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# The Doctor of Nursing Practice and NP Certificate Handbook



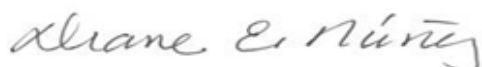
## **WELCOME FROM THE PROGRAM DIRECTOR**

Welcome to the Edson College of Nursing and Health Innovation community of scholars! Whether this is your first semester with us or your last, it is my hope that this handbook will be a great resource for you. We pride ourselves on our diverse community of scholars and our innovative programs. As one of the leading nursing schools in the country, we believe that the educational environment we have fostered, and continue to build upon, will prepare you to put your passion into practice. Founded in 1957, Arizona State University School of Nursing began with 58 students enrolled. Today, the Edson College of Nursing and Health Innovation provides a world-class education with the Doctor of Nursing Practice (DNP) program average of 300 students enrolled in small cohorts across eight areas of concentration.

Top ranked by U.S. News and World Report, the DNP Program is comprised of outstanding faculty whose innovative teaching, scholarship, and clinical practice are well-renowned nationally and internationally. Our faculty are committed to your education and look forward to collaborating with and mentoring you in the pursuit of advanced nursing practice, clinical scholarship, and innovative leadership. The doctoral program is designed for nurses who wish to develop advanced skills in one of our eight population focus areas, innovation, evidence-based practice, healthcare delivery, policy, and leadership to apply knowledge across settings. We provide an academic environment that fosters scholarship, critical thinking, and creativity for both BSN-DNP and Post-Masters DNP students. Student achievement is supported through rigorous coursework and personal, guided mentorship in practice, a hallmark of the program.

I encourage you to take the time to familiarize yourself with this handbook. Within these pages you will learn about the Edson philosophy, academic policies and procedures, and how they pertain to your individual needs as a student. Information is provided regarding clinical requirements and the many student-centric offices and resources available to you throughout the college, and broadly across the university. You will also find information pertaining to your particular program of study, including course information and contacts that will be of use to you during your time at Edson. If you have additional questions, your specialty coordinator, faculty, and program staff are available and willing to help you.

On behalf of the administration, faculty, and staff, welcome to Edson!



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## Table of Contents

I. EDSON COLLEGE OF NURSING AND HEALTH INNOVATION OVERVIEW .....	5
Mission & Goals .....	5
Accreditation .....	5
II. PROGRAM FOUNDATION .....	6
Purpose.....	6
Outcomes of the Doctor of Nursing Practice Program.....	7
III. PROGRAM APPLICATION AND ADMISSION .....	8
Application.....	8
International Students.....	8
Admission .....	8
Advisement.....	8
Enrollment .....	8
Academic Calendar .....	8
Financial Assistance .....	8
Scholarships .....	9
Rural Health Professions Program/AHEC Scholars.....	9
Required Minimal Technical Skills .....	9
Background Clearance, Drug Screening and Immunization Requirements .....	9
IV. UNIVERSITY POLICIES.....	10
ASU Graduate College .....	10
Student Accessibility and Inclusive Learning Services.....	10
Title IX.....	10
Academic and Professional Integrity.....	10
Professional Standards of Conduct .....	11
Disruptive Classroom Behavior .....	11
V. PROGRAM PROGRESSION.....	12
Continuous Enrollment.....	12
Voluntary Withdrawal: Courses, Graduate Degree Program, or ASU.....	12
Involuntary Withdrawal by the Division of Graduate Education .....	12
Medical/Compassionate Withdrawal.....	12
Immersion Sessions .....	12
Plan of Study.....	13

Interactive Plan of Study (iPOS).....	13
Degree Minimum Credit Hours .....	13
Degree Maximum Time Limit .....	13
Academic Progression Requirements.....	13
Progression Requirements .....	13
Grades.....	17
Grade Point Averages .....	18
Incomplete Grades .....	18
Petitions.....	19
Petitions to the Graduate College .....	19
Petitions to the Edson College of Nursing and Health Innovation (EDSON COLLEGE).....	19
Academic Grievance .....	19
Clinical Placement Policy .....	19
Out of Maricopa County/Out of State .....	20
Clinical Assignment Guidelines.....	22
<b>VI. DNP PROGRAM COMPLETION .....</b>	<b>24</b>
DNP Portfolio .....	25
DNP Portfolio Components .....	25
DNP Project.....	25
Responsible Conduct of Research .....	26
Research Involving Human and Animal Subjects .....	26
DNP Project Final Presentation .....	26
Academic Learning Plan and Clinical Residency .....	26
Clinical Residency Hours.....	27
Responsibilities of DNP Program Participants.....	28
<b>VII. OTHER STUDENT INFORMATION.....</b>	<b>28</b>
Clinical records.....	28
Canvas.....	29
Personal Record Forms.....	29
NEXus courses.....	29
Graduation.....	29
Apply for Graduation .....	29
Convocation .....	29
<b>VII. STUDENT AND PROFESSIONAL ORGANIZATIONS.....</b>	<b>30</b>

Graduate Nurse Organization.....	30
Graduate Professional Student Association (GPSA).....	30
IX. ASU RESOURCES .....	30
Appendix A – Overview of Criminal Background/Drug Screening Requirements .....	31
Appendix B– Professional Standards of Conduct .....	35
Appendix C - Substance Abuse .....	36
Appendix D – Safe Practices in Clinical Settings .....	56
Appendix E – Grievance Policy.....	59
Appendix F – Blood-Borne Pathogens Policies .....	69
Appendix G – Unusual Occurrence Policy.....	71
Appendix H – Students Practicing Skills on other Students.....	72
Appendix I – Reporting & Investigating Procedure .....	74
Appendix J - American Association of Colleges of Nursing (AACN) DNP Essentials (2021) .....	77
Appendix K - National Organization of Nurse Practitioners Faculties (NONPF) Nurse Practitioner Core Competencies 2012 .....	79
Appendix L - DNP Program Faculty.....	82

## I. EDSON COLLEGE OF NURSING AND HEALTH INNOVATION OVERVIEW

**Arizona State University** has developed a new model for the American research university, creating an institution committed to excellence, access and impact — the New American University. The [ASU charter](#), adopted in 2014, is the blueprint of that transformation:

“ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.”

### **Justice, Equity, Diversity, and Inclusion at ASU.**

Arizona State University promotes an [inclusive environment](#) and is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities.

We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

**The Edson College of Nursing and Health Innovation** 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 Edson College.

- Establish collaborative networks to foster innovative programs that impact local, national, and global health.

*Establish ASU as a leading global center for interdisciplinary research, discovery and development by 2025*

- 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.

**Accreditation**

The baccalaureate degree in nursing, master’s degree in nursing, and Doctor of Nursing Practice at the Arizona State University Edson College of Nursing and Health Innovation are accredited by the Commission on Collegiate Nursing Education (<https://www.aacnnursing.org/ccne>) through June 30, 2024. The Arizona State Board of Nursing also approved all programs.

**II. PROGRAM FOUNDATION**

**Purpose**

The Edson College of Nursing and Health Innovation 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 Edson College of Nursing and Health Innovation seek to foster excellence in scholarship, research, service and practice.

The educational programs of the Edson College of Nursing and Health Innovation are dedicated to providing students with the opportunity to acquire the requisite knowledge, skills, attitudes and values necessary 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 of the Edson College of Nursing and Health Innovation 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 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 in the increasingly complex and diverse environment. Clients have a right to determine and to 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 context 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 all the physical, biological, sociopsychological, and cultural factors that may impinge upon clients and their health. In addition, the external environment includes socioeconomic, political, cultural, technological values, health behaviors and goals.

## **Health**

Health is a dynamic process that reflects the interaction between client's internal and external environments. Optimal wellness is the highest state of health, the ideal in which the client moves at varying rates. Such wellness results from 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 exists in illness and is the goal of nursing to promote and restore wellness.

## **Nursing**

Nursing is a humanistic discipline that is both art and science. The purpose of nursing is to promote wellness and care for those who are ill. The discipline of nursing encompasses science, humanities, ethics, values, and the heritage of nursing; defined by the relationships and interactions among the concepts of client, environment and health. The aim of a professional nursing practice is to enhance the quality of life for clients. Nursing practice is based on an understanding of client interactions and environment in relation to health. Improving and expanding the theoretical base of nursing practice is achieved through research and creative activity.

The unifying concept of nursing is interaction. Linked together with interaction, client, environment, health and nursing are all viewed as synergistically acting and reacting together in a dynamic, mutually influencing relationship.

## **Outcomes of the Doctor of Nursing Practice Program**

Upon completion of the **Doctor of Nursing Practice** program, the graduate will be able to:

- A. Integrate, synthesize, design and translate theory-based nursing science and interdisciplinary knowledge to improve health outcomes.
- B. Apply concepts of organizational and systems leadership to design quality improvement strategies using critical systems thinking.
- C. Evaluate research and other evidence for translation and application into practice.
- D. Use innovative systems and patient care technologies for the improvement and transformation of health care.
- E. Assume a leadership role on behalf of the public and nursing profession to develop and implement health policies that influence multiple care delivery issues.
- F. Collaborate interprofessionally to provide safe, timely, effective, equitable and patient-centered care in complex health care systems.
- G. Demonstrate integration of evidence based clinical prevention and population health guidelines in the care of individuals, aggregates and populations that includes the rural and underserved population.



- H. Demonstrate practice expertise and advanced knowledge to assume expanded responsibility and accountability in an area of specialization within the larger domain of nursing.

