status
   - Standard student signature
   - Ethical behavior
   - Breach of integrity
   - Valid, unrestricted fingerprint clearance card
   - Adherence to the University Code of Conduct
   - Adherence to clinical agency requirements
5. Self-Responsibility:
   - Health, accident, and liability insurance
   - Reliable transportation
   - Personal health information records
   - Resolution of grievances

EQUAL ACCESS AND FUNCTIONAL EXPECTATIONS OF STUDENTS

The ASU CONHI is committed to making learning experiences accessible and inclusive for all students including those students with an identified disability or disabling condition.

In compliance with the ASU policy on Students with Disabilities USI 701-02, [http://www.asu.edu/aad/manuals/usi/usi701-02.html](http://www.asu.edu/aad/manuals/usi/usi701-02.html), every effort will be made to accommodate students with special needs to find cost-effective methods to address the identified student condition and serve the needs of the patients. These accommodations may include resources and assistive aids for those students with cognitive and perceptual disabilities, specialized equipment for hearing or vision deficits, and modifications to the physical environment or clinical hours.

Students with disabilities are required to document their conditions with the Disability Resource Center upon admission to the college and to be key participants in identifying their needs. The College will provide reasonable and appropriate accommodations for all students who have documented a disability or disabling health condition.

GENERAL DESCRIPTION OF REQUIRED CLINICAL EXPERIENCES FOR UNDERGRADUATE STUDENTS

Clinical hours vary with facility placement and may include 12-hour blocks of time, weekends, and evenings. Flexibility is required, because there are a limited number of available clinical sites for student experiences.

Nursing student responsibilities include client assessment and evaluation of physical, psychosocial, cognitive, and spiritual needs of the client and family; planning client care; performing nursing interventions; reviewing clinical chart and diagnostic and laboratory tests; developing individualized nursing plans; and implementing physician orders. Students must have the ability to utilize written, verbal, and computerized communication with faculty, peers, and other healthcare professionals. Students also are required to accept professional supervision from faculty and designated staff and effectively integrate feedback into practice. Nursing students are expected to demonstrate the ability to think critically and apply nursing knowledge to clinical situations.
As part of the advancement process, students are asked to read and agree to the terms stated in the *Essential Functional Abilities of the Undergraduate Nursing Student* (Appendix E).

The RN-BSN and concurrent enrollment programs have practice experiences (clinical time), so that students can integrate new knowledge and skills in a setting where healthcare is delivered. Practice experiences will vary depending on the RN-BSN course.

**UNUSUAL OCCURRENCES**
Any injury or unusual occurrence in the lab or clinical setting should be reported to the Faculty of Record (assigned faculty member in clinical courses) immediately. See the *Unusual Occurrence Protocol and Procedure* and report form in Appendix G for more information.

**HEALTH STANDARDS**
To have access to patient-care areas, to protect patients, staff, and others from exposure to communicable disease, and to promote safe care, each student must meet the CONHI and the agency health standards. These requirements are based on federal and state regulations for healthcare personnel. The purpose of these regulations is to:

1. Provide safe nursing care.
2. Protect healthcare workers from exposure to potentially infectious blood and body fluids.
3. Provide a safe environment for patients and healthcare workers to reduce the risk of nosocomial (hospital-acquired) infections.
4. Prevent transmission of communicable infections.
5. Provide emergency care as needed, including cardiopulmonary resuscitation (CPR).

**PROOF OF IMMUNIZATION/IMMUNITY AND HEALTH INFORMATION REQUIREMENTS**
The following immunization recommendations apply to all healthcare personnel (HCP) and are consistent with the recommendations published by Centers for Disease Control (CDC) and Prevention Morbidity and Mortality Weekly Report, Advisory Committee on Immunization Practices (ACIP; November 25, 2011) or are required per contractual agreements with clinical healthcare agencies. (See Appendix N for *Immunization Protocol*).

According to the CDC, ACIP (2011), healthcare personnel are defined as “all paid and unpaid persons working in healthcare settings who have the potential for exposure to patients and/or infectious materials, including body substances, contaminated medical supplies and equipment, contaminated environmental surfaces, or contaminated air” (p. 2). Students enrolled in clinical programs, or healthcare programs that involve contact with clients, are included in the definition of healthcare personnel.

Students enrolled in a clinical program in the CONHI must meet all College and clinical agency health and safety requirements. The purpose of these requirements is listed above under “Health Standards.”

**Students must submit proof of immunization and/or immunity to CastleBranch and verify that these records have been posted on their website under MyCB.**

**Students are responsible** for ensuring that all information has been submitted to CastleBranch prior to enrollment in clinical programs or healthcare programs that involve contact with clients.

**Noncompliance with Immunization/Immunity and Health Information Requirements**

- Students will be notified of noncompliance with a health standard from CastleBranch and/or the respective clinical program office.

- Students who *do not meet all immunization/immunity and health information requirements may not be allowed to participate in a clinical program*. Students may file a waiver requesting an exemption from an immunization requirement with CONHI. However, the clinical agencies will make the final determinations of whether they will accept a student who has not had all the required immunizations.
Immunization and Health Information Requirements
The CONHI requires that students advanced to and enrolled in a clinical program provide evidence to demonstrate compliance with the following health requirements:

Required Vaccinations:

A. Annual Immunization and Screening

1. Influenza Vaccine – One of the following must be demonstrated:
   a. Influenza vaccine was administered prior to or at the start of the current influenza season.
   b. Students may decline the annual influenza vaccination and sign a waiver. However, this declination may result in an inability to progress or continue enrollment in clinical programs.

2. Tuberculosis (TB) Screening – One of the following must be demonstrated:
   a. Proof of a negative TB Skin Test (TST).
   b. Evidence of follow-up treatment for a positive TST is required every 12 months while students are participating in clinical courses, or courses with client contact. Students with positive TSTs results must be evaluated by a licensed healthcare provider and provided clearance from their healthcare provider indicating that they may participate in a clinical program.
   c. Proof of a negative Interferon Gamma Release Assay (IGRA) may be substituted for a negative TST.

B. Proof of Immunization or Immunity

1. Hepatitis B – One of the following must be demonstrated:
   a. Completion of one hepatitis B series. The series includes three inoculations in the following sequence: first dose, second dose 1 month later, and third dose 5 months or more after the second dose.
      i. If the anti-HBs titer is negative 1 to 2 months after the 3rd dose in the first series, the student is encouraged to consult a healthcare provider for necessary follow-up. A second series is recommended to decrease susceptibility to hepatitis B.
   b. The student has evidence of immunity verified by a hepatitis B surface antibody (anti-HBs) titer drawn at least 1 to 2 months after the 3rd dose of a hepatitis B series.

2. Measles (Rubeola), Rubella, and Mumps (MMR) – One of the following must be demonstrated:
   a. Written documentation of vaccination with two doses of MMR given after the first birthday and at least 28 days apart.
   b. Positive titers to each of these diseases: Measles (Rubeola), Rubella, and Mumps.

3. Tetanus, Diphtheria, Acellular Pertussis (Tdap) – Proof of Tetanus, Diphtheria, Acellular Pertussis (Tdap) immunization within the past 10 years.

4. Varicella – One of the following must be demonstrated:
   a. Two doses of Varicella vaccine administered at least 28 days apart.
   b. Proof of a positive Varicella titer.

5. Additional laboratory tests and/or immunizations – Proof of additional laboratory tests and/or immunizations may be required for clinical experience by some healthcare agencies. Students will be notified accordingly.

Recommended Vaccinations:

1. Hepatitis A – The vaccination series is recommended for health care personnel.

Special note: A history of the communicable disease does not constitute immunity.

Students who do not demonstrate compliance with immunization or titer requirements will not meet clinical agency health standards and, therefore, may not progress within a clinical program.
Additional Health Requirements:

1. Evidence of a negative substance screen – prior to progression to a clinical program
   a. Substances screened include:
      i. Alcohol
      ii. Amphetamines
      iii. Barbiturates
      iv. Benzodiazepines
      v. Buprenorphine &/ or metabolite
      vi. Butorphanol
      vii. Cocaine metabolites
      viii. Cotinine ** (Nicotine) – positive results may limit ability to progress to a clinical program
      ix. Creatinine
      x. Dextromethorphan
      xi. Fentanyl
      xii. Ketamine
      xiii. Ketamine metabolites
      xiv. Marijuana metabolites
      xv. Meperidine
      xvi. Meprobamate
      xvii. Methadone
      xviii. Methaqualone
      xix. Nalbuphine
      xx. Naltrexone
      xxi. Naltrexone metabolites
      xxii. Opiates
      xxiii. Oxycodone
      xxiv. Pentazocine
      xxv. pH
      xxvi. Phencyclidine
      xxvii. Propoxyphene
      xxviii. Tramadol &/or metabolite
      xxix. Zolpidem
   b. Students taking a prescription medication or over-the-counter medication that may result in a positive substance screen are advised to submit a letter on official letterhead, from the healthcare provider who prescribed or recommended the medication that identifies the generic name of the medication and the reason for taking the medication. This information should be submitted to the Student Support Coordinator.
   c. Positive substance test results will be managed in accordance with CONHI’s Substance Abuse protocol and procedure.

2. Evidence of a negative Nicotine screen may be required by some healthcare agencies to complete clinical experiences.

3. Statement of Health Clearance – (Applies to Prelicensure Nursing Programs)
   a. Students accepted to the Prelicensure Nursing Programs in CONHI are required to demonstrate physical and mental health necessary to function effectively as a professional nurse
   b. All students enrolled in the Prelicensure Nursing Programs will be required to submit a Statement of Health Clearance completed by a licensed healthcare provider, verifying that they can perform the functions of a nursing student.
   c. Students who have a change in health status (due to illness, surgery, pregnancy, or injury) will be required to submit an updated Statement of Health Clearance, prior to returning to the classroom, laboratory, simulation, or clinical practice setting
   d. Students are responsible for the costs of these examinations
e. Students may be required to submit an updated *Statement of Health Clearance* when they demonstrate behavioral and/or performance changes that may indicate a change in health status.
f. Students are required to submit an updated *Statement of Health Clearance*, if they experience a change in their health status (i.e. – hospitalization, injury, etc.) while enrolled in the Prelicensure Nursing Programs.
g. An updated *Statement of Health Clearance* must be submitted to the Prelicensure Nursing Programs office prior to returning to any classroom, laboratory, simulation, or clinical practice courses.
h. After a break in continuous enrollment in the Prelicensure Nursing Programs, students are required to submit an updated *Statement of Health Clearance* prior to enrolling in courses.

