



BSN Nursing Handbook

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INTRODUCTION

Arizona State University College of Nursing and Health Innovation (CONHI) offers this handbook to students admitted to the Bachelor of Science in Nursing (BSN) program. The purpose of the handbook is to inform students of the guidelines, procedures, academic expectations, student requirements, and student resources of the College of Nursing and Health Innovation. This handbook serves as a supplement to the Arizona State University General Catalog.

Students are expected to review the handbook August 15, January 15, and May 15.

ADDRESSES AND TELEPHONE NUMBERS

Downtown Campus

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

Web Site <https://nursingandhealth.asu.edu/>

Mayo Clinic Campus

Address: College of Nursing and 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 <https://mayo.asu.edu/>

COLLEGE OF NURSING AND HEALTH INNOVATION OVERVIEW

The College of Nursing & Health Innovation (CONHI) is distinguished as a model for excellence and inspiration in nursing and interprofessional practice, education, and research to advance knowledge and innovative practice models, and new solutions to optimize the health and well-being of our diverse local, national and global communities. Learn more about the history of the college.

Mission & Goals

Deliver excellent, innovative, nationally-recognized nursing and interprofessional programs that are accessible, inclusive, and learner-centered

- 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 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.

Build national reputation in innovative nursing and health related programs that significantly impact individuals and communities

- 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.

Establish ASU as a global center for interdisciplinary research, discovery and development by 2020

- 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.

Enhance our local impact and social embeddedness

- 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: <https://nursingandhealth.asu.edu/about>

SECTION 1: GENERAL INFORMATION

ACCREDITATION

The baccalaureate degree in nursing/master's degree in nursing/and Doctor of Nursing Practice at the Arizona State University College of Nursing and Health Innovation is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>) through June 30, 2024. All programs are also approved by the Arizona State Board of Nursing.

PROGRAM FOUNDATION

PHILOSOPHY and PURPOSE

The college 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 and Health Innovation seek to foster excellence in scholarship, research, service, and practice.

The educational programs of the college 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 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 nursing 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.

SECTION 2: BACCALAUREATE PROGRAMS

ORGANIZATION

Prelicensure Nursing Programs

Traditional Prelicensure Clinical Nursing Program (TPCNP)
Post-Baccalaureate Clinical Nursing Program (PBCNP)

Online BSN Programs

RN-BSN Program (RN-B)
Concurrent Enrollment Program (CEP)
Eastern Arizona College Program (Hybrid CEP)

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, trends, and identify future healthcare needs to advocate for the client and the profession.

BACCALAUREATE NURSING PROGRAMS

Traditional Prelicensure Clinical Nursing Program (TPCNP)

Students may complete the upper-division TPCNP in a 16-month year-round schedule or a 24-month academic-year schedule. Consideration for advancement to the TPCNP (16-month year-round schedule or 24-month academic-year schedule).

Students enrolled in the 16-month year round schedule will begin the clinical nursing program in May and graduate the following August. ASU 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.

ADVANCEMENT PATHWAYS

Students earn advancement into the TPCNP two ways: through Direct Admission or through the Competitive Application Process (CAP). Students who are directly admitted into the nursing major must meet specific standards each semester to maintain guaranteed advancement into the TPCNP. Remaining spaces, or those spaces not filled by Direct Admission students, are earned through the Competitive Application Process.

Direct Admission

Some applicants have earned “Direct Admission” status upon entering ASU as a freshman nursing major. These students must meet the Continuing Eligibility Criteria each semester to maintain this status. If direct admission is retained throughout the advancement process, these students are guaranteed placement into the clinical nursing program. Advancement of qualified Direct Admission students will take place within one year of the semester where all 17 critical courses are completed. Direct Admission students are not guaranteed their first preference. In the event where more Direct Admission students request placement in a specific cohort than spaces are available, placement will be determined by random selection.

Continuing Eligibility Criteria is established to create a direct admit cohort. All students must adhere to the following guidelines each semester:

- Enroll in the courses following the published course sequence on the major map.
- Courses taken at institutions other than ASU, during the required semester, must have the grades recorded on the ASU system by the final grading deadline (degree conferral dates) per the ASU Academic Calendar.
- 3.50 minimum critical (prerequisite) course GPA each semester
- Grades of C or better in critical (prerequisite) courses
- Successful completion of all screening items

Test of Essential Academic Skills (TEAS) – Direct Admission Students

While Direct Admission students are not required to take the TEAS, opting to complete the examination can provide a safeguard if a student is concerned about meeting the 3.50 semester GPA requirement by the end of fall 2018. By opting to take the TEAS, a Direct Admission student may still be considered a competitive applicant should their GPA drop below a 3.50 semester GPA in fall 2018. One can review additional TEAS information under the Competitive Applicants section. If a student loses Direct Admission and opted to take the TEAS, they can be considered a competitive applicant using the Advancement Score Calculation.

Competitive Applicants

After Direct Admission students are placed into the program, any remaining spaces will be offered to competitive applicants with the highest Advancement Scores. The Advancement Score is 50% based on a Select GPA and 50% based on the Test of Essential Academic Skills (TEAS) score. At this time, no other academic, professional, or philanthropic items are considered. Competitive applicants must be in good academic standing at Arizona State University to apply.

Competitive applicants who have applied for advancement in an earlier cycle and now wish to be considered in a new cycle are not given preference in the advancement process. There is no limit on the number of times students can apply for advancement to the clinical nursing program, but students who are reapplying should meet with an academic advisor in the college to discuss academic options.

Select GPA and Prerequisite GPA

Grade eligibility for advancement is measured in two ways: the first is called the “Select GPA,” and the second is called the “Prerequisite GPA.” Both GPA’s must meet or exceed 3.25 for eligibility, though typically applicants who advance have much higher GPA’s. Plus (+) and minus (-) grades will not be used in either computation (e.g. a “B+” grade becomes a “B,” an “A-” grade becomes an “A,” etc.). Grades earned at ASU and at other colleges are given the same weight. Per university policy, students may not repeat an undergraduate course for credit when a grade of “C” or higher is earned. Please speak with your academic advisor about replacement course options.

1. The **Select GPA** must meet or exceed 3.25 and is calculated from 13 of the 17 critical course grades. A student may have up to four of the remaining 17 critical courses in progress while an applicant is being considered, though only completed courses may be used in the Select GPA. The 13 critical courses used to compute the Select GPA must include:
 - **First-Year Composition courses**—ENG 101 and ENG 102 or approved equivalent courses. Students who have already earned a baccalaureate degree may use grades of “Pass” rather than letter grades for their first-year composition courses. Students who took ENG 105 will enter their ENG 105 grade under ENG 101, and then enter a “Pass” for their ENG 102 grade.

- **Three of the four required laboratory science courses** (BIO 201, BIO 202, CHM 101 and MIC 205/206 or approved equivalent courses). Science courses must have been taken within 7 years of the semester in which the TPCNP will start (i.e., spring 2012 or thereafter).
 - **Eight (8) additional critical courses.**
2. After all 17 courses are completed, a **Prerequisite GPA** is calculated and must meet or exceed 3.25 to retain a space in the program. All 17 critical courses are included in this GPA calculation.

Test of Essential Academic Skills (TEAS) – Competitive Applicants

All competitive applicants must take the TEAS test by the advancement deadline. It is strongly recommended that applicants take the exam through ASU's University Office of Evaluation and Educational Effectiveness. For tests taken outside of ASU, applicants must contact [ATI Testing](#) to request that an official transcript is sent to the Student Academic Services Office, and received no later than the advancement application deadline.

The TEAS measures essential skills in reading, mathematics, science, and English language and usage. Applicants are allowed one attempt at the TEAS per application cycle, unless a failing score below 58.7% is earned. If a student earns less than 58.7% one retest is permitted, but the student must wait a minimum of 30 days between tests, and the second attempt must be on or before the advancement deadline. For example, for the September 1 deadline, if a student takes the TEAS test on July 3rd and earns a 48.9%, the TEAS test could be attempted a second time on any testing date starting August 2nd, but no later than August 31. Scores are valid up to one year from when a student took the test. Students must confirm with their academic advisor whether a TEAS score will be valid for a second application cycle.