In addition to meeting the DNP program outcomes listed above, the **DNP Innovation Leadership** graduate will be able to:

- A. Scan the political, social, economic, structural, and practice environment influencing professional actions in the healthcare system and translate these forces into relevant innovations in structures and processes positively affecting health service delivery.
- B. Influence innovative action in the community, at the executive level of systems and organizations, in the arena of practice leadership, and in the health service practice environment.
- C. Use innovation dynamics, processes, and practices to construct structures and systems of innovation, develop innovative processes and practices in systems, organizations, and persons.
- D. Create methodologies for standardizing innovation models and practices in systems, leaders and practitioners.
- E. Construct evidence-grounded models of innovation practices and leadership that can be applied in a wide variety of health service systems to facilitate requisite changes in health care structures, processes, and practices.

### III. PROGRAM APPLICATION AND ADMISSION

#### Application

For application requirements and process, see <https://nursingandhealth.asu.edu/degree-programs/graduate> .

The recruitment team helps guide applicants through the application process and answers general questions about the program. A completed application must be submitted by December 15. The online application form is available at <https://students.asu.edu/graduate/apply>.

#### International Students

Students residing in the U.S. on a valid visa or planning to attend ASU on an F-1 or J-1 visa must also meet additional application requirements. International F-1 and J-1 students are required to maintain full-time enrollment status.

#### Admission

The DNP Faculty will submit recommendations regarding admission decisions to the ASU Graduate College; only the Dean of Graduate Education can make formal offers of admission. Graduate College notifies all applicants of the admission decision.

#### Advisement

At the time of admission, the DNP Program Coordinators assist students to develop their academic plan and to provide guidance related to the successful completion of the DNP degree. The DNP student is assigned a Faculty Mentor during the second half of their program to assist with the successful completion of the required DNP Project.

#### Enrollment

Students are responsible for enrollment in courses each semester, following the program of study for their specialty. Enrollment is completed through My ASU. Information regarding enrollment, calendars for future semesters and general program information is emailed to all enrolled students. Students **must** have an ASU

email to receive this information.

The University Registrar's Office verifies 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>.

## **Financial Assistance**

Financial assistance for graduate study is available in the form of scholarships, traineeships, assistantships, and loans. Scholarships, traineeships, and assistantships are awarded to students with regular admission status and satisfactory academic standing. In addition to information on financial assistance presented in this section, students should consult the Financial Aid and Scholarship Services: <https://students.asu.edu/financialaid> .

Additional financial assistance opportunities from the ASU Graduate College are available to students. This site provides all the tools and resources the student needs to view the types of aid available for students. <https://graduate.asu.edu/current-students/funding-opportunities>

## **Scholarships**

Several scholarships are awarded by the EDSON COLLEGE during the academic year. For consideration of an award, students must complete the Scholarship Application Form: <http://nursingandhealth.asu.edu/scholarships/index.htm>.

## **Rural Health Professions Program (RHPP)**

The Edson College of Nursing and Health Innovation is a participating institution with the Health Resources & Services Administration (HRSA), alongside the National Area Health Education Centers (AHEC) to provide training support for students with the goal of increasing the number and distribution of health professionals serving people who are geographically isolated, economically or medically vulnerable. These workforce training programs help those in need of high-quality primary health care by supporting the training of health professionals – focusing particularly on the geographical distribution of providers to areas where they are needed most.

- HRSA: <https://data.hrsa.gov/topics/health-workforce/training-programs>
- AHEC: <https://www.nationalahec.org/>
- AzAHEC: <https://azahec.uahs.arizona.edu/>.
  - AHEC Scholars Program (ASP) in an additional program opportunity and information about this experience can be found at: <https://azahec.uahs.arizona.edu/ahec-scholars>

Students interested in clinical rotations serving rural communities throughout Arizona, or underserved urban populations in Maricopa County, can explore these programs upon admission. Applications for these programs open each September and students are eligible for financial support for clinical practice in qualifying areas during practicum courses of the nurse practitioner program. Students must be enrolled in the DNP program full- or part-time, certificate program students are not eligible for these awards.

## Required Minimal Technical Skills

Students are required to be computer literate and have basic keyboarding skills. Students are required to have email-access, and to access email regularly through individual accounts established through ASU at the time of enrollment in the program. The DNP Program expectation of computer skills are:

- Use ASU email for all communication to the DNP Program
- Use the CANVAS™ Learning Management System
- 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

## Background Clearance, Drug Screening and Immunization Requirements

Prior to the formal offer of admission, all students who receive conditional acceptance are required to complete a background clearance and drug screening (Appendix A). In addition, all students are also required to meet immunization requirements prior to registering for any courses. All three processes are completed through Edson College designated compliance platforms. Students are responsible for costs associated with these requirements. **No other forms of background clearance or drug screening are accepted. Additionally, students are responsible for submitting updated documents to throughout their program as requirements expire. The Edson College compliance platform company will notify the student of any deficiencies, but it is the student's responsibility to maintain these requirements. Students cannot attend clinical rotations if documents are expired.**

- **All students are required to have an unencumbered Arizona RN license, or an unencumbered compactstate RN license as mandated by the Arizona State Board of Nursing. The compact state license must indicate “multi-state” on the license. If it does not say “multi-state”, the student is required to obtain an Arizona RN license. The RN license must remain unencumbered throughout the student's enrollment in any nursing program.**

## IV. UNIVERSITY POLICIES

### ASU Graduate College

The DNP program office is responsible for upholding the policies and procedures set forth by ASU Graduate College. Students are held to the minimum requirements of the Graduate College as well as any additional requirements set forth by the Edson College of Nursing and Health Innovation. Graduate College Policies and Procedures: <https://graduate.asu.edu/policies-procedures>

### Student Accessibility and Inclusive Learning Services

The **Student Accessibility and Inclusive Learning Services (SAILs)** is the central location for establishing and obtaining services and accommodations for qualified students with disabilities: <https://eoss.asu.edu/accessibility>

### Title IX

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact [titleixcoordinator@asu.edu](mailto:titleixcoordinator@asu.edu) or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to [www.asu.edu/reportit/](http://www.asu.edu/reportit/).

As a mandated reporter, faculty are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

### **Academic and Professional Integrity**

The highest standards of academic integrity <https://provost.asu.edu/academic-integrity> and compliance with the university's *Student Code of Conduct* are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university.

Violations of academic integrity include, but are not limited to cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that each student assumes personal responsibility in their work.

Students should refer to the [ABOR Student Code of Conduct](#), [Academic Integrity](#), and applicable laws. Matters that violate the ABOR Student Code or ASU Academic Integrity Policy must be appealed as provided for in those policies.

### **Professional Standards of Conduct**

*Professional Standards of Conduct* for participation are based on the philosophy and organizing framework of the DNP Program and mirror ANA's *Code of Ethics* (<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>). Our framework recognizes the importance of reciprocal connections between people and environments and the influence of the social context, including individual, interpersonal, organizational, and community variables, on human behavior. Accordingly, we aim to foster a social context that provides a safe, respectful learning environment and promotes development as a scholarly citizen.

In addition to academic requirements, students must conduct themselves according to the "Satisfactory Professional Conduct" level of the *Professional Standards of Conduct* rubric (Appendix B). Performance at the "Conduct Requiring Improvement" or "Unsatisfactory Professional Conduct" level may lead to an Academic/Professional Improvement Plan. Egregious violations may result in a recommendation that the Graduate College dismiss the student from the program.

In addition to the *Professional Standards of Conduct* for the DNP Program, students must follow internal standards set forth in course syllabi and the DNP Program Handbook, along with external requirements found in the ASU Student Code of Conduct, <https://eoss.asu.edu/dos/srr/codeofconduct>, university regulations

concerning academic, scientific, or student conduct; and Federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Violations of these external standards will be adjudicated through a separate university process.

## **Disruptive Classroom Behavior**

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

1. Disruptive Student Protocol STA 104-02  
<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>
2. Student Code of Conduct ABOR 5-308 (and 5-303)  
<https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>
3. Instructor Withdrawal of Student for Disruptive Classroom Behavior  
<https://www.asu.edu/aad/manuals/ssm/ssm201-10.html>
4. 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:

- |    |                                  |                |
|----|----------------------------------|----------------|
| 1. | ASU Counseling Services          | (480) 965-6146 |
| 2. | ASU Health Services              | (480) 965-3346 |
| 3. | EMPACT Suicide Prevention Center | (480) 784-1500 |
| 4. | Dean of Students                 | (602) 496-4357 |
| 5. | DPS @ 911 or non-emergency       | (602) 496-3456 |

[Graduate Wellness Resources](#) – a one-page guide to Financial, Social, Emotional, and Physical Health and Wellness Resources for ASU Graduate Students was developed by the GPSA.

[10 Best Practices in Graduate Student Wellbeing](#) – proven ways to help graduate students better care for themselves under the increasing demands of graduate school.

## **V. PROGRAM PROGRESSION**

Students are responsible for familiarizing themselves with all university and graduate policies and procedures. The most current pdf version of the Graduate Policies is found at <https://graduate.asu.edu/policies-procedures>

### **Continuous Enrollment**

Once admitted to a graduate degree program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods

when students are engaged in any way using university resources, facilities or faculty time. This credit must appear on the Plan of Study and must be an appropriate graduate-level course (e.g., 692, or 595 Continuing Registration). Please see Graduate Education policies regarding registration and continuous enrollment.