4. **Statement of Health Clearance** – (Applies to RN-BSN students who have a break in continuous enrollment due to medical withdrawal).
   a. Students are required to submit an updated *Statement of Health Clearance* prior to enrolling in courses, after a break in continuous enrollment.

5. **Statement of Health Insurance** - *(Applies to Prelicensure Nursing Programs only)*
   a. Students must have health insurance.
   b. Students are responsible for all healthcare costs.
   c. Evidence of health insurance coverage must be submitted to CastleBranch.

**LATEX SENSITIVITY AND/OR ALLERGY**
Healthcare workers are at risk for developing latex sensitivity or latex allergy, which may be life-threatening. Dry, itchy, irritated areas on the hands from wearing latex gloves or exposure to the powders on the gloves may be symptoms of a contact dermatitis rather than a latex allergy. The symptoms of latex allergy include skin rash, hives, flushing, itching, nasal, eye or sinus symptoms, and asthma.

If you have a latex allergy or sensitivity, you are at an increased risk of exposure to products that contain natural rubber latex in healthcare settings. There is also a higher risk for developing a latex sensitivity or allergy due to frequent exposure to latex-containing products. Once you become allergic to latex, special precautions should be taken to prevent further exposure to latex. If you develop symptoms of latex allergy, avoid further contact with latex-containing products, notify your Faculty of Record and/or Skills Lab staff, and see your healthcare provider for follow-up testing and care.

**TECHNICAL SKILLS**
The need for students to be able to assume specific responsibilities and to have certain abilities is addressed under the section on “Essential Functional Abilities.” Two areas considered here under “Technical Skills” are CPR requirements and infection control.

**CPR REQUIREMENTS**
1. Students in the Clinical Nursing Programs must maintain current Level C CPR certification for healthcare providers.
2. Students are not allowed to participate in clinical courses without proof of current Level C CPR certification.
3. Students must submit a photocopy of the CPR certificate to CastleBranch before participation in clinical courses.
4. Students are to provide proof of current CPR certification to clinical agencies and/or instructors upon request.
5. Students are responsible for all expenses incurred in obtaining CPR certification.
INFECTION CONTROL PROTOCOLS & PROCEDURES
Students are to maintain compliance with Occupational Safety and Health Administration (OSHA) standards in the prevention of the spread of infections. The purpose of maintaining these standards is to protect students, patients, families, staff, and others from the spread of infection. The following CONHI protocol serves as guideline:

1. **Bloodborne Pathogens Protocols and Procedures (See Appendix F)**
   Nursing students exposed to bloodborne pathogens while performing a nursing-student-related function will be afforded immediate, confidential medical evaluation, subsequent medical follow-up, and prophylactic medical care in compliance with OSHA’s Final Bloodborne Pathogens Standard (1910:1030).

   Students with an exposure incident will be referred for follow-up care at Arizona State University Student Health Services Center or they may choose a private physician or other clinical site. Monitoring will be done by the student’s healthcare provider, according to OSHA guidelines, at 3, 6, and 12 months. The student is responsible for all charges incurred.

PROFESSIONAL PRESENTATION AND RESPONSIBLE BEHAVIOR
The **Clinical Dress Code** defines a manner of dress for ASU nursing students. The dress code serves as a means of protection for students and provides patients, families, staff, and others with a means of identification. The **Clinical Dress Code** provides students with a standard so that they present themselves in a professional and well-groomed manner.

All students are to abide by the **CONHI Clinical Dress Code** and agency dress code when in the clinical arena. If there are to be any exceptions, the alternate style of dress will be described by the faculty member involved. Noncompliance with the dress code will result in point deductions on clinical evaluations and/or dismissal from clinical experiences. Please see **Appendix D** for the **Clinical Dress Code Protocol**.

SUBSTANCE FREE STATUS: UNIVERSITY AND COLLEGE PROTOCOLS & PROCEDURES ON SUBSTANCE ABUSE
In accordance with a substance-free University, [http://www.asu.edu/aad/manuals/policyarchives/ACD/Oct1998/acd122.html](http://www.asu.edu/aad/manuals/policyarchives/ACD/Oct1998/acd122.html), the following two policies are relevant:

1. **Arizona State University Substance Abuse Protocol**
   The goal and policy of Arizona State University are to provide a drug-free environment for all university students and employees. To achieve this goal and comply with federal law, ASU prohibits the unlawful sale, manufacture, distribution, dispensation, possession, and use of controlled substances on its property or as any part of its activities.

   Every ASU student and employee must abide by the terms of this statement; abide by applicable policies of the Arizona Board of Regents and Arizona State University; and abide by local, state, and federal laws regarding the unlawful possession or distribution of illicit substances and alcohol. (See current **ASU Schedule of Classes** regarding **ASU Protocol on Substance Abuse**.)

2. **College of Nursing & Health Innovation Substance Abuse Protocol and Procedure**
   Students in the CONHI are subject to all applicable substance and alcohol policies set forth by the Federal Government, State of Arizona, Board of Regents, Arizona State University, and the College of Nursing & Health Innovation. Students are subject to the substance policies of the clinical agencies to which they are assigned for clinical placement.

   To maintain a substance-free environment for patients, families, agency staff, and ASU, the CONHI conducts two types of substance screens:

   **Pre-Advancement Substance Screen**
   A substance screen is required of all students before advancement to the Traditional or Post-Baccalaureate Clinical Nursing Program. Prospective students who refuse to have the substance screen are not considered for
advancement. Prospective students with positive substance screen test results will be denied advancement pending medical review.

**For Cause Substance Screen**
Students in the Traditional or Post-Baccalaureate Clinical Nursing Program who are suspected of being impaired by a substance are requested to have a “for cause” substance screen. See Appendix M for the Substance Abuse Algorithm that explains this process.

**STANDARD STUDENT SIGNATURE**
Students are required to use the following nomenclature when signing their names on entries made in clinical/medical records. All notations on clinical/medical records must be signed by the student.

1. Students enrolled in the Clinical Nursing programs, are to sign clinical/medical records in the following manner:
   - First Name, Last Name, SN, ASU
e.g. Sally Jones, SN, ASU
   - First Name, Last Name, RN/SN, ASU
e.g. Sally Jones, RN/SN, ASU

**ETHICAL BEHAVIOR**
The CONHI supports high ethical standards. These expected standards are evident in the following four documents:

1. *Arizona State University Student Code of Conduct*
   Guidelines for acceptable student behavior at ASU are identified in the Student Code of Conduct. This document, which contains the Student’s Bill of Rights, can be accessed on the web at: https://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf

2. *American Nurses Association (ANA) Code of Ethics for Nurses*
   To maintain academic and professional standards, the College of Nursing & Health Innovation faculty subscribes to the ANA Code of Ethics for Nurses. Students are expected to learn and perform in accordance with this code. The Code is available in required course textbooks and can be purchased through the American Nurses’ Association on the web at: http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses

3. *Safe Practice in Clinical/Laboratory Settings Policy* (See Appendix H)
The student in the CONHI is expected to demonstrate safe professional behavior, which includes promoting the actual or potential well-being of clients, healthcare workers, and self in biological, psychological, sociological, and cultural realms and demonstrating accountability in preparation, provision, and documentation of nursing care.

   The purpose of setting safe performance clinical standards is to:
   a. Identify expectations of CONHI.
   b. To comply with licensure regulations and agency agreements.
   c. To identify and help students who need assistance and support to succeed in the nursing program.

4. *Academic and Professional Integrity Policy*
The students and faculty in the CONHI abide by the Academic and Professional Integrity Protocol (See Appendix K) developed and approved by students and faculty.

   The purpose of the Academic and Professional Integrity Protocol is to uphold standards of academic and professional excellence. Each student has an obligation to act with honesty and integrity and to respect the rights of others. This obligation encompasses all academic and professional activities.

5. *Student Integrity Pledge*
   Signing the Student Integrity Pledge (See Appendix J.) reflects evidence of commitment to these standards. Students sign the Pledge at the beginning of the Traditional or Post-Baccalaureate Clinical Nursing Program. The
signed document for each student is placed in the student’s file in the Undergraduate Student Academic Services Office.

PROFESSIONAL BEHAVIOR
One way students demonstrate integrity is through test-taking behaviors and gift-giving behaviors.

Test-Taking Protocol
The protocol for test taking is used to ensure optimum testing conditions:
• All books and bags are to be left at the front of the room or in a designated area.
• When possible, one vacant seat should be left between test takers.
• No talking should occur unless asking the proctor a question.
• Removal of any tests from the examination room is prohibited.
• Each student is responsible for keeping his/her answers covered.
• Academic dishonesty will not be tolerated.

The proctor has the final authority and responsibility to ensure that the guidelines are followed. Any student found to be in violation of these guidelines will be subject to University discipline for academic dishonesty, as specified in the General Catalog (See http://catalog.asu.edu).

Gift-Giving Guidelines
One example of ethical behavior is reflected in the process of gift giving. To address concerns related to gift giving, CONHI developed the following guidelines.

An essential aspect of the professional relationship between faculty and students in the CONHI is the sharing of behaviors, thoughts, and feelings. Although this sharing helps to make the faculty/student relationship unique, the relationship is of unequal power, much as the nurse/client relationship. In that relationship, there is no obligation for the client to give gifts. Similarly, the giving of gifts by students to faculty may become a controversial issue.

Although the giving of gifts by students to faculty may reflect students’ remembrances of faculty or staff who has had a significant influence on their learning, gifts are not the only means of expressing appreciation. A verbal thank you or a written note or card is highly valued and an appropriate expression of appreciation. Expressions of appreciation to faculty can best be accomplished with remembrances of minimal monetary value.

BREACH OF ACADEMIC AND/OR PROFESSIONAL INTEGRITY
A student in the Traditional, Post-Baccalaureate Clinical Nursing Programs, or the RN-BSN Programs may observe behaviors in others that are considered breaches of academic and/or professional integrity. In the CONHI, a student has the responsibility to report any questionable activity seen in the classroom, online or in the clinical setting. Personal responsibility signals the beginning of the development of professionalism.