Preparing for the TEAS

Students should adequately prepare for the TEAS prior to their testing date. Preparation materials can be found through the testing publisher, ATI Testing, at <https://atitesting.com>.

Advancement Score Calculation

Part One: *Select GPA.* Identify which eligible 13 courses will be used in the "Select GPA," and calculate a GPA from those courses. The Select GPA is converted to a 1-point scale by dividing by 4.00. The Select GPA must fall within a range of 0.8125 to 1.000. For example, a Select GPA of 3.832 will be divided by 4.000, to be converted to 0.958 out of a possible 1.000.

Part Two: *TEAS Score.* To calculate the score, divide the TEAS score by 100 for the point value. Direct Admission students will be given a TEAS score of 100% in lieu of taking the test. A passing TEAS score can range from 58.7% to 100%, which is converted to a 0.587 or 1.000, respectively.

For example, if a student earned an 87.3% on the TEAS, that student will earn 0.873 points out of a possible 1.000.

The maximum advancement score a student can earn is a 2.000, which would be a 4.000 Select GPA and 100% on the TEAS. All applicants requesting advancement are ranked from the highest to the lowest Advancement Score. Students are then assigned spaces based on their ranking until all vacant spaces are filled. In the event of an Advancement Score tie, admission will be determined by random selection.

Converted Select GPA	+	TEAS	=	Advancement Score
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One Time Deferment of Advancement to the Upper-Division Prelicensure Nursing Programs

Students accepted for advancement to the upper-division prelicensure nursing programs may request a one-time deferment of their advancement to the program.

Students may request deferment for advancement to the upper division prelicensure nursing programs for the following:

1. ASU-sponsored cooperative education programs or ASU-sponsored internship programs (up to 1 year)
2. Religious missions (may be extended up to 2 ½ years)
3. U.S. military service
4. Other requests (i.e., medical leave and special learning experiences), which are by special review

Students requesting a deferment must submit a petition to the College of Nursing and Health Innovation Petitions Subcommittee at least 60 days prior to the start of the term for which they would be enrolled, unless the reason for deferment included U.S. military service or medical leave that started less than 60 days prior to the start of the term. Students must include an anticipated return date with the deferment request.

If the request for deferment is approved, the student is responsible for meeting with an academic advisor to understand the impact of the deferment on prerequisite requirements and for notifying the college of any changes in the anticipated return date. Students must confirm their return to the program by February 15 for summer and fall terms and by October 15 for the spring term.

Program criteria and requirements may change during the time that the student has deferred advancement. The student is accountable for understanding the impact of these changes on progression into the clinical program and for ensuring that he/she meets all current program criteria and requirements at the time of advancement. Advancement decisions are based upon successfully meeting advancement requirements.

Deferment policy approved by CONHI Standards (02/22/2016)

Postbaccalaureate Clinical Nursing Program (PBCNP)

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.

Advancement: Postbaccalaureate Clinical Nursing Program (PBCNP)

Students must meet the minimum eligibility requirements to be eligible for the Post baccalaureate Clinical Nursing Program:

- Conferred bachelor's degree from a regionally accredited college or university on file with ASU by September 1, 2018.
- 3.50 [Select GPA](#) by 9/1/18 and a 3.50 [Prerequisite GPA](#) by 12/21/18.
- All four lab science courses and at least four other critical courses completed by September 1, 2018.
- Enrolled in the remaining two or fewer critical courses in Fall 2018, and any unfulfilled general studies coursework.
- Admitted to ASU as a degree seeking undergraduate student for Spring 2019 and in [academic good standing](#).
- Valid [TEAS](#) score on file with ASU by September 1, 2018 (score must be less than one year old on 9/1/18).
- All four lab science courses (BIO 201, BIO 202, CHM 101, and MIC 205 + 206) must have been taken Spring 2012 or later.

Required Coursework

There are 10 critical courses that students must complete to be eligible for consideration. All transfer coursework must be evaluated and approved by the [Transfer Credit Guide](#) prior to the application deadline. If a transfer course is not deemed equivalent, students are expected to meet with an academic advisor to discuss additional options. In addition to the coursework below, some students may need to fulfill ASU general studies coursework.

Selection Process

Applicants are selected for the Postbaccalaureate Clinical Nursing Program through a Competitive Application Process (CAP) based on an Advancement Score. This Advancement Score is 50% based on a Select GPA and 50% based on the Test of Essential Academic Skills (TEAS) score. At this time, no other academic, professional, or philanthropic items are considered. Applicants must be in [good academic standing](#) at Arizona State University to apply.

Select GPA and Prerequisite GPA

Grade eligibility for advancement is measured in two ways: the first is called the "Select GPA," and the second is called the "Prerequisite GPA." Both GPA's must meet or exceed 3.50 for eligibility, though typically applicants who advance have a higher GPA. Plus (+) and minus (-) grades will not be used in either computation (e.g. a "B+" grade becomes a "B," an "A-" grade becomes an "A,"

etc.). Grades earned at ASU and at other colleges are given the same weight. Per university policy, students may not repeat an undergraduate course for credit when a grade of “C” or higher is earned. Please speak with your academic advisor about replacement course options.

1. The **Select GPA** must meet or exceed 3.50 by September 1 and is calculated from 8 of the 10 critical course grades. A student may have up to two classes in progress while an application is being considered, though only completed courses may be used in the Select GPA. The 8 critical courses used to compute the Select GPA must include:
 - **Three of the four required laboratory science courses** (BIO 201, BIO 202, CHM 101 and MIC 205/206 or approved equivalent courses). Science courses must have been taken within 7 years of the semester in which the clinical nursing program will start (i.e., Spring 2012 or later).
 - **Five (5) additional critical courses.**
2. After all 10 critical courses are completed, a **Prerequisite GPA** is calculated and must meet or exceed 3.50 to retain a space in the program. All 10 critical courses are included in this GPA calculation which occurs in December.

Test of Essential Academic Skills (TEAS)

All competitive applicants must take the TEAS test by the advancement deadline. It is strongly recommended that applicants take the exam through ASU’s University Office of Evaluation and Educational Effectiveness. For tests taken outside of ASU, applicants must contact [ATI Testing](#) to request that an official transcript is sent to the Student Academic Services Office, and received no later than the advancement application deadline.

The TEAS measures essential skills in reading, mathematics, science, and English language and usage. Applicants are allowed one attempt at the TEAS per application cycle, unless a failing score below 58.7% is earned. If a student earns less than 58.7% one retest is permitted, but the student must wait a minimum of 30 days between tests, and the second attempt must be on or before the advancement deadline. For example, for the September 1 deadline, if a student takes the TEAS test on July 3rd and earns a 48.9%, the TEAS test could be attempted a second time on any testing date starting August 2nd, but no later than August 31. Scores are valid up to one year from when a student took the test. Students must confirm with their academic advisor whether a TEAS score will be valid for a second application cycle.

Preparing for the TEAS

Students should adequately prepare for the TEAS prior to their testing date. Preparation materials can be found through the testing publisher, ATI Testing, at <https://atitesting.com>.

Concurrent Enrollment Program (CEP)

The Concurrent Enrollment Program (CEP) is a collaborative and innovative option designed for qualified nursing students at the community college who are interested in earning their Bachelors of Science in Nursing (BSN) degree while simultaneously pursuing their Associate of Applied Science (AAS) in nursing degree. Selected students will be enrolled in their community college nursing courses and ASU's RN-BSN courses concurrently. BSN courses taken at ASU will be delivered in an online format, except for CEP students at Eastern Arizona College who will take their ASU coursework in a hybrid format. This program enables students to complete their BSN degree in approximately one to two semesters after graduating with their AAS degree.

For information about the Concurrent Enrollment Program with Maricopa Community College Nursing, please visit <https://asa.maricopa.edu/departments/healthcare-education-at-the-maricopa-community/maricopanursing-programs/concurrent-enrollment-programs-cep> .

For information about a CEP at another community college, please contact your community college advisor.

RN-BSN Nursing Program

The College of Nursing and Health Innovation welcomes qualified registered nurses who hold an associate degree in nursing into the RN-BSN program. The RN student achieves the undergraduate program completion outcomes 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 24 months. Students take all courses in succession according to an established plan of study. 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 2.50 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.