### **Voluntary Withdrawal: Courses, Graduate Degree Program, or ASU**

Types of withdrawals and procedures at <https://students.asu.edu/drop-add>

### **Involuntary Withdrawal by the Division of Graduate Education**

Please refer to Graduate Education Policies: <https://graduate.asu.edu/policies-procedures>

### **Medical/Compassionate Withdrawal:**

The Dean's representative for the Edson College of Nursing and Health Innovation will advise students on the process of medical/compassionate withdrawal. Contact the EDSON COLLEGE Student Services office at 602-496-0888 for more information.

### **Immersion Sessions**

The DNP and NP certificate programs are hybrid programs that consists of 1-3 immersions per semester with a duration of 2-3 days at a time depending on the courses and the semester of the student's program. **Additional days and immersion sessions may be required for some courses.** Individual course syllabi will outline attendance requirements.

### **Plan of Study**

The Doctor of Nursing Practice degree requires a minimum of 84 credit hours of graduate coursework. NP certificate students require a variable number of credits of graduate coursework based on their plan of study and gap analysis. Questions regarding transfer credit, course substitution process or courses offered on the plan of study are directed to the DNP program coordinators.

### **Interactive Plan of Study (iPOS)**

The Plan of Study (iPOS) functions as a contract between the student, the DNP program, and the Graduate College. The iPOS contains certain degree requirements such as coursework, Chair and/or Supervisory Committee, which must be included before it will be approved. The DNP Program Coordinators are the primary contact regarding iPOS and degree requirements.

All students must submit an iPOS before completing 50 percent of the credit hours required for the degree, generally after the fall semester of their second year.

For systematic instructions on completing and submitting the student's iPOS, please refer to the iPOS student-training manual: <https://graduate.asu.edu/current-students/completing-your-degreehttps://graduate.asu.edu/completing-your-degree/how-to>

### **Degree Minimum Credit Hours**

Please see the Graduate Education policies regarding degree minimum credit hours: <https://graduate.asu.edu/policies-procedures>.

### **Degree Maximum Time Limit**

Please see the Graduate Education policies regarding degree maximum time limit: <https://graduate.asu.edu/policies-procedures>.

## Academic Progression Requirements

All students are expected to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed under Academic Progression Requirements, Professional Standards of Conduct, and according to Graduate Education policies: <https://graduate.asu.edu/policies-procedures>

## Progression Requirements

- A. A student who has been admitted to the DNP program or NP certificate program:
1. Must maintain a 3.0 (B) or higher grade point average (GPA) in all work taken for graduate credit (courses numbered 500 or higher).
  2. Must earn a grade of B or better in all required courses (including required electives) in the student's approved program of study.
- B. A student will be placed on academic probation or recommended for withdrawal, if one or more of the following apply:
1. The student's GPA falls below 3.0.
  2. The student receives a grade below B or 80% in any course on the approved program of study.
  3. A student who is asked to leave a clinical site for unprofessional conduct, perceived impairment reasonably suspected to be drug or alcohol related, (Appendix C Substance Abuse Policy) or unsafe practice (per the American Nurses Association *Code of Ethics for Nurses* (<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>) and/or Arizona Board of Nursing Standards of Conduct (<https://drive.google.com/file/d/1cJCcKUPj5AUB3lDfTmHDSG7Vq20ZxuOA/view>) specifically Standards Related to Registered Nursing Scope of Practice) and/or EDSON COLLEGE's Safe Practices in Clinical Settings (Appendix D)) will leave their clinical site immediately and will not return or be allowed to move to another clinical site that semester and will receive a grade of "E" in that course.
  4. Students who have been asked to leave a clinical site for unprofessional conduct or unsafe clinical practice will be placed on academic probation. The specialty coordinator will notify the DNP Program Office, the student will be notified in writing of the academic probation, and the conditions required for discontinuing the academic probation by the Director.
  5. If a student has their RN license to practice encumbered or suspended while a student in the program, they must notify the Director of the DNP Program within 48 hours and must immediately stop attending all courses. **All graduate nursing students must have an active, unencumbered RN license at ALL times during their program of study. Loss of the RN license is grounds for immediate recommendation to the Graduate College for withdrawal from the program.**
  6. Conduct prohibited by the Arizona Board of Regents Student Code of Conduct <https://students.asu.edu/srr>.
  7. Periods of absence during a semester without the endorsement of the student's graduate committee or advisor. This request must be filed and approved prior to the first day of class in the semester of anticipated leave.
  8. Seriously compromising the relations of the Program with the public.
  9. Breaches of ethical judgment or professional responsibility.
  10. Serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.
  11. Any student who violates the academic integrity policy of the university can be recommended for withdrawal from their program of study. Violations of academic integrity include, but are not limited to cheating, fabrication, tampering, plagiarism, or facilitating such activities. <https://provost.asu.edu/academic-integrity>

C. Appeals:

Students recommended to the DNP Program Office for withdrawal from their program can appeal this decision in writing to the Edson College of Nursing and Health Innovation, DNP Program Office. If the recommendation to withdraw is upheld, the student can appeal the decision to the dean's office in the Edson College of Nursing and Health Innovation and as a final step, to the Graduate College.

D. Funding:

Students making unsatisfactory progress and/or on academic probation are not eligible for traineeship funding or assistantship positions.

**Progression restrictions** for students placed on academic probation may prevent the student from progressing in their program of study with their class cohort. Graduate courses in which a grade of less than a B is earned must be repeated in the next regular academic semester during which the course is offered. Graduate courses can be repeated only once.

**Time Expectations and Limitations:**

Students are expected to progress in a timely manner through their approved plan of study. The time limits described below are more restrictive than those described in the Graduate College policy and supersede these policies because of the nurse practitioner licensure requirements.

**Students enrolled in the BSN to DNP or graduate certificates:** Students enrolled full-time in one of the Doctor of Nursing Practice (DNP) Advanced Nursing Practice concentrations or graduate certificates are expected to complete their degree or certificate by the end of the third year of enrollment, if enrolled full time; or by the end of the fifth year of enrollment if enrolled part time.

**Course and clinical expiration:**

Progressing in a timely manner ensures readiness for practice and clinical competency and protects against the fading of clinical knowledge and skills. The following DNP courses expire within a specific timeframe. After course expiration, students must re-enroll in the course and earn a grade of B or higher. The below courses should be completed within three (3) years of sitting for certification testing. Part-time students will meet the requirements of certification testing within three years of enrolling in these courses if they remain enrolled in DNP coursework.

**Course and expiration timeframe:**

- DNP 605 Advanced Health Assessment Across the Lifespan – expires after three (3) years
- DNP 641 Advanced Health Assessment Pediatrics – expires after three (3) years
- DNP 671 Advanced Mental Health Assessment Across the Lifespan – expires after three (3) years
- DNP 608 Applied Pharmacotherapeutics Across the Lifespan – expires after three (3) years
- DNP 642 Applied Pharmacotherapeutics for Pediatrics – expires after three (3) years
- DNP 672 Psychopharmacology Across the Lifespan – expires after three (3) years
- DNP 604 Advanced Human Pathophysiology Across the Lifespan – expires after three (3) years
- DNP 660 Advanced Neuropsychopathology Lifespan – expires after three (3) years
- DNP 712 Clinical Residency and Management – expires after five (5) years

**Clinical courses and expiration time frame:**

**Acute Care Pediatric Nurse Practitioner**



DNP 606 Principles of Pediatric Acute Care I - expires after three (3) years  
DNP 607 Advanced Pediatric Acute Care Practicum I - expires after three (3) years  
DNP 619 Principles of Pediatric Acute Care II - expires after three (3) years  
DNP 620 Advanced Pediatric Acute Care Practicum II - expires after three (3) years  
DNP 643 Developmentally Based Care of the Well Child - expires after three (3) years  
DNP 644 Well Child Advanced Practicum - expires after three (3) years

**Emergency Nurse Practitioner (certificate)**

DNP 610 Principles of Advanced Emergency Nursing I - expires after three (3) years  
DNP 611 ENP Practicum I: Advanced Emergency Nursing Practice - expires after three (3) years  
DNP 630 Principles of Advanced Emergency Nursing II - expires after three (3) years  
DNP 631 ENP Practicum II: Advanced Emergency Nursing Practice - expires after three (3) years

**Women's Health Nurse Practitioner**

DNP 613 Women's Health Promotion I - expires after three (3) years  
DNP 614 Women's Health Practicum I - expires after three (3) years  
DNP 615 Management of Common Problems in Women's Health - expires after three (3) years  
DNP 616 Advanced Women's Health Practicum II - expires after three (3) years  
DNP 617 Management of Complex and Chronic Disease in Women - expires after three (3) years  
DNP 618 Advanced Women's Health Practicum III - expires after three (3) years

**Adult-Gerontology Nurse Practitioner**

DNP 623 Adult-Gerontology Health Promotion - expires after three (3) years  
DNP 624 Adult-Gerontology Health Promotion Practicum - expires after three (3) years  
DNP 625 Management of Common Health Problems in Adult-Gerontology: Theory - expires after three (3) years  
DNP 626 Management of Common Health Problems in Adult-Gerontology: Practicum - expires after three (3) years  
DNP 627 Management of Complex Health Problems in Adult-Gerontology: Theory - expires after three (3) years  
DNP 628 Management of Complex Health Problems in Adult-Gerontology: Practicum - expires after three (3) years