Suspected instances of violations of academic and/or professional integrity are to be reported to the course instructor who will conduct an investigation in a manner that protects the individual rights of the person(s) involved. Just as there are consequences for violations of academic and professional integrity, there also are consequences for any student who makes intentionally false accusations.

1. Sanctions
   If a course instructor concludes that a violation of academic and/or professional integrity has occurred, that instructor is obligated to meet with the student(s) involved and inform them that action will be taken. The consequences for the violation will be in accord with the consequences set forth in the following documents:

   ASU Code of Conduct:
   https://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf
   Consequences of Violations, Academic and Professional Integrity Protocol – Appendix K
2. **Student Appeal of Sanction**
   A student may appeal the consequences imposed for a violation of academic or professional integrity by following the grievance procedures established by the College of Nursing & Health Innovation. (See Appendix C, Resolution of Grievances)

**FINGERPRINTING**
All students enrolled in the Traditional or Post-Baccalaureate Clinical Nursing Programs must obtain an unrestricted Level One Fingerprint Clearance Card issued by the Arizona Department of Public Safety. Students must submit a copy of this card to CastleBranch. Students will show this card upon request by CONHI or a clinical agency.

All students must report restricted or revoked fingerprint clearance cards to the Prelicensure BSN program office within 15 days of being notified of the change in card status. Students who are enrolled in the Traditional or Post-Baccalaureate Clinical Nursing Program and have their fingerprint clearance cards restricted or revoked may be required to meet with the Standards Committee/Petitions Subcommittee for review of their continuing eligibility to remain in the Clinical Nursing Program.

**SELF-RESPONSIBILITY**
Students need to assume responsibility for their own health as well as their own behavior. The areas considered under self-responsibility are transportation and use of personal electronic devices.

1. **Transportation**
   Students are responsible for their own transportation to and from health agencies and other selected experience settings, such as home visits to clients. Extensive travel may be required for selected clinical experiences.

2. **Use of personal electronic devices**
   - Students have a legal and ethical obligation to maintain client privacy and confidentiality. Any information or image that is reasonably anticipated to violate a client’s privacy or embarrass a client cannot be transmitted via an electronic device.
   - Students must be aware of and comply with agency policies regarding the use of electronic devices in the workplace. Students may use electronic devices for clinical-related communications and resource purposes only during clinical rotations.
   - Personal Electronic Devices may not be used for the following purposes:
     i. To record information from a patient’s chart.
     ii. To take a picture of anything in the clinical setting without permission from faculty.
### APPENDIX A – PLAN OF STUDY PRELICENSURE CLINICAL NURSING PROGRAMS
Arizona State University – College of Nursing & Health Innovation

<table>
<thead>
<tr>
<th>Required classes</th>
<th>Credit</th>
<th>Required classes</th>
<th>Credit</th>
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<td>ASU 101</td>
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<td>NUR 310 Nursing concepts</td>
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<td>ENG 101 – First Year Composition</td>
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<td>NUR 311 Pharmacology for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 – First Year Composition</td>
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<td>NUR 330 Professional nurse attributes (HU)</td>
<td>3</td>
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<tr>
<td>MAT 142 – College Mathematics (MA)</td>
<td>3</td>
<td>NUR 312 Psychomotor skills for Professional Nursing Practice</td>
<td>2</td>
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<tr>
<td>CHM 101 – Introductory Chemistry/Lab (SQ)</td>
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<td>NUR 320 Nursing Practice: Fundamentals</td>
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<tr>
<td>BIO 201 – Human Anatomy/Physiology I/Lab (SG)</td>
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<td>Junior 2</td>
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<tr>
<td>BIO 202 – Human Anatomy/Physiology II/Lab</td>
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<td>NUR 313 Nursing concepts for Adult Health</td>
<td>3</td>
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<tr>
<td>MIC 205/206 – Microbiology/Lab</td>
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<td>NUR 316 Nursing concepts for Psychiatric/Mental Health</td>
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<tr>
<td>NTR 241 – Human Nutrition</td>
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<td>NUR 315 Nursing Research and Application to Practice (L)</td>
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<tr>
<td>CDE 232 – Human Development (SB)</td>
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<td>NUR 323 Nursing Practice: Adult Health</td>
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<tr>
<td>PGS 101 – Introduction to Psychology (SB)</td>
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<td>NUR 324 Nursing Practice: Psychiatric/ Mental Health)</td>
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<tr>
<td>HCR 210 – Clinical Healthcare Ethics (HU) *changes</td>
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<td>HCR 220 – Introduction to Nursing and Healthcare Systems (H)</td>
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<td>HCR 230 – Culture and Health (C, G)</td>
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<td>NUR 410 Nursing concepts for Community/ Public Health</td>
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<td>HCR 240 – Human Pathophysiology</td>
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<td>NUR 411 Nursing concepts for Childbearing Clients</td>
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<tr>
<td>Statistics (CS)</td>
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<td>NUR 412 Nursing concepts for Pediatric Clients</td>
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<td>Humanities/Fine Arts or Social Behavioral Science (HU or SB)</td>
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<td>NUR 420 Nursing Practice: Community/Public Health</td>
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<td><strong>Senior 2</strong></td>
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<td>NUR 413 Nursing concepts for Complex Care</td>
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<td>NUR 430 Professional Nurse Attributes: Leadership and Management</td>
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36
## Prerequisite Courses

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<td>HCR 240: Human Pathophysiology</td>
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<td>HCR 220: Introduction to Nursing &amp; Health care systems (H)*</td>
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<td>CDC 232: Human Development (SB)*</td>
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<td>PGS 101: Introduction to Psychology</td>
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<td>Statistics (CS)*</td>
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<td>NTR 241: Human Nutrition</td>
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**Subtotal prerequisites**: 35 credits

## Semester 1 Courses

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<td>NUR 311: Pharmacology for Nursing Practice</td>
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<td>NUR 330: Professional Development (HU)*</td>
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<td>NUR 367 Nursing Practice for Psych/MH</td>
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<td>NUR 315: Nursing Research and Application to Practice (L)</td>
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<td>NUR 415: Nursing Concepts for Childbearing Families</td>
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A* = Course begins during session A and concludes during session B. Course is 4 weeks long.

## Semester 3 Courses

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<td>NUR 431: Innovative Professional (L)*</td>
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<td>NUR 419: Leading &amp; Managing Nursing in Organizational Systems</td>
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<td>NUR 479: Nursing Practice: Clinical Immersion</td>
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<td></td>
<td>NUR 476: Nursing Practice: Community/Public Health</td>
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<td><strong>Semester totals</strong></td>
<td></td>
<td><strong>18</strong></td>
<td><strong>180</strong></td>
<td><strong>270</strong></td>
</tr>
</tbody>
</table>

Transfer credits from first degree = 45 credits
Prerequisites = 35 credits
Upper Division Nursing = 50 credits

**Degree Total = 120 credits**
## RN-BSN and Concurrent Enrollment Programs

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWC 361</td>
<td>Writing for Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>NUR 391</td>
<td>Professional Nursing Theory</td>
<td>4</td>
</tr>
<tr>
<td>NUR 315</td>
<td>Nursing Research and Application to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 392</td>
<td>Health Promotion Across the Life Span</td>
<td>4</td>
</tr>
<tr>
<td>NUR 460</td>
<td>Art of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 440</td>
<td>Community/Public Health Nursing in the U.S.</td>
<td>4</td>
</tr>
<tr>
<td>NUR 444</td>
<td>Innovation in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 445</td>
<td>Nursing Management in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>NUR 495</td>
<td>Public and Global Health in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 464</td>
<td>Capstone: The Synthesis of Professional Nursing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper division general education credits</td>
<td>7</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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</table>
Information about the College of Nursing & Health Innovation (CONHI) Standards Committee is offered here, because students may need to petition this Committee in relation to their progression through the Baccalaureate Nursing program. The intent of this information is to provide the students with an idea of how this Committee functions.

**Purpose:**
The Standards Committee is charged with the responsibility of maintaining standards of admission, progression, retention, and graduation and/or course completion in accordance with established College and University standards. The Standards Committee is comprised of faculty, staff, and student representatives from both undergraduate and graduate programs.

**Functions:**
1. Propose and implement policies and standards for admission, retention, graduation, and course completion in the graduate and undergraduate programs in accordance with standards established by the University and the College of Nursing & Health Innovation.
2. Coordinate the College policies and standards with the appropriate University procedures and protocols and standards.
3. Provide a forum for students to petition aspects of their academic studies requesting exceptions to established protocols of the college and university.
4. Make recommendations to the Faculty Assembly regarding proposed changes in protocols and standards.
5. Communicate change in College of Nursing & Health Innovation and University policies and standards to the faculty and academic advisors.

**Membership:**
The Committee is composed of members with representation from faculty who teach in the undergraduate and graduate programs; student representatives from undergraduate and graduate programs; and Ex-Officio members representing the Undergraduate Student Academic Services Office and Academic Affairs Office (Baccalaureate Program, RN Baccalaureate Program, Graduate Program, and Interprofessional Programs).

**Petitioning Procedure:**
A petition is a formal request initiated by students and submitted to the CONHI Standards Committee when an exception is requested or if approval is needed for curricular adjustment, a change from part-time to full-time status, or vice-versa; a clinical rotation change; an overload of semester hours; readmission to nursing courses and/or Baccalaureate Nursing program; or similar circumstances. A petition is required, because these requests reflect a deviation from the University and/or CONHI standards. The Standards Committee acts on all petitions.

1. Petition forms are available online at [http://nursing.asu.edu/students/forms](http://nursing.asu.edu/students/forms) and in the Undergraduate Student Academic Services Office.
2. Petitions are initiated by students with the assistance of their academic advisors. Students are responsible for representing themselves and their situation accurately, and petitions may be returned to students who fail to complete petitions accordingly. College academic advisors can assist students with petition preparation.
3. Students must sign completed petition forms.
4. Students must attach supporting documentation as directed by their academic advisors. Documentation may include a copy of a course description from another catalog or another college, course syllabi from when course was taken, or a letter from the student’s course instructor.
5. A student, who has not been enrolled for one or more semesters and is submitting a petition for placement in a clinical course, must provide an updated *Statement of Health Clearance* and *Statement of Health Insurance* prior to the beginning of the semester.