PROGRAMS OF STUDY

For complete degree requirements and major maps, visit, <https://students.asu.edu/programs>.

Enrollment

Students are responsible for enrollment in courses each semester, following the program of study for their specialty. Enrollment is completed through MyASU. Information regarding enrollment, calendars for future semesters and general program information is published on an organizational Blackboard™. Students are enrolled in the Blackboard™ site upon admission.

The University's Registrar's Office will verify student enrollment each semester according to the general guidelines found: <https://students.asu.edu/enrollment-verification>

How to Register for Classes: <https://students.asu.edu/howtoregister>

Registrar's website for the most up to date policies on Registration, Grades & Records, and Residency: <http://students.asu.edu/registration>

Academic Calendar

Academic Calendar for all Registration and Withdrawal deadlines:

<http://students.asu.edu/academic-calendar>

Required Minimal Technical Skills

Students are required to be computer literate and have basic keyboarding skills. Students are expected to have email-access, and to regularly access email through individual accounts established through ASU at the time of enrollment in the program. It is expected that the student will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System
- Use ASU email
- Create and submit files in commonly used word processing program formats
- Copy and paste text
- Download and install software
- Use spreadsheet programs
- Use presentation and graphic programs
- Specific courses may use additional software

UNIVERSITY POLICIES

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>

Disruptive Classroom Behavior

Arizona State University has several policies which are potentially applicable to disruptive student situations. These are:

1. Disruptive Student Protocol STA 104-02
<http://www.asu.edu/aad/manuals/policyarchives/STA/July2001/sta104-02.html>
1. Student Code of Conduct ABOR 5-308 (and 5-303)
<https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>
2. Instructor Withdrawal of Student for Disruptive Classroom Behavior
<http://www.asu.edu/aad/manuals/policyarchives/STA/July2003/sta602-10.html>
3. Involuntary Withdrawal Policy (SAC)
<http://www.asu.edu/aad/manuals/ssm/ssm104-05.html>

Virtually all actions taken with respect to behavior need to have a hearing process (or some opportunity for a student to give a response to allegations made or actions to be taken where removal from a class, or grade appeal process, or suspension or expulsion from school is mandated). The Student Code of Conduct provides for the Dean of Students to act when a complaint is filed with the Educational Outreach & Student Services (EOSS), and for a hearing (informal) to be held where the student is given an opportunity to respond. If expulsion or suspension is the recommended sanction, the student does have an opportunity to have a review by the University Hearing Board. In an emergency, the professor, RA/TA, or a student acting on that person's behalf will contact one of the following:

- ASU Counseling Services (480) 965-6146
- ASU Health Services (480) 965-3346
- EMPACT Suicide Prevention Center (480) 784-1500
- Dean of Students (602) 496-4357
- DPS@ 911 or non-emergency (602) 496-3456

COURSE EXPIRATION

Undergraduate nursing (NUR) courses expire after five years. After course expiration, students must re-enroll in the course and must earn a grade of C or higher. Students may earn university elective credit or general studies credit for the original course.

GRADING SCALE

Grading Protocol

Grade	Percentage	Points Range
A	93 – 100 %	xxx -xxx
B	85 – 92 %	xxx -xxx
C	77 – 84 %	xxx -xxx
D	69 – 76 %	xxx -xxx
E/F	Below 69%	xxx and below

The final course grade and cumulative test average will be determined as a percentage, based on cumulative points earned.

- The final course percentage grade and cumulative test average are determined to the hundredths place.
- The final course percentage grade and cumulative test average are rounded up at 0.50 or greater. (For example, a student who achieves 76.50% final course percentage or cumulative test average will be rounded up to 77%. On the other hand, a grade of 76.49% will **not** round up to 77%.

Assignment of letter grades is in accordance with established criteria for the College of Nursing and Health Innovation Baccalaureate Nursing Program. A +/- grading scale is not used in upper division junior and senior course work.

Grading Procedure for Prelicensure BSN Didactic and Experiential Courses

The course grade will be based on the assignments and compliance with deadlines and rubric guidelines. To pass a didactic or experiential course, students must demonstrate proficiency of course learning outcomes by completing all assignments, earning a cumulative exam average of 77% or higher, and earning a cumulative average of 77% or higher on all course points. Quizzes are **not** counted in the cumulative exam average. Faculty reserves the right to drop invalid questions resulting in lower total points for quizzes or exams.

Students, who do not earn a cumulative exam average of 77% or higher, will not earn a passing grade of “C,” even if the cumulative average of all course points is 77% or higher. In these cases, students will earn a “D” if their cumulative average of all course points is greater or equal to 69%. If their cumulative average of all course points is less than 69%, students will earn an “E.” (See Table 1.)

Table 1. Grade Assignment if Cumulative Exam Average is Below 77%		
Assigned Letter Grade	Cumulative Exam Average	Cumulative Average of All Course Points
D	< 77%	> or = 69%
E	< 77%	< 69%

Grading Procedure for Prelicensure BSN Clinical Courses

The course grade will be based on the student’s proficiency of course learning outcomes. Students who satisfactorily meet the course learning outcomes will earn a “Y,” or “satisfactory” grade. Students who do not meet the course learning outcomes will earn an “E,” or “failing” grade. A grade of “Y” is counted in the student’s cumulative earned hours but is not calculated into the cumulative grade point average.

The course grade will be based on the student’s proficiency of course learning outcomes. Students who satisfactorily meet the course learning outcomes will earn a “Y,” or “satisfactory” grade. Students who do not meet the course learning outcomes will earn an “E,” or “failing” grade. A grade of “Y” is counted in the student’s cumulative earned hours but is not calculated into the cumulative grade point average.

(Approved by ASU CONHI Faculty Assembly 11/14/2016)

PRELICENSURE NURSING ATTENDANCE REQUIREMENTS FOR CLINICAL AND SIMULATED LEARNING EXPERIENCES

Attendance is mandatory for all clinical learning experiences, both on and off campus.

If a student is unable to attend a clinical or simulated learning experience due to illness or personal emergency, he/she is required to notify the clinical faculty by phone or text as soon as possible, and prior to the start of the clinical shift or experiential learning day. Students will be required to provide the reason for the absence. Faculty may require the student to complete a Statement of Health Clearance prior to returning to the clinical practice setting. Absences that are not reported, or not due to illness or personal emergency will be documented as unexcused.

Course faculty will notify the course coordinator of any absence(s). If an absence is unexcused, the course coordinator will notify the Program Director and the student will meet with the Program Director within three business days to review the implications of unexcused absences.

If an absence is not communicated in advance of the clinical shift or experiential learning day it will be deemed unexcused and will warrant a meeting as described above.

Due to the limited availability of clinical placements, make up clinical learning experiences are not possible. Orientation to the course is an expected requirement of clinical and simulated learning experiences.

Progression in the program requires successful completion and achievement of published course learning outcomes. Students who are absent will have less time to demonstrate the course learning outcomes, placing them at risk for not meeting the course learning outcomes. Inability to meet learning outcomes, will result in a failing course grade.

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 Petitions Subcommittee requesting permission to repeat the course. If the student has failed two nursing courses and has been disqualified, the student also must petition to be readmitted into the nursing program. Please see your academic advisor 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. Petitions for progression or for retaking a course are reviewed after all grades are posted for the term. Submission of a petition does not guarantee the request will be granted.

RN-BSN and Concurrent Enrollment Programs

Students who are enrolled in the 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 should follow the plan of study. Students must pass all required courses and general studies courses before taking NUR 464.

Students who have failed a nursing course must submit a petition to the CONHI Petitions Subcommittee requesting permission to repeat the course. See your academic advisor for information on the petition process. Submission of a petition does not guarantee the request will be granted.

RN-BSN Program

- RN-BSN students who fail an online TWC 361, NUR 391 or NUR 315 course must submit a petition to the CONHI Petitions Subcommittee requesting permission to repeat the course before progressing.
- RN-BSN students who fail 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.
- In the case of a failure, the student must notify their advisor to request a new plan of study.