**Family Nurse Practitioner**

DNP 633 Family Health Promotion - expires after three (3) years  
DNP 634 Family Health Promotion Practicum - expires after three (3) years  
DNP 635 Management of Common Health Problems in Children, Adults and Families - expires after three (3) years  
DNP 636 Management of Common Health Problems in Children, Adults, and Families Practicum - expires after three (3) years  
DNP 637 Management of Complex and Chronic Health Problems in Children, Adults and Families - expires after three (3) years  
DNP 638 Management of Complex and Chronic Health Problems in Children, Adults and Families Practicum - expires after three (3) years

**Pediatric Nurse Practitioner (Primary Care)**

DNP 643 Developmentally Based Care of the Well Child - expires after three (3) years  
DNP 644 Well Child Advanced Practicum - expires after three (3) years

DNP 645 Management of Common Problems in Pediatric Primary Care - expires after three (3) years  
DNP 646 Management of Common Problems in Pediatric Primary Care Practicum - expires after three (3) years  
DNP 647 Management of Complex and Chronic Health Problems in Pediatric Primary Care - expires after three (3) years  
DNP 648 Management of Complex and Chronic Problems Pediatric Primary Care Practicum - expires after three (3) years

#### **Family Psychiatric Mental Health Nurse Practitioner**

DNP 673 Mental Health Promotion Across the Lifespan - expires after three (3) years  
DNP 674 Mental Health Promotion Across the Lifespan Practicum - expires after three (3) years  
DNP 675 Management of Common Mental Health Disorders Across the Lifespan - expires after three (3) years  
DNP 676 Management of Common Mental Health Disorders Across the Lifespan Practicum - expires after three (3) years  
DNP 677 Management of Complex and Chronic Mental Health Disorders Across the Lifespan - expires after three (3) years  
DNP 678 Management of Complex and Chronic Mental Health Disorders Across the Lifespan Practicum - expires after three (3) years

**Continuous enrollment limitations:** Students who enroll in continuous registration courses (ex. DNP 695) but do not enroll in any required DNP coursework, are limited to two semesters, during a student's entire plan of study. This includes registration in a continuing enrollment credit, coursework in another discipline or elective that is not part of the DNP plan of study.

**Re-enrollment requirements:** Newly developed clinical knowledge and skills quickly fade when students take a leave of absence, enroll in coursework that is not part of the DNP plan of study, or take a medical or compassionate withdrawal. Due to the rapid loss of skills, all students who are absent from the DNP program for more than one semester will be evaluated for clinical competency by their assigned specialty coordinator before re-enrolling in DNP coursework. Additional requirements may be recommended before enrollment and can include, but are not limited to course auditing, additional clinical hours, and testing. **Students who leave the program for any length of time, no matter the cause, must pass a new background check and drug screen (at their own expense) before resuming clinical courses.**

## **Grades**

Faculty teaching graduate courses may choose to use either the following 10 point scale or the plus/minus scale when grading graduate courses. The scale chosen is listed in the syllabus and those are the grades that will be given to the students. All A + grades will be converted by ASU to a 4.0 in the system for calculating the cumulative GPA, per ASU policy. Edson College of Nursing and Health Innovation graduate program grading guidelines allow for a B- in individual course/assignments (C+ or lower is not allowed on the plan of study IPOS). An overall GPA of 3.0 is required in the graduate certificate, masters, and doctoral programs. Students whose overall GPA falls below 3.0 are considered on probation and in danger of failing their program.

### Regular grading scale

A	90-100	4.0
B	80-89	3.0
C	70-79 - Course Repeat	2.0
D	60-69 – Course Repeat	1.0
E	59 or below course repeat	0.0

### Plus/Minus Scale

A+	97-100	4.3
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82 course repeat	2.7
C+	77-79 course repeat	2.3
C	70-76 course repeat	2.0
D	60-69 course repeat	1.0
E	59 or below course repeat	0.00

### Pass/Fail Scale

<b>Pass/Fail Letter Grade Scale</b>	<b>Grading Scale</b>	<b>GPA</b>
Y	Satisfactory	Does not count toward GPA
Z	Course in progress	Does not count toward GPA
E	Failure	0
I	Incomplete	Does not count toward GPA and an incomplete contract must be filed and grade must be removed from POS within 1
		year or converts to permanent "I" on transcript

Whenever a student officially withdraws from a course, a grade of "W" is listed.

## Grade Point Averages

Students must maintain a minimum 3.0 grade point average (GPA) to maintain satisfactory academic progress and to graduate. Please see Graduate Education policies regarding grade point averages:

<https://graduate.asu.edu/policies-procedures> . If more than one failure occurs, students may be withdrawn from the DNP program.

## Incomplete Grades

Students must request a grade of *Incomplete* at least two weeks prior to the last day of the semester. DNP students are required to have successfully completed 80% of their coursework (with a B or better) prior to requesting a grade of incomplete. **A grade of "I" can only be given when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control however it is entirely up to the instructor to approve the Incomplete.** The student and instructor must complete a Request for Grade of Incomplete form.

The exact timeframe for completion is negotiated between student and faculty; however, students who receive a grade of "I" in any course must complete course requirements within one calendar year of the scheduled course and may NOT have longer than one calendar year. If a regular grade is not assigned within the calendar year, the "I" becomes permanent part of the transcript. To repeat the course for credit students must re-register and pay the required fees. The grade for the repeated course will appear on the transcript but will not replace the permanent "I."

To request a grade of incomplete, students must complete the following steps:

1. Obtain the *Request for Grade of Incomplete* form available at <http://students.asu.edu/forms/incomplete-grade-request> and request the grade of incomplete to the faculty of the course.
2. Faculty will submit the form to the DNP Program Office for approval of the director. Once approval has been granted, faculty will enter a grade of "I" for the student.
3. Faculty will notify the DNP Program Office upon fulfillment of the contract.
4. Faculty will verify that the grade correction was entered and the "I" removed.

## Petitions

A formal request for an exception to any Graduate College policy requires a petition to be completed by the student and must be approved by the committee chair and the head of the academic unit. The Graduate College office will review the petition and make a final determination. Some requests apply only to policies of the Edson College of Nursing and Health Innovation while others also require the approval of the Graduate College. Students should contact the DNP Program Office to determine what petitions must be submitted for their particular request.

## Pre-Admission Credits

Credit hours completed at ASU or at another regionally accredited U.S. institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits. With the approval of the academic unit and the Graduate College office, students may include a maximum of 12 graduate-level credit hours with grades of "B" or better

that were not used towards a previous degree.

## Petitions to the Graduate College

Please refer to the Graduate College website for the most current information: <https://graduate.asu.edu/policies-procedures>

## Petitions to the Edson College of Nursing and Health Innovation (Edson College)

Please follow these instructions for submitting a petition to the EDSON COLLEGE. Use one Petition to Standards Committee Form for each request. Right click to save PDF to the student's computer: <https://nursingandhealth.asu.edu/students/policies-handbook>

Submit the completed form:

[https://nursingandhealth.asu.edu/sites/default/files/edson\\_college\\_petition\\_fillable.pdf](https://nursingandhealth.asu.edu/sites/default/files/edson_college_petition_fillable.pdf) with attached documentation, to the DNP Program Office for submission to the Standards Committee. If the petition is incomplete or unclear, it will be returned to the student. Students are notified in writing of the action taken on their petition. Results are NOT provided over the phone.

## Academic Grievance

Students' academic grievance will be referred to the Academic Grievance Committee as outlined in the EDSON COLLEGE grievance policy in Appendix E.

## Clinical Placement Policy

### Licensing Requirements

- Students must have a current, unencumbered AZ RN license or an unencumbered RN license from a compact state that indicates multistate privileges.
- Students must have a current, unencumbered RN license in the state in which they are attending a clinical practicum.
- Edson College of Nursing and Health Innovation Doctor of Nursing Practice program prepares students for licensure and/or certification. Since licensure/certification can vary from state to state, we encourage students to review the ASU Licensure website: <https://asuonline.asu.edu/about-us/licensure/> to determine if the DNP program meets the requirements of your individual state requirements for licensure or certification as applicable.

### Clinical Practicums

- Preceptors must be an MD, DO, NP or CNM with at least 1 year of clinical experience and a license in good standing. ((<https://drive.google.com/file/d/1cJCcKUPj5AUB3IDfTmHDSG7Vq20ZxuOA/view> Section R4-19-502.B.6)
- Students are assigned their clinical rotation each semester by the NP specialty coordinator in collaboration with the clinical placement coordinator.
- If students have an existing preceptor contact who is willing to serve as an NP preceptor, please contact the Clinical Placement Coordinator.
  - The Specialty Coordinator and Clinical Placement Coordinator will determine if the site and preceptor are appropriate to accomplish clinical goals.
  - Students are **NOT** allowed to randomly contact/cold call providers to request a rotation within

Maricopa County. Outside of Maricopa County, follow the procedure outlined below for out of area/out of state students.