6. Students submit completed petition with attachments and appropriate signatures to the Undergraduate Student Academic Services Office on the Downtown Campus.

   a. Petitions for a change to University requirements will be reviewed by the CONHI Standards Committee, who will make a recommendation to the University Standards Committee. The University Standards Committee makes the final decision.

   b. Petitions regarding College rather than University exceptions are acted on by the College of Nursing & Health Innovation Standards Committee and their decisions are final.

8. Petition results will be mailed to students.

Students have the right to appeal CONHI Standards Committee decisions. Appeals must be made in writing and include additional information to warrant Committee reconsideration. If the student wishes to be present during the Committee discussion, this request should be included in the written appeal. Submit the appeal within 2 weeks of the decision to the College of Nursing & Health Innovation Undergraduate Student Academic Services Office on the Downtown Campus.
Title ACADEMIC GRIEVANCE

Purpose

To provide informal and formal mechanisms to facilitate the systematic review and resolution of student academic grievances.

Sources

College of Nursing & Health Innovation Baccalaureate Program Handbook for Clinical Nursing Students
https://nursingandhealth.asu.edu/files/students/handbooks/ug.pdf

Allegations of academic dishonesty are subject to review under the ASU Academic Integrity Policy http://provost.asu.edu/academicintegrity

Allegations of scientific misconduct are subject to review under ASU Policy RSP210: Misconduct in Research in the Research and Sponsored Projects Policies and Procedures Manual.
http://researchintegrity.asu.edu/misconduct

The Office of Diversity Staff is available to investigate and resolve allegations of unlawful discrimination or harassment http://diversity.asu.edu/node/2

Applicability

All COHNI students.

Protocol

It is the policy of the College of Nursing and Health Innovation to provide informal and formal mechanisms to facilitate the systematic review and resolution of student academic grievances.

Procedure

I. Introduction

A. The Academic Grievance Process of the College consists of both an Informal and Formal Procedure. The Aggrieved Student who has a concern or claim based upon an event or condition allegedly resulting from unfair application of College and/or course policies and/or procedures has the right to question the application through the process established for this purpose.

B. The Aggrieved Student will complete the informal process before initiating the formal process. The aggrieved student may contact the ombudsperson to assist with the filing of the grievance.
C. The Aggrieved Student may terminate an Academic Grievance at any time by submitting a written request to the Associate Dean for Academic Affairs. If such a decision is reached by the Aggrieved Student, the Faculty Member(s), Chair of the Academic Grievance Committee and appropriate Academic Program Director will be immediately notified in writing of the termination of the Academic Grievance.

II. Student Academic Grievance: Informal Procedure

A. Step 1: Within 5 business days from the alleged academic grievance the Aggrieved Student prepares and submits the Academic Communication Form (Attachment C-1) to the Faculty Member(s). Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university.

B. Step 2: Faculty Member(s) and Aggrieved Student meet within 5 business days of faculty receipt of the Academic Communication Form (Attachment C-1) in an attempt to resolve the Academic Grievance. In the context of the meeting:
   a. The Aggrieved Student is responsible for providing evidence regarding the event or condition that allegedly resulted from unfair application of the College and/or course policies and procedures.
   b. The Faculty Member(s) is obliged to review the material(s) presented and respond to the evidence and reasons presented.
   c. If the Academic Grievance is resolved, the Academic Communication Form (Attachment C-1) is signed by both parties and forwarded to the Associate Dean for Academic Affairs, concluding the Informal Grievance process.

C. Step 3: If the Academic Grievance is not resolved, the Aggrieved Student may appeal to the appropriate Academic Program Director or designee by forwarding the Academic Communication Form (Attachment C-1) to the Academic Program Director and request a meeting to be held within 10 business days of the completion of B. Step 2.
   a. The appropriate Academic Program Director or designee will inform the Faculty Member(s) that the Aggrieved Student has requested a meeting regarding the alleged grievance.

D. Step 4: The Aggrieved Student and the appropriate Academic Program Director or designee meet. In the context of the meeting with the Aggrieved Student:
   a. The Aggrieved Student is responsible for providing evidence, and reasons in support of the Academic Grievance.
   b. The appropriate Academic Program Director or designee is obliged to review the material(s) presented and respond to the evidence and reasons presented on the Academic Communication Form (Attachment C-1).
   c. The Academic Program Director or designee will inform the student and faculty of the outcome of the meeting using the Academic Communication Form (Attachment C-2). A copy of Academic Communication Form (Attachment C-2) will be provided to the student, faculty and Associate Dean for Academic Affairs.
   d. If the Academic Grievance is resolved, this terminates the Informal Procedure.
   e. If the Academic Grievance is not resolved, the Aggrieved Student, within ten (10) business days of the meeting between Academic Program Director or designee and student will prepare and submit the Academic Communication Form (Attachments C-1 and C-2) and the Statement of Academic Grievance Form (Attachment C-3), and request an initiation of a formal grievance from the Associate Dean for Academic Affairs.

II. Initiation of a Formal Grievance

A. Step 1: The role of the Associate Dean for Academic Affairs:
   a. Advises the Aggrieved Student of the protocol for the Formal Grievance Procedure.
   b. Notifies the chair of the Academic Grievance Committee within 5 business days of the student’s request and provides documentation from the informal grievance procedure as well as The Statement of Academic Grievance submitted by the
student.
c. Appoints a faculty member to serve as temporary chair to convene the committee in the event that the Chair or chair
elect are not available to convene the committee

III. Student Academic Grievance: Formal Procedure

A. Step 1: Within 5 business days of receiving the notification of a Formal Grievance request the Chair will notify the
committee to schedule a formal hearing.

i. The Aggrieved Student is responsible for providing the Chair:
   1. Evidence and reasons in support of the Academic Grievance
   2. Names of supporting individuals and their written statements in support of the Academic Grievance
   3. Any other relevant documents that will be offered in support of the Academic Grievance

ii. The Faculty Member(s) is/are responsible for providing the Chair:
   1. Evidence in support of the Faculty Member(s) position, (2) names of supporting individuals and their
      written statements in support of the Faculty Member(s) position
   2. Any other documents relevant to the Academic Grievance that will be offered in support of the Faculty
      Member(s) position

c. The rights and obligations of all parties involved are:

i. All parties have the right to an Advocate of their choice with whom to consult and from whom to receive assistance
   in preparation for the hearing. The Advocate may attend the meeting as an observer only but will have no voice

ii. All parties have the Right to Discovery - to have access to copies of all supporting documents that will be presented
    at the Academic Grievance Committee hearing

iii. All parties have the right to challenge the impartiality of any member of the Academic Grievance Committee. A
     written statement of the challenge must be submitted to the Chair of the Academic Grievance Committee within five
     (5) business days prior to the scheduled hearing. The challenge of impartiality will be reviewed and accepted or
     denied by the Chair of the Academic Grievance Committee. In the event the impartiality of the Chair of the
     Academic Grievance Committee is challenged the Chair will appoint a temporary Chair from the Academic
     Grievance Committee faculty members to act on that challenge.

B. Step 2: The Chair will convene the Academic Grievance Committee within five business (5) days receipt of evidence
from the Aggrieved Student and the faculty for the purpose of clarifying the Formal Procedure and process for the
Academic Grievance Committee hearing.

a. Each member of the Academic Grievance Committee and the support staff will be required to sign a Statement of
   Impartiality and Confidentiality (Attachment C-5). If any member is unable to sign this statement, he/she will
   automatically be disqualified from participation in the Academic Grievance Committee hearing and another
   faculty/student member will be appointed by the Chair of the Faculty Assembly.

b. A total of 4 members (faculty and student representatives) constitute a quorum of the Grievance Committee. All
   committee members have voice and vote. The chair of the committee has voice but only votes to break a tie.
c. Advocate and Ombudsperson are observers and do not have voice or vote.

d. Supporting individuals have voice but not vote.

C. Step 3: The Chair will designate a date and time for the formal hearing of the Academic Grievance Committee and communicate such to all parties involved. Every effort will be made to accommodate the schedules of the Aggrieved Student and members of the committee in planning the formal hearing; however, the formal grievance must be processed in the semester following the issuance of the grade in dispute. In the event that the student is unable to attend the hearing in person, arrangements will be made to conference the hearing.

D. Step 4: The formal hearing will be held in accordance with the Academic Grievance Committee Meeting Membership, Structure, Protocol and Proceedings.

E. Step 5: Upon completion of the Academic Grievance hearing, the Academic Grievance Committee members will deliberate and formulate recommendations. Within two (2) business days of completion of deliberations, the Chair of the Academic Grievance Committee will deliver a recording of the meeting and Grievance Committee Recommendations with rationale (Attachment C-6) to the Dean or designee.

F. Step 6: Within five (5) business days of receiving the Academic Grievance Committee's written recommendation, the Dean or designee will advise both parties [student and faculty member(s)] of the Dean's decision and action to be taken. The decision of the Dean is final. At this point, the Formal Academic Grievance Procedure is concluded.

Students who are in the process of a grievance may progress in the program until the appeal has been resolved unless the grievance is related to a clinical safety issue. Should the hearing not support the student’s allegation of an event or condition allegedly resulting from unfair application of College and/or course policies and procedures the student would withdraw from the current course and petition to re-take the course where the grade was assigned.