Concurrent Enrollment Program

- Students who are enrolled in one of the concurrent enrollment programs (CEP) must follow their plans of study. A CONHI upper division nursing course is taken Fall and Spring semesters with community college nursing course(s). The plan of study also has CONHI courses in the summer session.
- Students who withdraw or fail their first community college 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. Students are required to notify the CONHI advisor of the course failure or withdrawal as soon it occurs.
- Students who withdraw or fail their second, third, or fourth community college nursing course (Block 2, 3, or 4; or Nursing 2, 3 or 4), may continue in the CEP as long as the withdrawn or failed course is taken the following semester. Students must notify the CONHI CEP advisor of the course failure as soon as it occurs.
- Students must take a community college nursing course when taking a CONHI nursing course.
- Students may only fail one community college nursing course to remain in the CEP.
- Students who fail TWC 361 or a statistic course prior to starting the community college nursing courses, may not continue in the CEP. Students are invited to complete their BSN in CONHI after earning their AAS degree.
- Students who fail a nursing course in CONHI and pass a community college nursing course must petition CONHI Petitions Subcommittee requesting permission to remain in the CEP.

Types of Progression Interruptions

An interruption in program progression occurs when a student:

- Receives an “Incomplete” in any nursing program course.
- Receives a grade of “D”, “E”, or fails due to academic dishonesty (XE) in a course in any nursing program course.
- Withdraws or is withdrawn from any nursing program course.
- Withdraws from the University or does not attend classes for:
 - one semester if in the prelicensure nursing program, or
 - more than 1 year if in the RN-BSN or CEP program.

- Requests a one-time deferment of advancement to the upper-division prelicensure nursing program.

One-Time Deferment of Advancement to the Upper-Division Prelicensure Nursing Programs

Students accepted for advancement to the upper-division prelicensure nursing programs may request a one-time deferment of their advancement to the program.

Students may request deferment for advancement to the upper division prelicensure nursing programs for

3. ASU-sponsored cooperative education programs or ASU-sponsored internship programs (up to 1 year)
4. Religious missions (may be extended up to 2 ½ years)
5. U.S. military service
6. Other requests (i.e., medical leave and special learning experiences), which are by special review

Students requesting a deferment must submit a petition to the College of Nursing and Health Innovation Petitions Subcommittee at least 60 days prior to the start of the term for which they would be enrolled, unless the reason for deferment included U.S. military service or medical leave that started less than 60 days prior to the start of the term. Students must include an anticipated return date with the deferment request.

If the request for deferment is approved, the student is responsible for meeting with an academic advisor to understand the impact of the deferment on prerequisite requirements and for notifying the college of any changes in the anticipated return date. Students must confirm their return to the program by February 15 for summer and fall terms and by October 15 for the spring term.

Program criteria and requirements may change during the time that the student has deferred advancement. The student is accountable for understanding the impact of these changes on progression into the clinical program and for ensuring that he/she meets all current program criteria and requirements at the time of advancement. Advancement decisions are based upon successfully meeting advancement requirements.

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 (include deferments).
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 academic 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 Petitions Subcommittee.

PROBATION

Students are placed on program probation upon receiving a failing grade (*D or E*) in an upper-division prelicensure nursing program course. Students should see an academic advisor to discuss options. Registration in future nursing courses must be approved through the petition 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 from the program. Prelicensure, RN-BSN or CEP Students who fail two nursing courses must petition to request reinstatement in the program. Students must meet with their academic advisor to complete a petition.

PROGRAM COMPLETION

Filing for graduation for Prelicensure Nursing and RN/BSN and CEP programs

- During the first semester/session in the program, students review their degree audit reports (DARs) with their academic advisor.
- Students are responsible for filing for graduation by the university deadlines. Go to <https://students.asu.edu/graduation>
- Students should meet 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 Prelicensure 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 Prelicensure 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 as 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. Students who plan to request accommodation for a disability are strongly encouraged to contact the National Council of State Boards of Nursing (<https://www.ncsbn.org/nclex.htm>) four months prior to graduation.

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.

- **Preparation for NCLEX-RN and Obtaining Licensure as a Registered Nurse**

Students are encouraged to contact the Board of Nursing in the state in which they plan to obtain licensure for requirements and associated costs with obtaining licensure.

- **ASuccess For Prelicensure Nursing Students**

ASU College of Nursing and Health Innovation is committed to student success including passing the NCLEX-RN licensing exam. Towards that end, the Assessment Technologies Institute® (ATI) provides students with several assessment opportunities throughout the Prelicensure nursing programs. The cost of this program is included in select course fees.

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 will remain in the CEP courses until they have successfully pass the NCLEX-RN exam.
- Once a CEP student passes the NCLEX-RN exam, they must notify their College of Nursing and Health Innovation academic advisor to move into the RN-BSN courses.

LEGAL LIMITATIONS FOR NURSE LICENSURE OR REASONS FOR DENIAL OF APPLICATION BY THE ARIZONA STATE BOARD 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 end of the fall and spring academic terms. Students who have met the university degree requirements are eligible to participate. Prelicensure, RN-BSN, and CEP nursing students who graduate in August participate in the university commencement ceremony held in the fall semester.

CONHI CONVOCATION

Degree recipients from the college are also recognized at the college convocation ceremonies held at the end of the fall and spring semesters. Students who have completed degree requirements are eligible to participate. Prelicensure, RN-BSN, and CEP nursing students who graduate in August will participate in the convocation ceremony held in the Spring or Fall semester.

SECTION 3: STUDENT SUPPORT SERVICES

ACADEMIC ADVISEMENT – STUDENT ACADEMIC SERVICES

STUDENT ACADEMIC SERVICES

CONHI Student Academic Services provides the following services:

- Academic advising
- Assistance with term overload requests
- 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
- Online advancement workshops
- Orientation sessions for newly admitted students
- Information sessions for students interested in college programs

See advisors to:

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

Advisement is available at the following locations:

Downtown Campus

Arizona State University – Downtown Phoenix Campus

College of Nursing and 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

Regular 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.

Same Day Academic Advising

Same day academic advising is available at various times throughout the year. Call Student Academic Services 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. 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)*. 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). 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 and Health Innovation has several scholarships for nursing students. 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/>.

DISABILITY RESOURCE CENTER

The Disability Resource Center provides services to qualified students with disabilities on all ASU campuses. For convenience, students will find offices located at the Downtown, Polytechnic, Tempe, and West locations.

You can contact any DRC office at:

Phone: 480-965-1234

Fax: 480-965-0441

Email: DRC@asu.edu

SECTION 4: SPECIAL PROGRAMS

BARRETT 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 Nursing Honors Program are encouraged to seek advisement with the Nursing Honors Coordinator.

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 health and safety standards expected of students in the Baccalaureate Nursing Programs.

CLINICAL DRESS CODE

The uniform is a means of identifying nursing students who are enrolled in the Traditional or Post-Baccalaureate Clinical Nursing Programs. In all clinical settings, the College of Nursing and Health Innovation (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 in which 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 times 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 may 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.

In some circumstances, the clinical agency dress code requirements may be different from the College's requirements. When the College and clinical agency dress code requirements differ, students are required to follow the more stringent requirements.

Fragrances

Students will be free of all body odors and are not permitted to wear perfume, after-shave, or fragrant lotions or powders.

Hair

Student's hair must be clean, neat, and kept away from the face. If the student's hair touches the collar, 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. Male

students may wear neatly trimmed beards and/or mustaches that do not interfere with the wearing of any personal protection equipment, such as a facemask.

Additional clinical agency requirements may include the following

- Non-natural hair colors such as pink, purple, blue, etc. are not allowed by some clinical agencies

Fingernails

Students must keep nails short and trimmed. Students may wear clear, colorless, nail polish without chips. Due to health and safety requirements, sculptured, gel, 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 up to two small, post earrings per ear. Hoop or dangling earrings are not permitted.

Additional Clinical agency requirements may include the following

- Body jewelry in piercings, such as a tragus, nose, lip, or eyebrows, may not be permitted
- Students may be required to cover body jewelry that cannot be removed

Makeup

Students may wear subtle makeup.

Tattoos

Clinical agencies may require that visible tattoos are covered.