## **Residence within Maricopa County**

### **Student Responsibility**

- Students living in Maricopa County will be assigned clinical placements and are fully expected to attend those placements to accrue required clinical hours for each semester. **Students should expect to travel throughout Maricopa County, and in some cases, surrounding counties, to complete their assigned clinical placement.** Students are expected to adjust work and personal schedules to meet clinical course expectations. If a student is not able to attend a specific placement, it will then be their responsibility to secure a preceptor and site that meets approval of the Specialty Coordinator and Clinical Placement Coordinator. Failure to complete clinical hours will result in an Incomplete in the course.
- Edson has partnered with rural sites throughout Arizona. These sites provide students with an immersive and tailored understanding of the health issues and concerns for rural communities in Arizona and are an invaluable resource in their development as providers. Students will be highly encouraged and, depending on local site availability, may be required to participate in these rotations.
- **Admission Slots.** Students are admitted to the DNP program based on their residency at the time of acceptance in the program and are designated 1) in-area (Maricopa County), 2) out-of-area (outside Maricopa County), or 3) out-of-state, for clinical placement projections. Any changes to the students' geographic living situation that impacts clinical site projections may cause a delay in the students' program progression. Students who relocate to the Phoenix area after admission will be assessed on a case-by-case basis for program supported clinical placement in Maricopa County.
- Preceptors and practicum sites cannot have a conflict of interest as it relates to evaluation of the student. For example, preceptors cannot be related to the student, cannot be a friend of the student, cannot be the student's personal healthcare provider, and may not work in the same department as the student. Students may not complete their clinical hours in the same department at their place of employment. Any exceptions will need to be approved by faculty in advance of the clinical assignment.
- Students may be placed in 1-2 clinical sites each semester to fulfill clinical requirements. A healthcare provider at each site will be identified as the primary preceptor for consistency with student performance and evaluation. Students are not permitted to have multiple preceptors per clinical site, unless approved in the event of a planned absence of the primary preceptor.

## **Out of Maricopa County/Out of State**

### **Student Responsibility**

#### **Students residing outside of Maricopa County/Out of State**

- It is the responsibility of students who reside outside of Maricopa County to identify preceptors and sites willing to accommodate clinical rotations.
- The DNP Program Office is not responsible for guaranteeing a clinical placement site for any student outside of Maricopa County.

#### **Site Acquisition process:**

1. **Create a List of Potential Sites.** Students are to submit a list of five (5) potential clinical sites no later than **September 15<sup>th</sup>** preceding their first summer clinical rotation (review your Program of Study). **FNP and PMHNP students should provide seven (7) potential sites that provide services to adult and pediatric populations.** Out of state PNP-PC students will need a combination of pediatric primary care and pediatric

specialty sites.

Use your professional networks, drive your surrounding areas, Google potential clinic locations for sites that meet the above criteria. **No cold calling sites.** Once these sites are identified and the list is sent to the clinical placement coordinator, this will begin the first wave of vetting potential sites. Students who do not provide this list by the due date will begin to receive weekly reminders:

- 1<sup>st</sup> reminder email: Sept. week 3, copy to Specialty Coordinator
- 2<sup>nd</sup> reminder email: Sept. week 4, copy to Specialty Coordinator
- 3<sup>rd</sup> reminder email: Oct. week 1, copy to Specialty Coordinator and Program Director.

**\*Failure to provide this potential clinical site list by the final due date will result in a conference with the program director and may delay program progression.**

**2. Schedule Site Visits:** Once the sites are vetted by the clinical placement coordinator students are notified of approved sites and are permitted to make in-person visits. **No telephone calls. Professional attire required.** The student will receive specific information about their program, hour requirements, and rotation expectations from the clinical placement coordinator prior to making visits to facilitate conversations with potential preceptors. Any site a student identifies that is a current partner with ASU will be contacted directly by the clinical placement coordinator and no student site visit will be required.

**3. Complete Student Placement Agreement form:** Students will be given a form to complete to initiate the contract process of their clinical site. These forms are **due no later than Oct. 15th.**

- 1<sup>st</sup> reminder email: Oct. week 2, copy to Specialty Coordinator
- 2<sup>nd</sup> reminder email: Oct. week 3, copy to Specialty Coordinator
- 3<sup>rd</sup> reminder email Oct. week 4, copy to Specialty Coordinator and Program Director

**\*\*Failure to meet these deadlines may result in no clinical placement assignment and delays in program progression.**

### **DNP Program Responsibility**

- Initial vetting of sites within 10 business days of receiving student potential clinical site list.
- Notify students of site vetting (approved/disapproved) and next steps/responsibilities.
- Reach out to sites on the student list that ASU has already developed a partnership, in place of student contacting site.
- Provide document(s) for Out of Area/Out of State students to use when visiting clinical sites; DNP Program Infographic, specialty-specific program hours, expectations/goals, requirements, letter from Specialty Coordinator/Director, and Student Placement Agreement Form to complete after site visits.
- Specialty coordinators will communicate with clinical site/prospective preceptors to discuss DNP program, expectations of the preceptor/student role, scheduling, and availability prior to finalizing site.
- Keep student updated on contract development and potential need to generate additional sites if contracts are delayed.

## **Clinical Assignment Guidelines**

### **Clinical Assignments**

- Clinical assignments are emailed to each student at their ASU email prior to the start of each

clinical semester.

- Assignment notifications will contain detailed instructions. Students are responsible for following the instructions in the assignment notification. **A delay in following instructions or not following instructions can place a student at risk for a delay in their course progression.**
- Preceptors may ask for an interview or “meet and greet” prior to accepting a student for a clinical rotation. Students will be notified if this is needed.

### **Dress Code for Clinical Assignments**

Students are expected to dress professionally. Business or business casual is required. Closed toe shoes are required at all clinical sites regardless of specialty. Apparel and person are expected to be clean without the presence of colognes and perfumes. Minimal jewelry is permitted. Tattoos should not be visible. Each student is expected to wear a clean pressed lab coat (except in settings where lab coats are discouraged by the student’s preceptor) with a badge identifying him or her as a Nurse Practitioner Student from ASU. Students are required to have their own stethoscope. **Individual agencies may have dress codes that supersede ASU’s dress code to which students must adhere.**

### **Scheduling Clinical Hours**

- Student’s clinical schedules ***must accommodate the preceptor’s scheduling preferences.***
- Student schedules must be able to accommodate 2-3 days per week each semester.
- Clinical rotations are Monday through Friday, during regular business hours. The duration of the clinical should not exceed 12 hours per day. Students are not permitted to be in the clinical site during weekends, holidays, or other times when the university is not in session, unless faculty approval is received in advance of the scheduled time.
- Students are expected to begin their clinical assignment at the start of the semester. Distribution of the clinical hours must span the duration of the semester.
- Students must complete all hours during that semester. Failure to complete the required clinical hours by the end of the semester will result in a delay in course progression.

### **Onboarding**

- Assignment notifications will include information about any “onboarding and/or training” required to attend a rotation at a specific clinical site.
- Onboarding may include the submission of immunization documentation, TB status, background check, licenses, ID, additional drug testing, orientation, modular training and/or EMR training.
- The clinical placement office will facilitate documentation. In some instances, the student will be required to send their own documentation to the site.
- Students are to anticipate that onboarding could involve substantial time spent in orientation and/or modular training.
- Some agencies use an onboarding system (myClinicalExchange) for students rotating in their facility. Fees associated with myClinicalExchange are the student’s responsibility. Contact the clinical placement coordinator for the current cost.
- Any additional costs associated with some clinical placements are the responsibility of the student (examples: additional background checks, urine drug screening and fingerprinting).
- Students who have a clinical assignment within the same organization of their place of employment must onboard as a “student”. The **employee** onboarding does not supersede the **student** onboarding.



- Students are to start onboarding **immediately** as instructed in the assignment notification. Students are responsible to follow the instructions provided in the assignment and by the clinical site, if applicable. A delay in completion of onboarding will place a student at risk for a delay in their course progression.

### Clinical Hour Guidelines

- Required hours must be completed during the semester dates only.
- Extra hours cannot be completed in one semester and applied towards hours required for the next semester.
- Only direct patient care experiences count toward clinical hours.
  - Immersion, conferences, seminars, etc. **WILL NOT COUNT.**
- Students must notify their clinical instructor when they are absent from a scheduled clinical day regardless of the reason.
- Students must notify their Specialty Faculty and Clinical Placement Coordinator regarding any issues related to their preceptor, patient interactions or site (conflict with preceptor, sexual harassment, safety issues, etc.) immediately.

### Mandatory Clinical Orientation

- **Mandatory** Clinical Orientation will take place at the start of the summer semester. (See the DNP calendar for specific date and time). **Attendance is required for any student who will be enrolled in a clinical course. Students are not allowed to attend clinical assignments without this training.**
- Clinical Orientation will include training on the software system students will use to track clinical hours and patient encounters. Students will pay an annual fee directly to the software company for access to the system.
- Accuracy, completeness, and timely recording of clinical hours and patient encounters is **mandatory**. **SEE ASU CODE OF ACADEMIC INTEGRITY:** <https://provost.asu.edu/academic-integrity>

### RN License

- **Students are responsible for adhering to all rules and laws regarding RN licensing and multistate privileges.**
- **Students must have a current, unencumbered Arizona RN license or an unencumbered RN license from a compact state that indicates multistate privileges.**
- **Students must have a current, unencumbered RN license in the state in which they are attending a clinical practicum.**
- Please see the National Council of State Boards of Nursing website for complete compact state rules. <https://www.ncsbn.org/nurse-licensure-compact.htm>
- Students are obligated to self-report criminal charges to the professional licensing boards within 10 working days after a charge is filed.
  - AZ State Board of Nursing: <https://www.azbn.gov/discipline-complaints/reporting-criminal-charges>
- Students are required to report criminal charges and any restrictions to their RN license to the DNP program director and associate dean within 48 hours of any violation.