GLOSSARY:
1. Advocate: An individual chosen by either the Aggrieved Student and/or the Faculty Member(s) who assists in the preparation of Materials for the Academic Grievance committee hearing and who may attend the hearing as an observer.
2. Academic Grievance: A concern or claim based upon an event or condition allegedly resulting from unfair application of College and/or course policies and procedures. A student can appeal a grade only when he/she can document one or more of the following:
   - That inconsistent or inequitably applied standards for evaluation of student academic performance has occurred.
   - Failure of the instructor to notify the student of the criteria for grade determination
   - Assignment of a grade based on reasons other than the announced criteria and standards
   - Assignment of a grade based on factors other than student achievement e.g. personal bias

3. Academic Grievance Committee: A College committee elected for the purpose of facilitating the resolution of formal grievances.
4. Aggrieved Student: A student enrolled in a College academic program who perceives an event or condition allegedly resulting from unfair application of College policies and procedures.
5. Day: University business day excluding Saturday, Sunday, or any officially recognized University holiday.
Title ACADEMIC GRIEVANCE

6. Faculty Member(s): The Faculty Member(s) against whom the alleged Academic Grievance has been filed.
7. Faculty Representatives: Faculty members elected by a vote of the Academic Assembly to serve on the Academic Grievance Committee for three years. Faculty committee members have voice and vote. The Chair of the Grievance Committee has voice and votes only to break a tie.
8. Material Facts: Evidence that serves to support and/or refute the alleged Academic Grievance.
9. Ombudsperson: A faculty member appointed by the Dean for an academic year or more who serves as an impartial fact-finder and problem-solver for the Aggrieved Student and a faculty member appointed by the Dean to serve as resource for the involved Faculty Member(s). The ombudspersons have no power to reverse or change decisions but, with conciliation skills, help to expedite the Student Academic Grievance Process. The ombudsperson cannot attend any meetings pertaining to the grievance on behalf of the student.
10. Right to Discovery: Permits the Aggrieved Student or the Faculty Member(s) full disclosure and access to all material facts needed to prepare for the formal grievance procedures.
11. Semester: An academic time period begins with the first day of classes and ends at the completion of finals week.
12. Student Representatives: Students selected by the Board of Directors of a recognized CONHI student organization to serve on the Academic Grievance Committee for a period of one year. Student representatives have voice and vote.
13. Supporting Individual(s): Person(s) selected by the Aggrieved Student and/or the Faculty Member(s) to provide material facts on behalf of the Aggrieved Student and/or the Faculty Member(s) at the Academic Grievance Committee Hearing.
14. Resolution of a grievance: Refers to the point when:
   a. the student terminates the Academic Grievance Process or
   b. the issue is resolved during the informal procedure or
   c. the review of the issue by the Academic Grievance Committee does not support a full Academic Grievance Committee Hearing or
   d. the Dean renders the final decision
Academic Communication Form

This form is to be initiated by the aggrieved student as the first step in the informal grievance process. The form is submitted to the faculty member(s) in the course within 5 business days of the alleged grievance. Following receipt of this form, the faculty will meet with the student within 5 days.

Concise statement by the student describing the concern or claim based upon an event or condition allegedly resulting from unfair application of college policies and procedures: (provide evidence to support the concern or claim) Include attachments as necessary to support the claim.

Response from faculty member(s) who allegedly applied the policies and procedures unfairly:

Summary of the student-faculty meeting to resolve the grievance:

Is the grievance resolved? Yes No

____________________________________________
student signature date

____________________________________________
faculty signature date

If the academic grievance is not resolved, the student may appeal to the appropriate Academic Program Director or Designee by forwarding this form and requesting a meeting. The meeting is to take place within 10 business days of the meeting with faculty.

☐ copy to student ☐ copy to Associate Dean for Academic Affairs ☐ copy to faculty
Summary of Meeting:

Is the grievance resolved?  Yes  No

____________________________________________   _______________________
student signature   date

____________________________________________   _______________________
Academic Program Director/Designee   date

*If the grievance is not resolved, the aggrieved student may appeal to the Associate Dean for Academic Affairs with the submission of this form and Statement of Grievance (Attachment B-1).*

☐ copy to student  ☐ copy to Associate Dean for Academic Affairs  ☐ copy to faculty
This form with the Academic Communications Forms (A-1 and A-2) is submitted by the student to the Associate Dean for Academic Affairs as the first step in initiation of a formal grievance. It is to be submitted within 10 business days of the meeting with the Academic Program Director or Designee.

Aggrieved Person’s Name: __________________________________________________ Date:__________

Address: ____________________________________________ Telephone:___________________

Program: ____________________________

Course No. & Title: ________________

Name and position of party (parties) against whom the grievance is submitted:

Signature of Student: ________________________ Date:_______________
Arizona State University  
College of Nursing & Health Innovation  
Attachment C  
Statements of Impartiality & Confidentiality

I, the undersigned, attest impartiality concerning both parties to the alleged grievance to be heard.

I agree to keep confidential all matters pertaining to the alleged grievance unless otherwise required by law.

Name: ________________________________

Signature: ________________________________

Date: ________________________________
A quorum of four (4) active members is required to conduct an Academic Grievance Committee hearing. Of the three (3) members, the Chair or Chair Elect, at least one (1) faculty member and at least one (1) student member must be present.
Clinical Dress Code
The uniform is a means of identifying nursing students enrolled in the Traditional or Post-Baccalaureate Clinical Nursing Programs. In all clinical settings, CONHI students must be clearly identifiable as Arizona State University students for their own protection.

Students should take pride in their professional appearance as they represent ASU. As a healthcare provider, students are expected to demonstrate conservative, safe, and professional dress and grooming. This dress code is to be observed by all Traditional or Post-Baccalaureate Clinical Nursing Program Students. Faculty will review the dress code with students at the beginning of each clinical rotation. Faculty will provide students with specific instructions where exceptions to the dress code can be made.

Traditional and Post-Baccalaureate Nursing Clinical Nursing Program students will comply with the dress code at all items while in a clinical agency. Course faculty may require students to wear their uniform to laboratory or simulation experiences. Noncompliance with this dress code will be reflected in the clinical evaluation and my result in dismissal from clinical experiences. Traditional and Post-Baccalaureate Clinical Nursing Program students also are expected to comply with clinical agency dress code requirements.

Grooming:

Hair:
Student’s hair must be clean, neat, and kept away from the face. If the student’s hair is long, it must be fastened back securely from the face so that long ends remain behind the shoulders. Students must use plain barrettes and plain, non-decorative ponytail holders to secure hair. Professional behavior and expectations. Male students may wear neatly trimmed beards and/or mustaches.

Fingernails:
Students must keep nails short and trimmed. Students may wear clear, colorless, nail polish without chips. Due to health and safety requirements, sculptured or artificial nails are not acceptable.

Jewelry:
Students are required to wear a watch with a second hand. Students may wear a wedding band, and/or small plain post earrings for pierced ears. Students may wear one small, post earring per ear. Due to health and safety requirements, ear loops, dangling pierced earrings, or other visible piercings are not permitted.

Makeup:
Students may wear subtle makeup. Students are not allowed to wear perfume, after-shave, or fragrant lotions or powders.

Other:
Students may not chew gum during clinical rotations. Students may carry their belongings in a white, washable “fanny” pack.

Uniform:
All uniforms must be clean, neat, wrinkle-free, well fitting, and of appropriate length. The uniform fabric is to be heavy enough that it is not transparent. Students are required to purchase all uniform items with the ASU College of Nursing & Health Innovation insignia through the approved vendor. These items include: a wine scrub jacket, wine scrub top, and wine polo shirt. Students may purchase uniform pants and shoes through the approved vendor or a vendor of their choosing. Uniform pants or skirts must meet the following requirements:

- Fabric must be heavy enough that it is not transparent.
- Jean material is not allowed.
• Pants or skirts must fit at the natural waist line.
• Pants may have a straight or tapered leg.
• Pants are to fit modestly and provide ample room to bend, sit, lift, and turn.

Students will wear either the hospital-based or community-based uniform. Faculty will notify students of which uniform they are to wear at clinical agencies.

**Hospital Based** – Black scrub pants, a wine scrub jacket, a wine scrub top, and a white, round-necked short-sleeved t-shirt may be worn under scrub top. All-black nurse’s shoes or all-black, low-top leather athletic shoes will be worn. Shoes and laces are to be black and clean. Socks are required. Clogs, open-toed shoes, sandals, or canvas shoes are not acceptable.

**Community Based** – Black scrub pants, a wine scrub jacket, and a wine polo shirt with ASU emblem embroidered on left chest will be worn. Black leather shoes will be worn (see above). Socks are required.

**Identification** – The College of Nursing & Health Innovation ID badge is to be worn on the upper left side of polo shirt or scrub jacket, when required. For security reasons, some clinical agencies may require students to wear the agency ID badge along with the College ID badge.

**Approved revisions 2014**
Approved by Faculty Assembly 4/16/12
Approved by ASU CON Faculty Assembly 4/27/98
Revised by ASU CONHI Undergraduate Faculty 04/08
APPENDIX E – ESSENTIAL FUNCTIONAL ABILITIES OF THE UNDERGRADUATE NURSING STUDENT
Arizona State University College of Nursing & Health Innovation

Equal Access and Functional Expectations of Students

Arizona State University CONHI is committed to making learning experiences accessible and inclusive for all students, including those with an identified disability or disabling condition.

In compliance with the ASU policy on Students with Disabilities USI 701-02, http://www.asu.edu/aad/manuals/usid/universities/asu/disabilities.html, every effort will be made to accommodate students with special needs to find cost-effective methods to address the identified student condition and serve the needs of patients. These accommodations may include resources and assistive aids for those students with cognitive and perceptual disabilities, specialized equipment for hearing or vision deficits, and modifications to the physical environment or clinical hours.

Students with disabilities are required to document their conditions with the Disability Resource Center upon admission to the college and to be key participants in identifying their needs. The CONHI will provide reasonable and appropriate accommodations for all students who have documented a disability or disabling health condition.

General Description of Required Clinical Experiences for Undergraduate Students

Clinical hours vary with facility placement and may include 12-hour blocks of time, weekends and evenings. Flexibility is required, because there are a limited number of available sites for student experiences.

Responsibilities of a nursing student include client assessment and evaluation of physical, psychosocial, cognitive, and spiritual needs of the client and family; planning client care; performing nursing interventions; reviewing clinical chart and diagnostic and laboratory tests; developing individualized nursing plans; and implementing physician orders. Students must have the ability to utilize written, verbal, and computerized communication with faculty, peers, and other health care professional. Students also are required to accept professional supervision from faculty and designated staff and effectively integrate feedback into practice. Nursing students are expected to demonstrate the ability to think critically and apply nursing knowledge to clinical situations.
APPENDIX F - BLOODBORNE PATHOGENS PROTOCOLS & PROCEDURES
Arizona State University College of Nursing & Health Innovation

Protocol 1:
A CONHI student, who sustains an exposure to bloodborne pathogens while performing a nursing-student-related function will be afforded immediate, confidential medical evaluation and subsequent medical follow-up and prophylactic medical care in compliance with the Occupational Safety Health Administration’s (OSHA) final Bloodborne Pathogens Standard 1910:1030.