Other

Students may not chew gum during clinical rotations. Students may carry their belongings in a black, washable, waist utility pack.

Uniform

All uniforms must be clean, neat, wrinkle-free, well fitting, and of appropriate length. Students are required to purchase a wine scrub jacket, a wine scrub top, and a wine polo shirt with the ASU College of Nursing and Health Innovation insignia through the approved vendor.

Students may purchase black uniform pants or skirts and black shoes through a vendor of their choosing. Uniform pants or skirts must meet the following requirements:

- Fabric must be of sufficient weight as to not be transparent
- Jean material is not allowed
- Pants may have a straight, tapered, or boot cut leg

- Pants are to fit modestly and provide ample room to bend, sit, lift, and turn. The torso must not show when arms are lifted overhead

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** – All-black scrub pants (white or colored thread or piping is not allowed), a wine scrub jacket, a wine scrub top, and a black, round-necked short-sleeved t-shirt may be worn under the scrub top. All-black nurse’s shoes or all-black, low-top leather athletic shoes will be worn. Shoes must have closed toes and heels. Shoes and laces are to be black and clean. Black socks are required. Clogs with or without heel straps, open-toed shoes, sandals, or canvas or meshed shoes are **not** acceptable.
- **Community Based** – All-black scrub pants, a wine scrub jacket, and a wine polo shirt with ASU College of Nursing and Health Innovation insignia embroidered on left chest must be worn. Black leather shoes must be worn (see above). Black socks are required.

Identification – The College of Nursing and Health Innovation ID badge is to be worn on the upper left side of polo shirt, scrub top, 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.

SUBSTANCE-FREE STATUS: UNIVERSITY AND COLLEGE PROTOCOLS & PROCEDURES

In accordance with a substance-free University, <http://www.asu.edu/aad/manuals/policyarchives/ACD/Oct1998/acd122.html> , the following two policies are relevant:

1. Arizona State University Substance Abuse Protocol

- a. 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. (See *ACD 122: Drug-Free Campus Environment* at <http://www.asu.edu/aad/manuals/acd/acd122.html>)
- b. 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.

2. College of Nursing and Health Innovation Substance Abuse Protocol and Procedure

- a. 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 and Health Innovation. Students are subject to the substance policies of the clinical agencies to which they are assigned for clinical placement.
- b. To maintain a substance-free environment for patients, families, agency staff, and ASU, the CONHI conducts two types of substance screens:
 - i. **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.
 - ii. **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 A for *Substance Abuse Algorithm* that explains this process.)

UNRESTRICTED LEVEL ONE FINGERPRINT CARD

1. 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.
 - a. When requesting a fingerprint clearance card, please ask for a "Healthcare Student" card (which encompasses criminal and sex offender checks performed at the federal and state levels). In other words, per the Fingerprint Clearance Card application, students are to indicate that they are Health Sciences Students and Clinical Assistants (ARS 15-1881).
 - b. When completing the DPS Fingerprint Clearance Card application, please be sure to list your Clinical Program Director as the responsible party.
 - c. If you already have an active Finger Print Clearance Card, your academic sponsor may be added (or deleted) to your existing Fingerprint Clearance Card by contacting The Applicant Clearance Card Team (ACCT) at 602- 223-2279.
2. **All students must report restricted or revoked fingerprint clearance cards to the Prelicensure BSN program office within 3 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.

REPORTING MISDEMEANOR AND FELONY CHARGES

All students enrolled in the Traditional or Post-Baccalaureate Clinical Nursing Programs **must report misdemeanor and felony charges within 72 hours to the Prelicensure BSN program office.**

ETHICAL BEHAVIOR

The CONHI supports high ethical standards.

1. Ethical Documents

These expected standards are evident in the following four documents:

a. 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://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>

b. American Nurses Association (ANA) Code of Ethics for Nurses

To maintain academic and professional standards, the College of Nursing and Health Innovation faculty subscribes to the *ANA Code of Ethics for Nurses (2016)*. 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>

c. Safe Practice in Clinical/Laboratory Settings Policy (See Appendix B)

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:

- i. Identify expectations of CONHI.
- ii. To comply with licensure regulations and agency agreements.

- iii. To identify and help students who need assistance and support to succeed in the nursing program.

Additionally, students are expected to comply with safe practice when practicing skills and procedures on each other (See Appendix C)

Students entering the Prelicensure Nursing Program will receive a skills practice bag in their first clinical practice course. Students are required to adhere to specific guidelines when using these bags (See Appendix D)

d. Academic and Professional Integrity Policy

The students and faculty in the CONHI abide by the Academic and Professional Integrity Protocol, developed and approved by students and faculty. (Appendix E)

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.

e. Student Integrity Pledge

Signing the *Student Integrity Pledge* (Appendix F) 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 in the student's file in the Undergraduate Student Academic Services Office.

2. Test-Taking Protocol

The protocol for test taking is to ensure optimum testing conditions:

- All books and bags are to be left at the front of the room or in a designated area
- All electronic recording devices should be turned off and placed in bags
- When possible, one vacant seat should be left between test takers
- No talking should occur unless asking the proctor a question
- Eyes should remain forward or up
- No hats or sunglasses will be allowed during the testing period
- Removal of any tests from the examination room is prohibited
- Copying the test is prohibited
- Telling other students questions on the test is prohibited
- Group work on online tests is prohibited without the instructor's consent
- 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>).

3. 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 member 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.

4. 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.

a. 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 *ASU Code of Conduct*.

- i. **ASU Code of Conduct:** Consequences of Violations, Academic and Professional Integrity Protocol. (See <https://eoss.asu.edu/dos/srr/codeofconduct>)

b. 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 and Health Innovation. Resolution of Grievances (See Appendix G)

REPORTING 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 for more information. (See Appendix H). The student also will complete the clinical agency's incident report.

ADHERENCE TO CLINICAL AGENCY REQUIREMENTS

Students will follow clinical agency requirements in *MyClinicalExchange*, (www.myclinicalexchange.com) as well as follow the agency's policies and procedures. Students are to follow the nonsmoking policy on the premises of the agency, including the parking lots. Students who are completing clinical requirements at agencies that do not allow employees to smoke must refrain from smoking during the duration of their clinical assignment. Failure to do so may result in a student's removal from the clinical agency, which adversely may affect a student's ability to pass the clinical course.

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. **Students are responsible for their travel arrangements.**

2. Use of Personal Electronic Recording/Transmitting Devices

- a. 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.
- b. Students must be aware of and comply with agency policies regarding the use of electronic recording/transmitting devices in the workplace. Students may use electronic devices for clinical-related communications and resource purposes only during clinical rotations in areas allowed by the agencies.

- c. Personal Electronic Recording/Transmitting 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.

STANDARD STUDENT SIGNATURE

Students are required to use the following nomenclature when signing their names on entries made in clinical/medical records. 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

All notations on clinical/medical records must be signed by the student.

GENERAL DESCRIPTION OF REQUIRED NURSING PRACTICE FOR STUDENTS

Prelicensure Nursing students will complete nursing practice hours that may vary by term and clinical agency placement. Nursing practice may be completed on weekdays or weekends. Hours may include daytime, evenings, or nights. Students usually complete nursing practice in 8- or 12-hour blocks of time. Final availability of nursing practice experiences is determined by the clinical agency and is subject to change. Therefore, flexibility is required, because there are a limited number of available clinical sites for student learning 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
- implementing provider orders

Students must demonstrate competent 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.

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

HEALTH AND SAFETY 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 and safety standards. These requirements are federal and state regulations for healthcare personnel. The purpose of these regulations is to:

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

STATEMENT OF HEALTH CLEARANCE

1. **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 within 3 months of enrollment into the upper-division Nursing program
 - 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. 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.

- g. 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.
2. **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.

CASTLEBRANCH

CastleBranch is a vendor that the College of Nursing and Health Innovation uses to track the student compliance with the following requirements:

1. Background Clearance

All students enrolled in the Traditional or Post-Baccalaureate Clinical Nursing Programs must have a background clearance done through CastleBranch before advancing into the upper-division nursing programs.

- a. Students will be required to pass an additional background clearance if they have a break in continuous enrollment in the clinical or research program.