### Clinical Compliance

- Edson College uses an external agency to maintain healthcare compliance records of all DNP students.

Students are required to be compliant with the platform and maintain an accurate and updated profile of personal health screenings, immunizations, and licensure documents.

- If a student is not current, he/she **MAY NOT ATTEND THEIR CLINICAL ASSIGNMENT UNTIL THEY ARE CURRENT. Students are responsible for monitoring their compliance status.**

#### **Student Placement Agreements/Academic Affiliation Agreements**

- Student Placement Agreements/Academic Affiliation Agreements are required to be in place before a student may begin a clinical rotation. Agreements can take **4 weeks to 12 months** to execute.
- ASU's DNP program has existing Agreements with many Phoenix area clinical sites. Please check with the clinical placement coordinator if you have any questions.

#### **Change of Residence (out of state or out of current area)**

- Students are required to report any change in address to the program coordinator immediately. Failure to do so may result in a delay in the student's course progression, due to clinical placement issues.
- If moving out of area or out of state, please refer to the guideline above regarding out of area and out of state student clinical placement.
- As a participating National Council for State Authorization Reciprocity Agreements (NC-SARA) member since May 5, 2015, Arizona State University is authorized to offer distance education to persons located in individual states in accordance with NC-SARA established policies and standards; program exceptions are noted on the ASU Authorizations website (<https://asuonline.asu.edu/about-us/authorizations/>). A program exception means that the **listed programs are not available** to students located within the state. Before making a change of address out of state, review this university webpage.
- **Edson College of Nursing and Health Innovation Doctor of Nursing Practice program prepares students for licensure and/or certification. Since licensure/certification can vary from state to state, we encourage students to review the ASU Licensure website: <https://asuonline.asu.edu/about-us/licensure/> to determine if the DNP program meets the requirements of your individual state requirements for licensure or certification as applicable.**

**Students are responsible for understanding and complying with the following EDSON COLLEGE policies:**

Appendix F – Blood Borne Pathogens Policies

Appendix G – Unusual Occurrence Policy

Appendix H – Students Practicing Skills on other Students

Appendix I – Reporting and Investigating Procedure

## **VI. DNP PROGRAM COMPLETION**

The **DNP Portfolio, DNP Project, and Academic Learning Plan & Clinical Residency** will demonstrate student achievement of attaining knowledge and practice application of ***The Essentials: Core Competencies for Nursing Education*** as developed by the American Association of Colleges of Nursing (AACN)

<https://www.aacnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

(Appendix J). In addition, BS-DNP students will demonstrate the Nurse Practitioner Core Competencies Criteria as set forth by the National Organization of Nurse Practitioner Faculties (NONPF) (Appendix K).

*The DNP student will synthesize, integrate, and apply knowledge acquired throughout the DNP program coursework to a DNP Project in a professional practice setting.* Faculty members evaluate the DNP Portfolio and DNP Project to determine whether the student has mastered the body of evidenced based knowledge and application to practice and can demonstrate DNP competencies. The Academic Learning Plan and Clinical Residency are designed to help students achieve specific learning goals and objectives related to the AACN Essentials and specialty competencies.

## **DNP Portfolio**

The final summation of the DNP program experience will be a compendium which includes an academic portfolio documenting application of didactic course content to individual learning goals, objectives, and program outcomes (Academic Learning Plan & Clinical Residency Activities Log), the DNP Project Final Report, and a final oral presentation.

The purpose of the DNP Portfolio is to demonstrate program completion requirements and ability to apply AACN Essentials (Appendix J) in clinical and professional settings. In addition, BSN-DNP students demonstrate the skills outlined by the NONPF Core Competencies (Appendix K).

## **DNP Portfolio Components**

1. Academic Learning Plan & Clinical Residency Activities Log
2. DNP Project Final Report
3. DNP Project Final Oral Presentation
4. All DNP Core course final papers/assignments earning a minimum grade of 80% AND the course syllabi for each.
5. Selected course papers, discussion board posts, reflections, presentations, or other creative works. In addition, deliverables from residency activities (i.e. CEU certificates, abstract/manuscript submissions, poster presentations) that demonstrate student acquisition and competence of the AACN Essentials.

## **DNP Project**

The DNP degree culminates in the DNP Project. The DNP Project should address a complex practice, process, or systems problem within a professional practice area. The focus is on the identified clinical/practice problem and the evidence-based solutions for that problem. The DNP Project uses evidence to improve practice, processes, or outcomes.

Students are assigned a faculty mentor who guides the development and implementation of the DNP Project. Students may choose, or it may be recommended, to have another faculty member who will serve as a second reader or in some cases as a content expert needed for the project. Lastly, the site collaborator or preceptor will facilitate the DNP project implementation activities at the site and is usually an employee of the site.

## **DNP Project Site and Contracts**

The decision about where to conduct the DNP project is made between the student and the faculty/mentor. Students should decide based on their objectives and goals, personal career goals, and the clinical site's ability to allow integration of Evidenced Based Theory with practice.

The DNP Project requires ASU Institutional Review Board (IRB) Approval. The mentor serves as the Principal Investigator for the ASU IRB. Depending on the project site, students may also need to obtain IRB approval from

the site in addition to ASU IRB.

If the project has been approved by the ASU IRB, an Affiliation Agreement is not needed between ASU and the site, however the site still may require that an Affiliation Agreement be initiated and executed. If that is the case, the Agreement may take 3-12 months to execute, or longer for out of state placements. Plan accordingly and check with the Clinical Placement Coordinator. If a site has Health and Safety requirements (such as proof of immunizations, background checks and modular training specific to that site) students are subject to these requirements. Check with the Clinical Placement Coordinator to determine if the site has such requirements prior to starting the project. If the student will be completing **Direct Patient Care hours** at the project site, an Affiliation Agreement is **required**.

EDSON COLLEGE students have completed the DNP Project in the private and public sectors, including rural and urban communities.

- ASU Doctor of Nursing Practice (DNP) Final Projects Collection  
<https://repository.asu.edu/collections/260>

## Responsible Conduct of Research

Strategies for responsible conduct of research: <https://researchintegrity.asu.edu/>

## Research Involving Human and Animal Subjects

Projects that make use of research involving human or animal subjects must include a statement indicating that the appropriate university body has approved the research.

The University Human Subjects Institutional Review Board (IRB) in compliance with federal regulations reviews research involving human subjects conducted under the auspices of Arizona State University. Documents containing any data collection from human subjects require that applications be submitted to the ASU Office of Research Integrity and Assurance for approval **before** data collection or recruitment of subjects is initiated at <https://researchintegrity.asu.edu/human-subjects>.

It is important that students check with their faculty advisor well in advance of data collection to ensure compliance with university regulations regarding the collection of research data. The Institutional Animal Care and Use Committee (IACUC) review research involving the use of animals conducted under the auspices of Arizona State University in compliance with federal regulations.

## DNP Project Final Presentation

Presenting the results and experience of the student's DNP Project is a requirement for DNP program completion. In order to facilitate this requirement, in the semester of graduation, students will present their projects in a professional format.

## Academic Learning Plan and Clinical Residency

The AACN Essentials are the foundational outcome competencies for all graduates of DNP programs regardless of specialty or functional focus. The Academic Learning Plan includes each of the AACN Essentials as program goals and objectives. The clinical residency activities provide rich and varied practice experiences aimed at helping students achieve the AACN Essentials upon completion of the program.

The Academic Learning Plan & Clinical Residency Activities Log template will be used to design and record the

residency experiences. The purpose of this document is to ensure professional competency in each of the AACN Essentials.

The student's assigned mentor has primary oversight of the Academic Learning Plan & Clinical Residency Activities.

### **Clinical Residency Hours**

The purpose of the residency activities are to:

- Synthesize what is learned in didactic courses
- Broaden the clinical set at the doctoral level regardless of role or experience
- Develop and implement the DNP Project
- Demonstrate leadership and collaboration skills
- Foster intraprofessional and interprofessional collaboration
- Provide policy-making and advocacy experiences
- Provide evidence of achievement of end of program outcomes and competencies

There are 12 credit hours of DNP 712: Clinical Residency required to be completed over the last four semesters of the program. The program of study specifies the number of credits to take each semester. The DNP Program Office and mentor can assist students in determining how many credit hours to take each semester.

**For each credit hour of DNP 712 enrolled, 45 clock hours of residency activities must be completed.** All students will provide a projected plan for residency activities and hours on the Academic Learning Plan & Residency Activities Log template. Completed activities are logged in the DNP clinical tracking software program.

Residency activities are planned to achieve program goals and objectives (AACN Essentials). **Residency activities must be discussed with and approved by faculty/mentor before engaging in the activity.** Be prepared to explain how the proposed residency activity applies to the AACN Essentials or NONPF Core Competencies.

Residency Activities may include but are not limited to:

- DNP Project - (Fieldwork, CITI Training, IRB proposal meetings with mentor, meetings with key stakeholders to facilitate the project and develop practice responsibilities at the site, training staff, enrolling participants, project intervention, etc.).
- Professional development (leadership opportunities, grant writing workshops, involvement in healthcare policy and advocacy, special training or events).
- Acquiring additional content knowledge and clinical experiences needed to be well-versed in the specialty area or project topic.
- Participation on a clinical leadership committee in the DNP student practice site, area of specialty, or in a professional organization (i.e., an EBP committee; Advance Practice Committee in an institution, state, or national professional or leadership organizations)
- Participation in educational presentations, workshops, conference, and webinars. Topics should correlate to project topic, specialty area, and AACN Essentials. **A maximum of 40 CEU hours can be included for residency hours for the entire program.**
- For BSN-DNP students ongoing practice after completion of NP specialty practicums will include

direct patient care practice hours. A minimum of 40 hours/semester logged in the clinical software tracking program with TIME LOGS and CASE LOGS is required.