Protocol 2:
Students with an exposure incident will be referred for follow-up at Arizona State University Student Health Services Center or they may choose a private physician or other clinical site. Monitoring will be done by the student’s healthcare provider according to OSHA guidelines at 3, 6, and 12 months. The student is responsible for all charges incurred.

OSHA's Definition of Determinants of Exposure:
2. Bloodborne pathogens - pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include but are not limited to Hepatitis B Virus (HB) and Human Immunodeficiency Virus (HIV).
3. Occupational Exposure – reasonably anticipated skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials; semen, vaginal secretions, cerebrospinal fluid, saliva in dental procedures, and any body fluid that is visibly contaminated with blood, and all body fluids in situations in which it is difficult to differentiate between body fluids. (Note: Tears and sweat are excluded.)

PROCEDURES:
For post-exposure evaluations and follow-up in accordance with OSHA Standard 1910:1030:

1. The student shall report the injury/exposure immediately to the clinical instructor or supervisor on the unit, so that an incident report can be initiated. Chances of contracting human immunodeficiency virus (HIV) from exposure are reduced by 80% if medications are started within 2 hours of exposure.
2. The student will go to the agency employee health department or other designated person or department which will:
   a. Investigate and document the circumstances surrounding the exposure incident.
   b. Arrange for testing the source patient after written informed consent is obtained for hepatitis B virus (HBV) and HIV.
      i. Consent shall be obtained by the patient’s attending physician or designee. If consent is not obtained, the agency shall establish that the legally required consent that cannot be obtained.
   c. Provide the student the results of the source patient’s testing, along with the laws and regulations concerning the disclosure of the patient’s identity and infectious status.
3. If the event requires immediate treatment, the student will be referred for emergency care prior to going to the agency employee health department. The student is responsible for all expenses incurred.
4. The student shall be referred to the Arizona State University Student Health Services Center for OSHA designated postexposure follow-up. The student may use another healthcare provider who follows current OSHA guidelines for postexposure follow-up. If student chooses not to use Student Health, then the following is the student’s responsibility:
   a. If student uses another healthcare provider, the following information must be evaluated on initial visit:
      • current health status.
• need for tetanus vaccine.
• Hepatitis B Immune status.
• need for HIV testing.

b. Required follow-up care for:

• Three-month visit
  i. repeat HIV testing.
  ii. evaluate health status.
  iii. refer to private medical care if conversion occurs.

• Six-month visit
  i. follow Steps 1 through 3 of three-month visit.

• Twelve-month visit
  i. follow Steps 1 through 3 of three-month visit.
  ii. end follow-up if no conversion.

OSHA Standard 1910:1030 requires the record of the exposed student be kept for the duration of the status as a student plus 30 years. These copies reside with the student and the student’s healthcare provider.

Approved revised protocol 2013
Approved Revised Policy by Standards 05/02
Approved by Faculty Assembly 5/7/01
APPENDIX G - UNUSUAL OCCURRENCE PROTOCOL & PROCEDURE
Arizona State University College of Nursing & Health Innovation

Effective: TBD Revised: 1/2003, 2/2014

Title UNUSUAL OCCURRENCE PROTOCOL & PROCEDURE

Purpose

An unusual occurrence is any event of which a faculty member is made aware and that has potential to result in harm to a student, or to others while in the College of Nursing and Health Innovation or at a clinical site while the student is functioning in the capacity of a student nurse.

Sources

College of Nursing and Health Baccalaureate Program Handbook for Clinical Nursing Students
https://nursingandhealth.asu.edu/files/students/handbooks/ug.pdf

Applicability

The student is responsible for informing the faculty member of the occurrence as soon as possible after the occurrence. The faculty member, the student, preceptor(s), and witnesses must document such occurrences.

Protocol and Procedure

1. Upon notification by the student of an unusual occurrence that involves potential or actual harm to the student, another person, or to agency product/property, the faculty member will meet with the student to determine the nature of the occurrence. If indicated, the faculty member will then contact the nursing supervisor at the clinical site to complete the appropriate agency incident report.

2. Faculty member arranges for immediate care of the student and/or patient/others as necessary. If necessary, the student is to be referred to Student Health Services or the student’s healthcare provider of choice. The student is responsible for all healthcare costs for her/himself incurred in treatment of said injury. The student’s healthcare costs cover both immediate care and any necessary follow-up care. The College is not financially responsible for any costs incurred by the student. The faculty would notify the staff of the facility as soon as possible in the event that there is harm or potential harm to the patient/others.

3. Faculty will contact the appropriate clinical coordinator or lead faculty as soon as possible after an incident. Within 24 hours faculty will complete a Report of Unusual Occurrence form that may be obtained from student handbook. https://nursingandhealth.asu.edu/files/students/handbooks/ug.pdf

4. The appropriate Program Director must be notified within three business days of the incident. The original copy of the form is given to the student, one copy to the student file and one copy to the appropriate Program Director’s office.

5. If the student or person harmed declines immediate care or referral for follow-up care, this [declination] is to be noted on the Report of Unusual Occurrence form under ‘Other’, with an explanation.
6. If the student does not want to sign the form, the faculty member should complete it, note that the student has refused to sign, and provide the student with a copy.

7. Faculty member will obtain a copy of agency incident report when possible and submit that report with the College of Nursing and Health Innovation Unusual Occurrence form to the appropriate Program Director’s Office.

8. The Program Director will review the Unusual Occurrence report for completeness and determine if additional action should be taken.

9. The Program Director will present any Unusual Occurrence reports at the monthly meeting of the Standards Committee.

10. With input from the Standards Committee the Program Director will identify contributors to the occurrence and lessons learned/corrective action. The Program Director is responsible for documenting any action plan and assuring the implementation of the plan.

11. The Standards Committee is responsible for identifying any root causes and trends in order to prevent further incidences.

12. The Program Director’s Office will notify ASU Environmental Health & Safety/Legal Counsel regarding the event.

### Forms

ARIZONA STATE UNIVERSITY  
College of Nursing and Health Innovation  
Report of Unusual Occurrence  
(To be completed by Faculty Member and student)

Date and time of incident: _________________________

Student’s Name: ___________________ ID Number____________________

Student’s Address ____________________________________________________________
   Street, City, Zip

Student’s Phone: __________________________ Email_____________________

Faculty Member’s Name: ________________________________________________

Witness(es) :________________________________________________________
   Name, Address, Phone Number

Location of Event (Agency, Unit, Room) _________________________________
Description of Unusual Occurrence:

Was there injury or harm as a result of the occurrence?  ____Yes  ___No
If yes, what was the nature of Injury:

Disposition of Student:
__ Emergency Room/Urgent Care
__ Student Health at ASU
__ Private Primary Care Provider
__ Other: (explain)
__ No care required __Follow-up required

Disposition of Patient/other:

Student Signature_____________________________ Date__________________ Time__________________

Faculty Signature_____________________________ Date__________________ Time__________________
APPENDIX H - SAFE PRACTICE IN CLINICAL/LABORATORY SETTINGS
Arizona State University College of Nursing & Health Innovation

I. Protocol
The student in the College of Nursing & Health Innovation (CONHI) is expected to demonstrate safe behavior, which includes promoting the actual or potential well-being of clients, healthcare workers, and self in the biological, psychological, sociological, and cultural realms and demonstrating accountability in the preparation, provision, and documentation of nursing care.

The purpose of setting safe performance clinical standards is to: 1) identify expectations of CONHI; 2) to comply with licensure regulations and agency agreements; and 3) to identify and help students who need assistance and support to succeed in the nursing program.

Indicators to be used as guidelines for educating students and determining safe performance are:

A. **Regulatory:** Students practice within the boundaries of the Arizona State Nurse Practice Act, the *ANA Code of Ethics for Nurses*; the guidelines, objectives, and policies of CONHI; and the rules and regulations of the healthcare agency where they are assigned for clinical learning experiences. Students also are required to obey all applicable laws.

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

a. fails to notify the agency and/or instructor of clinical absence.

b. fails to follow the CONHI and/or agency policies and procedures.

c. reports for or demonstrates impairment during clinical practicum under the influence of a substance.

B. **Ethical:** The student performs according to the guidelines of the *American Nurses Association Code of Ethics for Nurses*, Standards of Practice, and the Arizona State Nurse Practice Act. Students must be able and willing to accept professional supervision from faculty and other supervisors and effectively integrate feedback they perceive.

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

a. fails to consult with instructor prior to refusing assignment based on medical diagnosis, race, culture, religious preference, gender, sexual orientation, national origin, age, handicapping condition, or any other protected status category of the client.

b. denies, covers-up, or does not report own errors in clinical practice.

c. ignores and fails to report unethical behavior of other healthcare persons that affects client welfare in the clinical setting.

C. **Biological, Psychological, Social, and Cultural Realms:** The student’s performance recognizes and seeks to meet the needs of the client from a biological, psychological, sociological, and cultural standpoint at the level of the nursing course objectives.

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

a. displays mental, physical, or emotional behavior(s) which may adversely affect others’ well being.

b. fails to follow through on suggested referrals or interventions to correct deficit areas that may result in harm to others.

c. commits acts of omission or commission in the care of clients in hazardous positions, conditions, or circumstances; mental or emotional abuse; and medication errors.

d. interacts inappropriately with agency staff, coworkers, peers, patients/clients, families, and faculty that results in miscommunication, disruption of client care, and/or unit functioning.

e. lacks physical coordination essential for carrying out nursing procedures.

f. lacks information-processing ability necessary for making appropriate clinical judgments or decisions.

D. **Accountability:** The student’s performance demonstrates consistency in responsible preparation, documentation, and promotion for the healthcare of clients, according to course objectives.
Examples of unsafe practice include, but are not limited to, the following:

a. fails to provide inclusive written communication on appropriate documents or verbal communication to faculty and/or appropriate agency personnel.
b. fails to record accurately essential client behaviors.
c. fails to report incompetent, unethical, or illegal practice of any person.
d. attempts activities without adequate orientation, theoretical preparation, or appropriate assistance.
e. fails to maintain honesty in clinical practice and/or written work.
f. is habitually tardy to clinical practicum.