2. Level One Fingerprint Card

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.

3. Evidence of a Negative Substance Screen – Prior to advancement to a clinical program **and** with cause.

- 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.

4. **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.

5. **Proof of Immunization/Immunity**

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.

According to the CDC, ACIP (2011), healthcare personnel are defined as “all paid and unpaid persons working in health-care 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 by the posted deadline 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 current *Immunization Protocol* (See Appendix I)

6. Cardiopulmonary Resuscitation (CPR) Certification for Prelicensure Traditional and Post-Baccalaureate Program

- a. Submit documentation of a designated Healthcare Provider or Professional Rescuer course that includes CPR and AED. Proof may be a copy of a certificate or card. The documentation **MUST** include:
 - i. CPR/AED Professional Rescuer or Health Care Provider
 - ii. Date Instruction completed

- iii. Name of organization providing instruction
- iv. Evidence of in-person skills verification (online only courses will NOT be accepted)
- b. The renewal date will be set for the last day of the month of the renewal date.
- c. If CPR renewal date occurs within an upcoming term, the student must renew the CPR certification prior to the start of the upcoming term.
 - i. If CPR renewal date falls within January 1 – April 30, students must renew prior to December 20th.
 - ii. If CPR renewal date falls within May 1 – July 30, students must renew prior to April 20th.
 - iii. If CPR renewal date falls within August 1 – December 7, students must renew prior to July 20th.
- d. Students are responsible for ensuring that documentation of meeting this requirement is on file with CastleBranch and MyClinicalExchange.
- e. Students are responsible for all expenses incurred in obtaining CPR certification.

MY CLINICAL EXCHANGE

MyClinicalExchange is a program that ensures that all Prelicensure nursing students have met the Health & Safety requirements and have completed all of the agency-specific requirements before being allowed to attend clinical.

1. Required Submissions for All Clinical Agencies

- a. Level One Fingerprint Card without Restrictions Documentation
- b. Negative Substance Screen Documentation
- c. Immunization/Immunity Documentation per Agency Requirement
- d. CPR/AED Professional Rescuer or Health Care Provider Certificate or Card

2. Agency-Specific Background Clearances

Many of our participating clinical agencies request that students complete their agency-specific background clearance **before** being allowed on their premises. If an agency requires this additional background clearance, documentation of passing this agency-specific background clearance will be requested through MyClinicalExchange. Students are asked to submit the information for these clearances immediately to allow time for processing these clearances prior to the first day of clinical experiences.

Please note: You are given a Health & Safety Clearance after submitting documentation of your Level One Fingerprint Card, negative substance screen, immunizations, and CPR/AED Professional Rescuer or Health Care Provider Certificate or Card. However, if you see a **RED ALERT**, you have not completed all the agency-specific requirements. You may not attend clinical until you have earned the Health & Safety Clearance AND have no red alerts.

3. **MyClinicalExchange Deadlines** - Please note that students who do not submit the requested documentation to MyClinicalExchange by the posted deadline may be refused entry into the clinical agency, which could prevent a student from passing a clinical course. The deadlines are as follows:
 - a. If the renewal date falls within January 1 – April 30, the student must renew prior to December 20th.
 - b. If the renewal date falls within May 1 – July 30, the student must renew prior to April 20th, if enrolled in a summer term.
 - c. If the renewal date falls within May 1 – December 7, the student must renew prior to July 20th.

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.

INFECTION CONTROL PROTOCOLS & PROCEDURES

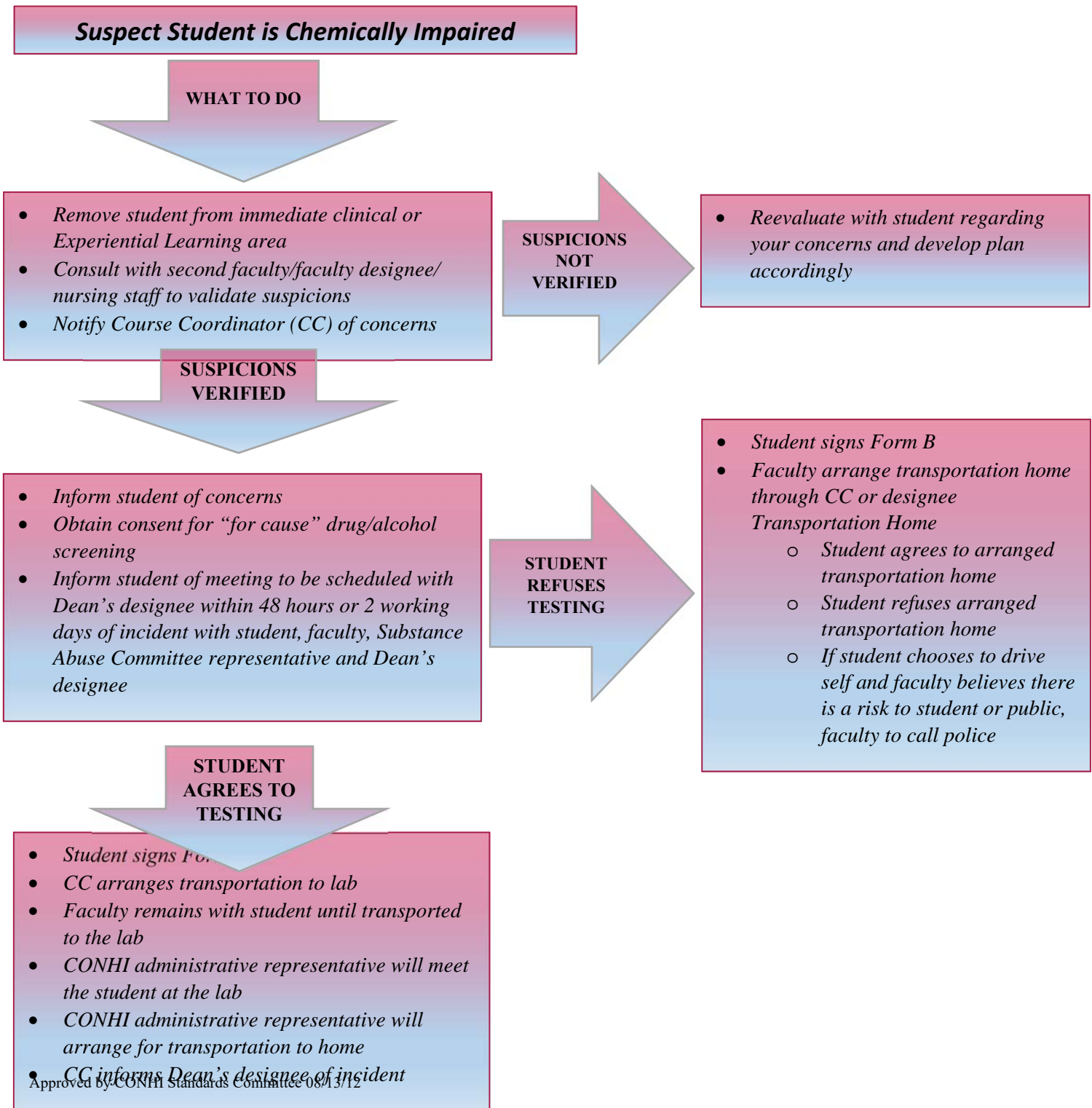
Students are to maintain compliance with Occupational Safety and Health Administration (OSHA) standards in the prevention of the spread of infections. The purpose of maintaining these standards is to protect students, patients, families, staff, and others from the spread of infection. The following CONHI protocol serves as guideline:

1. Bloodborne Pathogens Protocols and Procedures (See Appendix J)
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, the clinical agency's Employee Health or Emergency Department, or they may choose a private physician or other clinical site. Monitoring and/or prophylactic treatment 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.

Substance Abuse Algorithm



Arizona State University
College of Nursing & Health Innovation
Appendix A
CONSENT FOR SCREENING AND TRANSPORTATION
FORM A

(Make two (2) Additional Copies)

I, _____, hereby authorize personnel to transport to Sonora Laboratories, Inc. or the Occupational Medical Center for alcohol drug/ testing, I agree that ATS personnel shall transport me to my home.