- For PM-DNP students, optional expanded clinical experiences in a specialty to obtain more in-depth knowledge and practice in an area of interest is encouraged.
- **Clinical residency activities for all DNP students must be beyond the student's usual work duties.**

*PLEASE NOTE: Time spent completing course assignments (i.e., writing papers, searching library databases, reading articles, immersion, studying for boards) does **NOT** count for residency hours.*

## Responsibilities of DNP Program Participants

### Responsibilities of **Student**:

- ❑ Represent the Edson College of Nursing and Health Innovation in a professional manner.
- ❑ Respect the culture and mission of the clinical site.
- ❑ Submit clinical site request within the required timeframe so that the affiliation agreement may be established (as needed).
- ❑ Consult with faculty mentor at critical points in development of the project and as needed throughout the implementation and analysis phases of the project.
- ❑ Adhere to Human Subjects regulations and HIPAA regulations.
- ❑ Meet program deadlines and outcomes established for each semester.
- ❑ Submit iPOS and graduation documents to the University Graduate office and EDSON COLLEGE Graduate office by the due dates.
- ❑ Complete Evaluation of DNP Project Site.

### Responsibilities of **DNP Mentor(s)**:

- ❑ Primary oversight of mentees' Academic Learning Plan & Residency Activities Log.
- ❑ Assist in coordination with clinical and project site.
- ❑ Each semester, review and discuss papers, project work, and residency activities as they correspond to the students' overarching plan. Require modifications as necessary.
- ❑ Communicate with the student throughout the process at agreed upon intervals and notify student of any planned extended time away from the office.
- ❑ Communicate with the site preceptor/collaborator during the project/residency to monitor student's progress.
- ❑ Provide feedback on oral presentation plan **before** the DNP Project Conference.
- ❑ Attend each semester interim DNP Project presentations for evaluation and feedback, and the DNP Final Project oral presentation.
- ❑ Review DNP Portfolio contents each semester.
- ❑ Assign final grade for DNP 712 (Pass/Fail) each semester in consultation with other committee member(s) (Second Reader) if applicable.

## VII. OTHER STUDENT INFORMATION

### Clinical records

Students are strongly encouraged to retain **ALL** clinical records during their time in the program for their lifetime. The university is not required to keep your clinical log information beyond one year past graduation. This information may be required if you move to another state; request privileges at a hospital system; add an

additional specialty in the future. Directions are given in your final semester on how to download your clinical records to assist with this archiving process.

## **Canvas**

Courses are delivered with an online learning management system called Canvas. You will be able to access your Canvas course site(s) from your My ASU class schedule on the first day of each semester by clicking on the course name in the Class Schedule section of My ASU.

In particular, it is important to learn about and become comfortable with the following Canvas tasks/skills:

- Check assignment grades
- Take a quiz/exam
- Submit an assignment
- Post on the discussion board

There are many excellent Canvas support articles organized into categories at:

<https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>

## **Personal Record Forms**

Students are requested to advise Arizona State University Registrar's Office regarding addresses, telephone, or name changes. Failure to do so interferes with the timely receipt of financial reimbursements or other important information. <https://students.asu.edu/forms/registration>

## **NEXus courses**

The DNP Program participates in the Western Institute of Nursing NEXus Consortium, which allows students in participating universities to enroll in courses at other participating universities for discounted rates. Students can search for courses at: <http://www.winnexus.org/>. Please note that the Graduate College has indicated that the 12 credit hour transfer limit applies to NEXus courses.

## **Graduation**

The student is eligible for graduation when University and Graduate Education degree requirements have been met, the DNP project has been passed, and final presentation made. All incomplete or "in progress" grades must be changed to indicate that these classes have been completed.

## **Apply for Graduation**

The student's iPOS must be approved and on file with the Graduate College before the student is eligible to apply for graduation. For further instructions, please refer to <https://students.asu.edu/graduation>.

If the student intends to participate in commencement, the student must have completed all culminating work by the semester deadlines. It is the student's responsibility to invite their mentor to participate in the commencement ceremony.

## **Convocation**

The Edson College of Nursing and Health Innovation holds its own Convocation ceremony in conjunction with Fall and Spring Commencement. The Convocation Coordinator will send required information to graduates early in the semester concerning information needed. Students who have met all university and college degree requirements are encouraged to participate. It is the student's responsibility to adhere to the convocation timelines.

## **VII. STUDENT AND PROFESSIONAL ORGANIZATIONS**

## **Graduate Nurse Organization (GNO)**

The Graduate Nurse Organization was established in 1975 and is a recognized student organization of Arizona State University. All students admitted to the DNP Program are eligible for membership.

Purpose:

1. To provide communication, cooperation, and understanding between Edson College of Nursing and Health Innovation graduate students and faculty.
2. To provide direct lines of responsibility to effectively handle all Edson College of Nursing and Health Innovation graduate student affairs.
3. To promote quality graduate education.

The Graduate Nurse Organization designates student representation on Edson College of Nursing and Health Innovation committees. Throughout the academic year, this organization sponsors activities that foster career development and socialization among students.

## **Graduate Professional Student Association (GPSA)**

GPSA is the official representative group of the graduate student body. The purpose of GPSA is to promote self-government and leadership at Arizona State University and to enhance the educational, social, and cultural experiences of the students. A College Council represents every college in the University in GPSA; each council elects two members to represent the respective college and serve as voting members in the Associated Student Senate.

## **IX. ASU RESOURCES**

Library: <https://lib.asu.edu/>

Bookstore: <https://www.bkstr.com/arizonastatestore/home>

ASU Health Services: <https://eoss.asu.edu/health>

ASU WellDevils: <https://eoss.asu.edu/welldevils>

Sun Cards: <https://cfo.asu.edu/suncard>

Parking and Transportation: <https://cfo.asu.edu/parking>



## Appendix A

### Overview of Criminal Background/Drug Screening Requirements

#### Criminal Background Check Requirements:

- Students must pass the required background clearance obtained from ASU's authorized vendor.
- Students are required to pay for the cost of obtaining the background clearance.
- Background clearances must be completed *within 30 days of notification of conditional acceptance to a clinical program*.
- Students will be required to pass an additional background clearance if they have a break in continuous enrollment in the clinical or research program.
- Students may be required to pass additional background clearances to meet the specific requirements of clinical or research agency partners.
- **At all times during enrollment in a clinical or research program, students must maintain a passing disposition on all background clearances.**
- Enrollment requirements related to background clearances are subject to change as mandated by clinical or research partners.

The **Criminal Background Clearance Disclosure Acknowledgement** directs students to honestly disclose all of the requested information as well as any information that the background clearance may discover. Students have a duty to provide updated information as requested by the background clearance vendor. The following information may be requested by the background clearance vendor:

- Legal name, maiden name, and other names used
- Social Security number
- Date of birth
- All places of residence
- Arrests, charges or convictions of any criminal offenses, even if dismissed or expunged, including dates and details.
- Pending criminal charges that have been filed against you including dates and details. Participation in a first offender, deferred adjudication or pretrial diversion or other probation program or arrangement where judgment or conviction has been withheld.

The authorized ASU background clearance vendor will determine pass or fail status for each student based on the standards of Arizona State University and the Edson College of Nursing & Health Innovation.

The sole recourse of any student who fails the background clearance and believes that failure may have been in error is with the background clearance vendor and not ASU or the Edson College of Nursing and Health Innovation.

By applying to an ASU Clinical Nursing Program, you are affirming the following:

1. I understand that within 30 days of notification of conditional acceptance, I must submit to and pay

any costs required to obtain the required criminal background clearance.

2. I understand that failure to obtain a “pass” as a result of the required criminal background clearance will result in my inability to enroll in a clinical or research program.
3. I understand that a clinical or research agency may require an additional criminal background clearance to screen for barrier offenses other than those required by ASU.
4. I understand that the following databases will be searched for the required background clearance. Searchable information may include but is not limited to the following:
  - Social Security verification
  - Searches of all names and aliases
  - Searches of all counties of residence
  - Criminal history search including local state and county and nation
  - National and local sex offender database search
  - Professional licenses
  - Government watch list
  - FACIS
  - Health care sanction history (exclusions, termination of license, debarments)
    - i. Health and Human Services/Office of Inspector General (HHS/OIG)
    - ii. List of Excluded Individuals/Entities (LEIE)
    - iii. General Services Administration List of Contractors Excluded from Federal Procurement and Non Procurement Programs (GSA)
    - iv. Excluded Parties List System (EPLS)
    - v. U.S. Food and Drug Administration Debarment List and Disqualified/Totally Restricted List for Clinical Investigators (FDA)
    - vi. Drug Enforcement Administration (DEA)
    - vii. Tri-Care (Military Health System)
    - viii. Public Health Services (PHS)
  - Homeland Security Search - 47 different National, International Terrorists and Fugitive Lists including
    - i. Office of Foreign Assets Control (OFAC) Specially Designated Nationals/Terrorist List
    - ii. Specially Designated Nationals
    - iii. U.S. Bureau of Industry and Security Denied Persons
    - iv. Postal Inspection Service
    - v. Most Wanted Fugitives by U.S. Secret Service
    - vi. U.S. Immigration and Customs Enforcement (ICE)
    - vii. Bureau of Alcohol, Tobacco and Firearms (ATF)
    - viii. FBI
    - ix. DEA
  - Nationwide Federal Healthcare Fraud and Abuse Databases
5. I understand that I will be disqualified for enrollment in a clinical or research program, if I receive a failing disposition on the required background clearance.
6. The criminal offenses for disqualification may include but are not limited to any or all of the following:
  - Social Security Search - Social Security number does not belong to applicant.
  - Any inclusion on any registered sex offender database.
  - Any inclusion on any of the Federal exclusion lists or Homeland Security watch list.
  - Any conviction of felony no matter what the age of the conviction.
  - Any warrant in any state.