E. Human Rights: The student’s performance demonstrates respect for the individual, client, health team member, faculty, and self, including but not limited to, the legal, ethical, and cultural realms.

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

a. fails to maintain confidentiality of interactions.
b. fails to maintain confidentiality of records.
c. exhibits dishonesty in relationships with peers, faculty, clients/patients, and/or agency personnel.
d. fails to recognize and promote every patient’s rights.

II. Implementation of Procedure
Unsafe behaviors(s) related to a student’s performance must be clearly described and documented. Confirmation, or with supporting observation of clinical staff, should be included in the documentation of the performance problems, if possible. The student has a right to provide input and/or data regarding his/her clinical performance and to consult with the clinical instructor, the course coordinator, site coordinator, academic program director, and/or associate dean.

The clinical instructor will document unsafe behaviors and take appropriate action which may include one or more of the following:

a. a conference between the student and clinical instructor.
b. discussion of appropriate action by student.
c. written agreement between faculty member and student for behavioral remediation.
d. consultation by faculty member and student with the course coordinator, program director, and/or associate dean.
e. referral to the primary care provider for physical health assessment to determine if there are any factors impacting on student’s performance and any recommendations for healthcare.
f. referral to mental healthcare provider for psychological or substance assessment to determine if there are any factors impacting on student performance and any recommendations for healthcare.
g. assessment must be completed prior to return to clinical setting.
h. request consent from student for release of information to and from referring service.
i. consultation by the student with own healthcare provider and evidence of such action to the appropriate academic program director or appropriate associate dean.
j. removal from the clinical practicum with appropriate action, such as with a failure to meet clinical course objectives, leading to possible suspension or dismissal from the nursing program.

The student may initiate the formal or informal grievance appeal process according to the procedures outlined in the College of Nursing & Health Innovation Student Handbook.

In such case that the behavior violates the Arizona Board of Regents’ Code of Conduct, charges will be brought under this code.

Cross-referenced with Professional Practice Guidelines published in practice course syllabi. Adapted from University of Arizona College of Nursing
Approved by Faculty Assembly 5/7/01
APPENDIX I - STUDENTS’ PRACTICING SPECIFIC SKILLS ON OTHER STUDENTS
Arizona State University College of Nursing & Health Innovation

Students may practice skills in a laboratory situation prior to implementing these skills on clients in clinical practice settings. Students perform these skills under faculty supervision in the laboratory. Students perform many noninvasive skills on each other including the variety of health assessment techniques used according to the scope of practice (undergraduate versus graduate). Health assessment skills include, but are not limited to, heart and breath sounds, head, extremity, breast and abdomen examination, etc. Psychomotor skills include, but are not limited to, bathing, transfers, and activities of daily living.

Any skill that involves privacy or religious connotations (such as breast exams) may have alternative learning modalities provided as needed. Practicing skills on another student is not a course requirement.

Demonstration of the invasive skills of subcutaneous and intradermal injections on another student or finger stick on self will be allowed in the laboratory setting only. (See definition of invasive procedure below.)

The college assumes no liability for students practicing skills unsupervised out of the laboratory setting.

Prior to performing above invasive skills, students receive the following specific theoretical information:
- Universal Precautions/OSHA Standards
- Requirements of Risk Management
- Bloodborne Pathogens
- Asepsis/Sterile Techniques
- Procedural Techniques
- Equipment Management
- Rational/Goals of Procedures

Prior to performing invasive skills on each other, students are required to sign an informed consent form. Students who do not consent to practice on other students or to be practiced on will have a similar experience using manikins and other equipment. Practicing skills on another student is not an expectation to pass the clinical course successfully.

Should a student wish to change to consent to practicing specific skills on other students, that student must sign the revocation on the original consent form and a new consent form to practice skills on others.
ARIZONA STATE UNIVERSITY  
College of Nursing & Health Innovation  
STUDENT CONSENT  
Student Practice of Invasive and Non-Invasive Nursing Skills

I, _________________________ (printed name), hereby acknowledge having read and understand the College of Nursing & Health Innovation Protocol on the Practice of Nursing Skills; including invasive and noninvasive skills on other students and other students practicing on myself. I agree that, prior to practicing any skills on other students; I will successfully undergo all training that may be required of me by the College of Nursing & Health Innovation; such training to include:

Universal Precautions/OSHA Standards  
Bloodborne Pathogens  
Asepsis/Sterile Technique  
Procedural Techniques  
Equipment Management  
Rationale/Goals of Procedures  
Requirement of Risk Management/Safety

I understand the practicing of invasive nursing skills on other students is strictly voluntary and not a course requirement and that other (alternative) learning experiences will be provided to me should I choose not to participate in any of the invasive skills practices. Additionally, I understand that there will be no adverse repercussions for not participating in any of the invasive skills practices on other students; and that alternative learning experience(s) offered to me will provide the opportunity to meet the course learning outcomes.

I understand that practicing specific invasive skills on other students involves potential risk of harm to my health or the health of others and these risks include, but are not limited to: accidental wrong location of administration, cellulitis, blood vessel damage, nerve damage, or exposure to a bloodborne pathogen, allergic reaction from potential medication absorption, glass injury (eye or skin), ecchymosis, hematoma, skin reactions, bleeding or infection. Invasive and noninvasive procedures include psychomotor nursing skills, performance of health assessment, and therapeutic communication. Students may have cultural and/or religious beliefs that may influence their willingness to participate in the performance of invasive and noninvasive procedures.

I understand that in the event of injury, negative reaction, pathogen exposure, or other incident requiring medical attention, I will be personally responsible for all related costs and expenses. In the course of practicing invasive and noninvasive skills, I will follow the Arizona State University College of Nursing & Health Innovation Bloodborne Pathogen Protocol with applicable OSHA recommendations regarding exposure. If I practice invasive or noninvasive skills on other students or permit the practice of skills by other students on myself, I will follow the training provided to me as well as any and all instructions and procedures that are set forth by my instructor. I will only practice invasive procedures in select labs and under the direct supervision of approved personnel in the clinical or lab setting.

I Consent and Agree to participate in having other students practice invasive and noninvasive nursing skills on me.

I Consent and Agree to participate in having other students practice only noninvasive nursing skills on me.

I decline to participate in having other students practice invasive nursing skills on me.

I hereby forever release, hold harmless and agree to indemnify the State of Arizona, Arizona Board of Regents, Arizona State University, and their regents, officers, employees, agents, and representatives from any and all liability resulting from this Consent and the practicing of invasive and noninvasive nursing health skills.
I hereby revoke my Consent as noted above.

The original Student Consent form will be kept on file in the Graduate or Undergraduate Student Academic Services Office (USASO) and a copy in the Learning Resource Center (LRC).

Approved by Standards Committee 08/12
APPENDIX J: SKILLS PRACTICE BAG
Arizona State University – College of Nursing & Health Innovation

Students entering the Prelicensure Nursing Program will receive a skills practice bag in their first clinical practice course. Students are to use the contents in the skills practice bags throughout the clinical nursing major.

The following guidelines apply to the use of skills practice bags:

1. A skills practice bag will be provided for each student at the beginning of the JR I clinical course. The skills practice bag contains disposable supplies for practicing psychomotor skills.
2. Once the bag is provided to the student, it belongs to the student, and the student takes full responsibility for the bag.
3. The skills practice bag will be used throughout the professional program and will be used for the following activities:
   a. Scheduled clinical skills labs. (Students will be expected to bring the relevant items to the scheduled clinical skills lab.)
   b. Open lab time.
4. The skills practice bag will NOT be used for
   a. Any invasive skills in scheduled labs.
   b. Any invasive skills in nonacademic settings.
   c. Competency.
   d. Simulation experiences.
   e. Any activity or purpose prohibited by law or policy.
5. The University assumes no liability for any use of the skills practice bag. The student remains solely responsible for any use of the skills practice bag and its contents.

No invasive procedures shall be done at any time with the contents of the bag.
APPENDIX K – ACADEMIC AND PROFESSIONAL INTEGRITY POLICY
Arizona State University College of Nursing & Health Innovation

Effective: 3/23/98 Revised: 3/17/08, 4/14/14

Title ACADEMIC AND PROFESSIONAL INTEGRITY

Purpose

Students, together with the faculty, assume as part of their obligation to themselves, their peers, the University, and the nursing profession, the responsibility to uphold standards of academic and professional integrity. Integrity is essential to accountability in nursing education and practice. Breeches of integrity lead to demoralization and lack of trust. The College of Nursing and Health Innovation standards are firm due to the nature of our professional responsibilities and accountability to the client and to our profession. Professional development not only includes theoretical knowledge and clinical competence, but the cultivation of integrity and sound judgment.

Sources

Arizona Board of Regents Code of Conduct
https://students.asu.edu/srr/code

College of Nursing and Health Baccalaureate Program Handbook for Clinical Nursing Students
https://nursingandhealth.asu.edu/files/students/handbooks/ug.pdf

ANA Code of Ethics for Nurses
http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx

Applicability

All students and faculty in the College of Nursing and Health Innovation

Protocol

Preparing graduates for practice as responsible and accountable professional nurses is a primary goal for the College of Nursing and Health Innovation at Arizona State University. Toward this end, the faculty and the students of the college endorse the values identified in the Code of Ethics for Nurses with Interpretive Statements (American Nurses’ Association, 2001) and those of the American Association of the Colleges of Nursing (AACN), as essential to professional nursing. These values provide the foundation for guiding professional behavior and fostering academic and professional integrity in the College of Nursing and Health Innovation.

Values

Compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or nature of the health problems.

Commitment to the client, whether an individual, family, or community.

Advocacy for the health, safety, and rights of the client.

Responsibility and accountability for individual nursing practice in the provision of optimum client care.

Duty to self to maintain competence, integrity, and personal and professional development.
Title ACADEMIC AND PROFESSIONAL INTEGRITY

Establishment, maintenance, and improvement of health care environments and conditions of employment conducive to the provision of quality health care through individual and collective action.