I, _____, hereby authorize the collection facility, physician or laboratory selected by the College of Nursing & Health Innovation at Arizona State University** to take urine specimens for laboratory analysis for the purpose of alcohol/drug testing, and I authorize the collection facility, physician or laboratory to release the results of the test to the dean, or the dean's substance abuse designee, College of Nursing & Health Innovation, Arizona State University. The release and consent form is subject to terms and conditions of the policies implemented by the College of Nursing & Health Innovation for students who are impaired or suspected of being impaired by substances. A photocopy of this authorization can be used if the original is not available.

I understand that my refusal to authorize such examination will subject me to dismissal from the College of Nursing program in which I am enrolled.

Signature: _____ Date: _____

***COPIES:**

One copy to the student
Original to the faculty member

****ASU College of Nursing & Health Innovation account #32021 with a Sonora Lab.**

**Arizona State University
College of Nursing & Health Innovation
Appendix B
CONSENT FOR SCREENING AND TRANSPORTATION
FORM B**

(Make two (2) Additional Copies)

I, _____, hereby authorize personnel of _____ to transport me to my home. I will not consent to alcohol/drug screening and understand that my continued progression in this nursing program is in jeopardy. I will attend the meeting the faculty member will arrange with the dean, or the dean's substance abuse designee, College of Nursing & Health Innovation, Arizona State University, to discuss this situation within 48 hours or two working days after the incident occurs.

Signature: _____ Date: _____

I, _____, will not consent to transportation home or alcohol/drug screening. I understand that my continued progression in this nursing program is in jeopardy. I will attend the meeting the faculty member will arrange with the dean, or the dean's substance abuse designee, College of Nursing & Health Innovation, Arizona State University, to discuss this situation within 48 hours or two working days after the incident occurs.

Signature: _____ Date: _____

Note: If a student refuses transportation home and the faculty member deems the student or the public to be at risk for injury, the police must be notified.

***COPIES:**

**One copy to the student
Original to the faculty member**

Arizona State University
College of Nursing and Health Innovation
Appendix C
Safe Practice In Clinical/Laboratory Settings

PROTOCOL

The student in the College of Nursing and 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

- i. fails to notify the agency and/or instructor of clinical absence
- ii. fails to follow the CONHI and/or agency policies and procedures
- iii. 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 *ANA 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:

- i. 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.
- ii. denies, covers-up, or does not report own errors in clinical practice.
- iii. 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

- i. displays mental, physical, or emotional behavior(s) which may adversely affect others' wellbeing
- ii. fails to follow through on suggested referrals or interventions to correct deficit areas that may result in harm to others
- iii. commits acts of omission or commission in the care of clients in hazardous positions, conditions, or circumstances; mental or emotional abuse; and medication errors
- iv. interacts inappropriately with agency staff, coworkers, peers, patients/clients, families, and faculty that results in miscommunication, disruption of client care, and/or unit functioning
- v. lacks physical coordination essential for carrying out nursing procedures
- vi. 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

- i. fails to provide inclusive written communication on appropriate documents or verbal communication to faculty and/or appropriate agency personnel
- ii. fails to record accurately essential client behaviors
- iii. fails to report incompetent, unethical, or illegal practice of any person
- iv. attempts activities without adequate orientation, theoretical preparation, or appropriate assistance
- v. fails to maintain honesty in clinical practice and/or written work
- vi. 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

- i. fails to maintain confidentiality of interactions
- ii. fails to maintain confidentiality of records
- iii. exhibits dishonesty in relationships with peers, faculty, clients/patients, and/or agency personnel

- iv. fails to recognize and promote every patient's rights

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 and 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.

Arizona State University
College of Nursing and Health Innovation
Appendix D
Students' Practicing Specific Skills on Other Students

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 and 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 and 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 and 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 and 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.

Printed Name

Signature

Date

I hereby revoke my Consent as noted above.

Signature

Date

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 Simulation & Learning Resources (SLR).

Arizona State University
College of Nursing and Health Innovation
Appendix E
Skills Practice Bags

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 is provided for each student at the beginning of the Term 5 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.

Arizona State University
College of Nursing and Health Innovation
Appendix F
Academic and Professional Integrity Policy

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. 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 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.

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 American Nurses' Association *Code of Ethics for Nurses with Interpretive Statements* 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.
- 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.

OBLIGATIONS

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*
- 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

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 from the *minimum* of completion of an additional assignment or receiving a grade of "E" or 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
- Making physical or verbal threats to clients, faculty, peers, and/or staff
- Using offensive or abusive language with others
- Other violations of the American Nurses Association *Code of Ethics for Nurses with Interpretive Statements*

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

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.

**Arizona State University
College of Nursing and Health Innovation
Appendix G
Student Integrity Pledge**

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* 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.

Student signature

Date

Arizona State University
College of Nursing and Health Innovation
Appendix H
Grievance Protocol and Procedure

PURPOSE

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

SOURCES

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 <https://researchintegrity.asu.edu/coi/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 College of Nursing and Health Innovation 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.

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.

Student Academic Grievance: Informal Procedure

- A. Step 1: Within five 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 five 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 be held within 10 business days of the completion of 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.

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 five 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

Student Academic Grievance: Formal Procedure

- A. Step 1: Within five business days of receiving the notification of a Formal Grievance request, the Chair will notify the committee to schedule a formal hearing.
 - a. The Aggrieved Student is responsible for providing the Chair:
 - i. Evidence and reasons in support of the Academic Grievance
 - ii. Names of supporting individuals and their written statements in support of the Academic Grievance
 - iii. Any other relevant documents that will be offered in support of the Academic Grievance
 - b. The Faculty Member(s) is/are responsible for providing the Chair:
 - i. 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
 - ii. 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 four 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 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 standard 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.
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 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

FORMS

**Arizona State University
College of Nursing and Health Innovation
Attachment A-1
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 five 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

FORMS

**Arizona State University
College of Nursing and Health Innovation
Attachment A-2
Academic Communication Form
Meeting with Student and Academic Program Director or Designee**

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

Arizona State University
College of Nursing and Health Innovation
Attachment B
Statement of Academic Grievance

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 should be submitted within 10 business days of the meeting with the Academic Program Director or Designee.

Date:

Aggrieved Person's Name:

Address:

Phone:

Program:

Course # and Title:

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

Student signature

Date

copy to student

copy to Associate Dean for Academic Affairs

copy to faculty

**Arizona State University
College of Nursing and Health Innovation
Attachment C
Statements of Impartiality & Confidentiality**

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

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

Name: _____

Signature: _____

Date: _____

Arizona State University
College of Nursing and Health Innovation
Attachment D
Grievance Committee Recommendation

Date of Grievance Committee Deliberations: _____

Grievance Initiated by:

Grievance Against:

Name

Name

ASU ID#

ASU ID#

Address:

Address:

Phone:

Phone:

Concise Statement of the Academic Grievance:

Recommendations of the Committee

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.

Arizona State University
College of Nursing and Health Innovation
Appendix I
Unusual Occurrence Protocol & Procedure

PURPOSE

An unusual occurrence is any event of which a faculty member is made aware about 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 Innovation 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

- A. 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.
- B. Faculty member arranges for immediate care of the student and/or patient/others as necessary. If necessary, the student is 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.
- C. 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>

- D. 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.
- E. 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.
- F. 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.
- G. 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.
- H. The Program Director will review the Unusual Occurrence report for completeness and determine if additional action should be taken.
- I. The Program Director will present any Unusual Occurrence reports at the monthly meeting of the Standards Committee.
- J. 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.
- K. The Standards Committee is responsible for identifying any root causes and trends in order to prevent further incidences.
- L. 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 Name

ASU ID#

Student Address

Student Phone

Email

Faculty Name

Witness(es) Name, Address and Phone

Location of Event (Agency, Unit, Room, etc.)

Description of Unusual Occurrence:

Was there injury or harm due of the occurrence? Yes No

If yes, what was the nature of Injury?