Participation in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

Collaboration with other health care professionals and the public in promoting community, national, and international efforts to meet health needs.

Responsibility for the articulation of nursing values, maintaining the integrity of the profession and its practice, and shaping social policy.


Faculty Obligations
Faculty members are responsible for:

- Teaching, promoting, and exemplifying professional and academic conduct that reflects values expressed in the Code of Ethics for Nurses with Interpretive Statements (2001)
- Encouraging the dynamic pursuit of learning
- Demonstrating respect for all as individuals
- Conducting oneself with academic and professional integrity
- Fostering honest academic and professional conduct
- Assuring that evaluation of the students is based on expressed criteria
- Providing opportunities for students to discuss issues related to academic and professional integrity under conditions of confidentiality
- Maintaining professional boundaries in faculty-student relationships
- Specifying course expectations regarding interpretation of authorized and unauthorized collaboration
- Understanding the procedures of this policy relative to how academic and/or professional misconduct are to be addressed

Student Obligations
Students are responsible for:

- Understanding academic and professional conduct that reflects the values put forth in this policy
- Seeking clarification of the interpretation of authorized and unauthorized collaboration on assignments
- Conducting oneself with academic and professional integrity
- Demonstrating respect for all as individuals
- Maintaining professional boundaries in student-faculty, student-student, and student-client relationships
- Addressing, with the appropriate faculty member or administrator, any instance in which a student has suspicion or knowledge of academic or professional conduct by a student or faculty member that violates this policy
Effective: 3/23/98 Revised: 3/17/08, 4/14/14

Title ACADEMIC AND PROFESSIONAL INTEGRITY

Reporting and Investigation
During the course of study in the nursing program, a person may observe behaviors in others that are considered a violation of ethical conduct for academic and/or professional integrity. Each individual has the responsibility to report any questionable activity observed in the classroom, clinical setting, laboratory, or on-line environment. Personal responsibility is the foundation for the development of professionalism.

Suspected instances of violations of academic and/or professional integrity are, in most cases, to be reported to the course faculty member or administrator who will examine the reported situation in a manner that protects the individual rights of the person(s) involved. (See the Student Bill of Rights).

Just as there are consequences for violations of academic and professional integrity, so too are there consequences for any person who makes intentionally false accusations against another. Any person, student or faculty member, who intentionally makes false accusations against another exhibits behaviors that are an insult to the integrity expected of those in the nursing profession.

Sanctions
Assignment of consequences is determined by the faculty member associated with the course in consultation with the appropriate Program Director.

Should the suspicion of violation of academic or professional integrity be substantiated, the course faculty member considers the intent of the violation to determine the consequence of the violation. The consequences for violations of academic and professional integrity range the MINIMUM of completion of an additional assignment or receiving a grade of E/zero for the test or assignment to the MAXIMUM of expulsion from the College of Nursing & Healthcare Innovation.

Examples of Possible Violations

Violations may include but are not limited to the following:

- Offering for course credit as one’s own work, wholly or in part, the work of another.
- Incorporating into one’s work offered for course credit, passages taken either verbatim or in substance from the work of another without citing the original author.
- Engaging in and/or submitting unauthorized collaborative work as one’s own.
- Obtaining or attempting to obtain unauthorized prior knowledge of an examination or assignment.
- Consulting notes, outlines, references or answers, from any source, during an examination.
- Selling, giving, or in any way transmitting, to another student, unauthorized information on or during examinations and/or assignments.
- Taking an examination or satisfying any other course requirement in place of another student; or having another student do the same for you.
- Failing to report an act that a student believes, in good faith, violates the Academic & Professional Integrity Policy.
- Falsifying any medical records. This includes, but is not limited to, intentional omissions of information or commission of information.
- Modifying, without faculty approval, an examination, paper, or report for the purpose of obtaining additional credit.
- Falsifying attendance at a required agency, home visit, professional meeting, or clinical experience
- Falsifying or misrepresenting data collection for an assignment, project, or paper.
- Making unauthorized changes in any reported grade or official academic report.
Title ACADEMIC AND PROFESSIONAL INTEGRITY

- Making physical or verbal threats to clients, faculty, peers, and/or staff.
- Using offensive or abusive language with others.

Student Appeal of Sanction

Matters that violate the Arizona Board of Regents Student Code of Conduct or ASU Academic Integrity Policy can be appealed as provided for in those policies.
Code of Conduct https://students.asu.edu/srr/code
University Student Academic Integrity https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf.
A student may appeal the consequences imposed for violation of academic and/or professional integrity by following the University Student Academic Integrity Policy listed above.

Glossary of Terms

Academic Integrity – encompasses honesty in classroom and clinical settings and is a way of thinking, believing, and acting that fosters a climate of trust, honesty, openness, consistency and respect for oneself and others.
Accountability – is the condition of being publicly answerable to someone else for one’s decisions and actions.
Collaboration – occurs when students work together toward a common educational goal or discuss issues relevant to an assignment or course. Collaboration, in and of itself, does not violate academic integrity and in fact, may enhance students’ educational experiences. Students are not to assume that collaboration is permitted unless it has been expressly authorized by the instructor.
Dishonorable conduct – is an act or behavior that violates either the Academic Integrity policy of Arizona State University or the Academic & Professional Integrity policy of the College of Nursing and Health Innovation. Dishonorable conduct occurs if a student submits collaborative work when the instructor has directed an individual assignment, or when the work is misrepresented as a student’s own but is the result of authorized collaborative effort.
Professional Boundaries – constitute the parameters of the faculty-student relationship. The purpose of the relationship is to foster learning and socialization of students into the professional nurse role. The relationship is, by its nature, one of unequal power. The faculty-student relationship, with its inherent boundaries, can be viewed as parallel to that of the nurse-client relationship.
Professional Integrity – encompasses characteristics of consistently sustaining ethical principles, judgment, and actions in client, peer, and colleague interactions.
Responsibility – is the acceptance of one’s obligation for one’s knowledge and actions in classroom and clinical situations.
Values – are a set of beliefs and attitudes that reflect the relative merit one attributes to a person, idea, or object that directs that individual’s behaviors and provides the individual with life’s meaning and a way of understanding the world.
STUDENT INTEGRITY PLEDGE
Arizona State University College of Nursing & Health Innovation

Academic and Professional Integrity

**Integrity**
Academic - encompasses honesty in classroom and practice settings, and is a way of believing and acting that fosters a climate of trust, honesty, openness, consistency, and respect for oneself and others.

Professional - encompasses characteristics of consistently sustaining ethical principles, judgment, and actions in client and colleague interactions.

Students, together with faculty, assume as part of their obligation to themselves, their peers, the university, the nursing profession, and society, the responsibility to uphold standards of academic and professional integrity. Integrity is essential to accountability in nursing education and practice. Breaches of integrity lead to demoralization and lack of trust. The College of Nursing and Health Innovation standards are firm due to the nature of professional responsibilities and accountability to the client and nursing profession. Professional development not only includes theoretical knowledge and clinical competence, but the cultivation of integrity and sound judgment.

Preparing graduates for practice as responsible and accountable professional nurses is a primary goal of the College of Nursing and Health Innovation at Arizona State University. Toward this end, the faculty and students of the college endorse the values identified in the Code for Nurses with Interpretive Statements (American Nurses Association, 2001) and those of the American Association of Colleges of Nursing (AACN) as essential to professional nursing. These values provide the foundation for guiding professional behavior and fostering academic and professional integrity in the College of Nursing and Health Innovation.

**Student Integrity Pledge**

I, __________________________, have read, understand, and will abide by the Academic and Professional Integrity Policy of the College of Nursing and Health Innovation at Arizona State University.

____________________________ ______________
Signature Date

Approved by ASU CON Faculty Assembly; 03/23/98
APPENDIX L - STUDENT INTEGRITY PLEDGE
Arizona State University College of Nursing & Health Innovation

Academic and Professional Integrity

**Integrity**
Academic - encompasses honesty in classroom and practice settings, and is a way of believing and acting that fosters a climate of trust, honesty, openness, consistency, and respect for oneself and others.

Professional - encompasses characteristics of consistently sustaining ethical principles, judgment, and actions in client and colleague interactions.

Students, together with faculty, assume as part of their obligation to themselves, their peers, the university, the nursing profession, and society, the responsibility to uphold standards of academic and professional integrity. Integrity is essential to accountability in nursing education and practice. Breaches of integrity lead to demoralization and lack of trust. The College of Nursing & Health Innovation standards are firm due to the nature of professional responsibilities and accountability to the client and nursing profession. Professional development not only includes theoretical knowledge and clinical competence, but the cultivation of integrity and sound judgment.

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**Student Integrity Pledge**

I, __________________________, have read, understand, and will abide by the Academic and Professional Integrity Policy of the College of Nursing & Health Innovation at Arizona State University.

___________________________  ______________
Signature      Date

Approved by ASU CON Faculty Assembly; 03/23/98
**APPENDIX M – SUBSTANCE ABUSE ALGORITHM**

*Arizona State University – College of Nursing & Health Innovation*

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**Suspect Student is Chemically Impaired**

**WHAT TO DO**

- Remove student from immediate clinical area
- Consult with second faculty/faculty designee/nursing staff to validate suspicions
- Notify Course Coordinator (CC) of Concerns

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**Suspicion Not Verified**

- Reevaluate with student regarding your concerns and develop plan accordingly

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**Suspicion Verified**

- Inform student of concerns
- Obtain consent for “for cause” drug/alcohol screening
- Inform student of meeting to be scheduled with Dean’s Designee within 48 hours or 2 working days of incident with Student, Faculty, Substance Abuse Committee Representative and Dean’s Designee

---

**Student Refuses Testing**

- Student signs Form B
  - Transportation Home:
    - Student agrees to arranged transportation home
    - Faculty arrange this through CC or Designee
    - Student refuses arranged transportation home:
      - If student chooses to drive self and faculty believes there is a risk to student or public, call police

---

**Student Agrees to Testing**

- Student signs Form A
- Faculty remains with student until transported to the lab
- CC arranges transportation to lab
- CONHI administrative representative will meet the student at the lab
- CONHI administrative representative will arrange for transportation to home
- CC informs Designee of incident