Disposition of Student:

Emergency Room/Urgent Care

Private Primary Care Provider

No care required

Student Health at ASU

Other: (explain)

Follow-up required

Disposition of Patient/other:

Student Signature _____ Date _____
Time _____

Faculty Signature _____ Date _____
Time _____

**Original to student Copy to appropriate Program Director
Initiate Tracking System**

Copy to student file /

College of Nursing and Health Innovation
Appendix J
Immunizations
5-1-18

PURPOSE

Provide safe clinical care; Protect patients and healthcare workers from exposure to potentially infectious diseases; Prevent transmission of communicable diseases.

SOURCES

College of Nursing and Health Baccalaureate Program Handbook for Clinical Nursing Students
<https://nursingandhealth.asu.edu/sites/default/files/2015-16-bsn-student-handbook-v2.pdf>

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APPLICABILITY

All health-care personnel (HCP) as defined by the CDC ACIP (2011), “all paid and unpaid persons working in health-care 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 health care personnel.

This policy applies to students enrolled in the following programs: Prelicensure BSN, DNP (except students enrolled in the Innovation Leadership track), and MS in Nursing. This policy may apply to students enrolled in other academic programs who complete learning experiences within clinical health care organizations.

PROTOCOL

Students **must submit proof of immunization and/or immunity to designated agencies and verify that these records have been posted on its website.**

Students are responsible for ensuring that all information has been submitted to designated agencies **prior** to enrollment in clinical programs, or programs that involve completion of learning experiences within clinical health care organizations.

PROCEDURE

The College of Nursing and Health Innovation (CONHI) requires that students advanced to and enrolled in clinical programs, or programs that involve completion of learning experiences within clinical health care organizations, 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. The influenza immunization must be administered by September 20 annually.
- b. Students may decline the annual influenza vaccination and sign a waiver. However, this declination may result in:
 - i. Students being required to wear additional personal protective equipment, such as a mask, when providing client care or other requirements per the health care organization during flu season (typically October 1 through March 31st).
 - ii. Denial of clinical experience or reassignment of a clinical agency.

2. Tuberculosis (TB) Screening – One of the following must be demonstrated:

- a. Proof of an initial negative 2-step TB Skin Test (TST) and annual negative 1-step TST thereafter.
 - i. Proof of a negative Interferon Gamma Release Assay (IGRA) may be substituted for a negative TST (CDC, 2011, November).

- b. Evidence of follow-up treatment for a positive TST or a positive Interferon Gamma Release Assay (IGRA) is required every 12 months while students are participating in clinical courses, or courses with client contact. Students with a positive TST or IGRA results must be evaluated by a licensed healthcare provider and provided clearance from their healthcare provider indicating that they have had a negative chest x-ray after their positive seroconversion and that they currently have no signs or symptoms of tuberculosis to participate in a clinical program or healthcare program that involves contact with clients.

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 (3) inoculations in the following sequence: first dose, second dose one (1) month later, and third dose five (5) months or more after the second dose. If your immunization schedule did not follow the recommended series sequence given above, the alternative immunization series sequence must meet the minimum durations between doses listed below.
 - i. All of the following minimum durations between doses must be met (CDC, 2013, December 20):
 - a) At least 4 weeks (28 days) between Doses 1 and 2
 - b) At least 8 weeks (56 days) between Doses 2 and 3
 - c) At least 16 weeks (112 days) between Doses 1 and 3
 - ii. A titer after the first series is optional if a titer was completed previously.
 - a) If the anti-HBs titer is less than 10mIU/mL (negative) one to two (1-2) months after the 3rd dose in the first series, the student is encouraged to consult a healthcare provider for necessary follow-up.
 - b) A second series is recommended to decrease susceptibility to hepatitis B.
- b. The student has evidence of immunity that is verified by a hepatitis B surface antibody (anti-HBs) titer of at least 10mIU/mL (positive).
 - i. Some clinical agencies request that all students submit documentation of the anti-HBs titer, whether positive or negative. If the anti-HBs titer is negative, the student is requested to provide documentation of completing one hepatitis B series. Prelicensure Nursing students are required to provide this documentation.
- c. The student submits the ASU CONHI Hepatitis B Declination Form

2. Measles (Rubeola), Mumps, and Rubella (MMR) –

- a. Documentation of MMR titers whether positive or negative:
 - i. If all of your titers (Measles/Rubeola, Mumps, Rubella) are positive, no further action is required.
- b. If any of your titers (Measles/Rubeola, Mumps, Rubella) are negative, nonreactive, or equivocal and you have documentation of a completed vaccination series that included 2 doses of MMR vaccination administered at least 28 days apart after the first year of age,

- i. Please scan all three titer results and your proof of 2 immunizations into one document
 - c. If any of your titers (Measles/Rubeola, Mumps, Rubella) are negative, non-reactive or equivocal and you have no documentation of prior immunizations,
 - i. You must complete the vaccination series of two 2 doses of MMR at least 28 days apart and then have all three titers redrawn after the 2nd MMR vaccination.
 - ii. Please scan your final three titer results and your proof of 2 immunizations into one document.
- 3. **Tetanus, Diphtheria, Acellular Pertussis (Tdap)** – Proof of Tetanus, Diphtheria, Acellular Pertussis (Tdap) immunization within the past ten (10) years.
- 4. **Varicella** –
 - a. Documentation of Varicella titer whether positive or negative:
 - i. If your titer for Varicella is positive, no further action is required.
 - b. If your titer for Varicella is negative, nonreactive, or equivocal and you have documentation of a completed vaccination series that included 2 doses of Varicella vaccination administered at least 28 days apart after the first year of age,
 - i. Please scan Varicella Titer and your proof of 2 immunizations into one document
 - c. If your titer for Varicella is negative, non-reactive or equivocal and you have no documentation of prior immunizations,
 - i. You must complete the vaccination series of two 2 doses of Varicella at least 28 days apart and then have titer redrawn after the 2nd MMR vaccination.
 - ii. Please scan your final titer result and your proof of 2 immunizations into one document.
- 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:

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

Special Note:

A reported history of the communicable disease does not constitute immunity.

Noncompliance with Immunization or Proof of Immunity Requirements:

Students will be notified of noncompliance with an immunization or titer requirement

Students who **do not meet** all immunization and proof of immunity requirements may not meet clinical agency standards and **may not progress** within a clinical program.

Arizona State University
College Of Nursing and Health Innovation
Appendix K
Bloodborne Pathogens

PROTOCOL

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.

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:

1. **Blood** - human blood, blood components and products made from blood.
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.)

PROCEDURE

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 post-exposure follow-up. The student may use another healthcare provider who follows current OSHA guidelines for post-exposure 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:
 - i. current health status
 - ii. need for tetanus vaccine
 - iii. Hepatitis B Immune status
 - iv. need for HIV testing
 - b. Required follow-up care for:
 - i. Three-month visit
 - 1. repeat HIV testing
 - 2. evaluate health status
 - 3. refer to private medical care if conversion occurs
 - ii. Six-month visit
 - 1. follow Steps 1 through 3 of three-month visit
 - iii. Twelve-month visit
 - 1. follow Steps 1 through 3 of three-month visit
 - 2. 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.

Arizona State University
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Appendix L
Statement of Disclosure – Avoidance of Known or Unknown Exposure to
Devices, Equipment or Treatments That May Be Potentially Harmful

The College of Nursing and Health Innovation is committed to providing students with clinical learning environments that are conducive to their needs.

Students who may be at risk of harm due to exposure to devices, equipment or treatments (such as exposure to anesthetic gases, chemotherapeutic agents, powerful magnets, or radiation) are encouraged to contact the Disability Resource Center (Phone: 480-965-1234 or email: DRC@asu.edu) to request reasonable accommodation(s).

The College of Nursing and Health Innovation and the Disability Resource Center are committed to working collaboratively with students to find appropriate clinical learning sites that minimize risk to potentially harmful devices, equipment or treatments, while still providing clinical learning experiences.

To help ensure safe clinical learning experiences, it is important for the student to:

- Know what devices, equipment or treatments that he/she is medically advised to avoid, and
- Avoid known devices, equipment or treatments that he/she is medically advised to avoid in the clinical learning environment.

However, due to the unpredictable environment in clinical agencies, it is not possible to guarantee no exposure to devices, equipment or treatments that may be potentially harmful to students.

My signature indicates that I understand and accept the above.

Student signature: _____

Date of signature: _____