- Any misdemeanor conviction for the following - No matter age of crime
    - violent crimes
    - sex crime of any kind including non-consensual sexual crimes and sexual assault
    - murder, attempted murder
    - abduction
    - assault
    - robbery
    - arson
    - extortion
    - burglary
    - pandering
    - any crime against minors, children, vulnerable adults including abuse, neglect, exploitation
    - any abuse or neglect
    - any fraud
    - illegal drugs
    - aggravated DUI
  - Any misdemeanor controlled substance conviction within last 7 years.
  - Any other misdemeanor convictions within last 3 years.
  - Exceptions: Any misdemeanor traffic (DUI is not considered traffic)
7. I understand that I must disclose on all background clearance inquiries all required information including any arrests, convictions, or charges (even if the arrest, conviction or charge has been dismissed or expunged), or participation in first offender, deferred adjudication, pretrial diversion or other probation program. That includes any misdemeanors or felonies in Arizona, any other state, or other jurisdiction.
  8. I understand that my failure to disclose relevant or required information on all background clearance inquiries will result in a violation of the ASU student code of conduct and may be subject to sanctions under that code.
  9. I understand that I will not be able to complete a clinical or research program, if a clinical or research agency to which I have been assigned does not accept me based on the results of my background clearance.
  10. I understand the Arizona State University and the Edson College of Nursing & HealthInnovation reserves the authority to determine my eligibility to enroll in a clinical or research program, and that enrollment or background clearance requirements may change without notice.
  11. I understand that I have a duty to report to the Program Director within 48 hours any arrests, convictions, or placement on exclusion database

## Drug Screening Requirements

1. **All admitted graduate nursing students must provide evidence of a negative drug/alcohol screen before beginning the DNP program.**
2. **Inconclusive drug test results** or drug test results below acceptable levels for creatinine and specific gravity indicate dilution of urine and may require re-testing at the student's expense.

3. Students who **refuse to comply** with this requirement will forfeit their admission status.
4. Students whose **drug screen results are positive**, and who do not submit data about prescription drugs that may result in a positive drug screen, will forfeit their admission status.
5. Students **taking prescription drugs** may receive a positive drug screen report. Students are advised to request a letter (on the provider's official letterhead stationery) identifying the prescribed drug(s), reason for the prescription(s), and whether the drug needs to be taken prior to the drug screen. Please contact the DNP Program Office for more information @ 602-496-0907. **All information will be kept confidential.**
6. Cost of the Drug/Alcohol Screen is the responsibility of the student. If a second drug screen is required, the cost of this second drug screen is also the student's responsibility.
7. Results of your drug screen are sent directly to the Edson College of Nursing and Health Innovation, Graduate Program Office. **All results are confidential.**
8. The drug screen will include the following 12 drugs (a 12-panel screen plus Fentanyl);
 

1. Alcohol	5. Cocaine	9. Cannabinoid (Marijuana)
2. Amphetamine	6. Methadone	10. Propoxyphene
3. Barbiturate	7. Opiates	11. Meperidine
4. Benzodiazepine	8. Phencyclidine (PCP)	12. Oxycodone

**Appendix B**  
**Professional Standards of Conduct**

<b>Professional Standard of Conduct</b>	<b>Satisfactory Professional Conduct</b>	<b>Conduct Requiring Improvement</b>	<b>Unsatisfactory Professional Conduct</b>
Program Responsibilities	Acquires knowledge of and adheres to the rules, policies, and/or procedures established by ASU, EDSON COLLEGE, and the DNP/NP Program. Addresses responsibilities promptly, accurately, and completely.	Requires frequent reminding of the rules, policies, and/or procedures established by ASU, EDSON COLLEGE, and the DNP/NP. Requires frequent reminding to address responsibilities promptly, accurately, and completely.	Consistently violates the rules, policies, and/or procedures established by ASU, EDSON COLLEGE, and the DNP/NP Program. Consistently fails to address responsibilities promptly, accurately, and completely; fails to participate in required seminars or classes; fails to follow through on projects/ commitments; belittles learning activities, peers, faculty or staff.
Communication	Communicates effectively with diverse peers, staff, faculty and professionals relevant to the program of study. Listens respectfully and interacts in an equitable manner.	Demonstrates difficulty in effective communication with diverse peers, staff, faculty and professionals relevant to the program of study. Requires reminding to address concerns respectfully.	Consistently fails to communicate effectively with peers, staff, faculty and professionals relevant to the program of study. Consistently interrupts others; uses inappropriate language; makes digressive, unfocused, irrelevant, or repetitive statements; shows disrespect toward peers, staff, and faculty; makes rude, argumentative, confrontational or intimidating comments; demonstrates lack of emotional control; misrepresents facts; ignores, belittles or blames others for problems.
Relationships with Others	Establishes and maintains mature, responsible relationships. Acts collaboratively with peers, staff, faculty and professionals relevant to the program of study.	Demonstrates difficulty in maintaining collegial relationships or acting collaboratively.	Exhibits negative, divisive, or self-serving behaviors. Consistently fails to cooperate or collaborate with peers, staff, faculty or professionals relevant to the program of study.

Professional Comportment	<p>Seeks feedback and responds to constructive criticism with behavior change.</p> <p>Exercises sound judgment. Functions effectively in stressful situations.</p> <p>Adapts to changing academic, professional, or community environments.</p> <p>Demonstrates compassion, integrity, honesty, and tolerance.</p> <p>Demonstrates ethical scientific and scholarly conduct.</p>	<p>Demonstrates difficulty in responding to constructive feedback with behavior change.</p> <p>Requires supervision to ensure sound judgment.</p> <p>Requires strong support in stressful situations.</p> <p>Demonstrates difficulty in adapting to changing environments.</p> <p>Inconsistently demonstrates compassion, integrity, honesty, and tolerance.</p> <p>Requires monitoring to ensure ethical scientific and scholarly conduct.</p>	<p>Consistently fails to acknowledge areas for improvement or engage in problem-solving regarding performance/conduct; holds an inflated view of abilities relevant to opinions of mentors.</p> <p>Consistently fails to exercise sound judgment.</p> <p>Consistently fails to function effectively in stressful situations.</p> <p>Consistently fails to adapt to changing academic, professional, or community environments.</p> <p>Consistently fails to demonstrate compassion, integrity, honesty, and tolerance.</p> <p>Consistently fails to demonstrate ethical scientific and scholarly conduct</p>
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Effective: 11/12/99

Reviewed: 4/1/13

Revised: 5/1/19

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## Substance Abuse

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### Purpose

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To full fill eligibility criteria for admission to the program.

To provide guidelines for removing students from an educational setting who are suspected of being substance impaired.

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### Sources

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Arizona State University Staff Personnel Policies and Procedures Manual

<http://www.asu.edu/aad/manuals/spp/index.html>

The Academic Affairs Policies and Procedures Manual

<http://www.asu.edu/aad/manuals/acd/index.html>

Student Affairs Manual <http://www.asu.edu/aad/manuals/ssm/index.html>

Department of Public Safety Manual <http://www.asu.edu/aad/manuals/pdp/index.html>

The Arizona Board of Regents Code of Conduct and Rules for Maintenance of Public Order

<http://www.azregents.edu/policymanual/default.aspx>

College of Nursing and Health Baccalaureate Program Handbook for Clinical Nursing Students

<https://nursingandhealth.asu.edu/files/students/handbooks/ug.pdf>

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### Applicability

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Students in the College of Nursing and Health Innovation are subject to all applicable drug/ alcohol policies set forth by the Federal Government, the State of Arizona, the Board of Regents' Code of Conduct and Rules for Maintenance of Public Order, Arizona State University, the College of Nursing & Health Innovation and those agencies with whom the University has contractual agreement

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### Protocol

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It is the goal and policy of Arizona State University (ASU) to provide a drug free environment for all university students and employees.

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### Procedure

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#### **Preadmission Drug/ Alcohol Screening**

- A. A drug/ alcohol screen is required of all students prior to admission to any College of Nursing & Health Innovation (CONHI) professional nursing program. Test results are kept confidential.

- B. Prospective students who refuse to have the drug/alcohol screen will not be considered for admission to a CONHI program.
- C. Students on prescription drugs that may result in a positive drug screen are advised to complete the following actions prior to the drug/alcohol screen:
  - Contact the health care professional who prescribed the medication and request that he/she submit in writing to the dean's substance abuse designee at the CONHI the prescribed drug(s) and whether the drug needs to be taken prior to the drug/ alcohol screen.
- D. Students taking substances other than prescription drugs such as over the counter substances or some foods (e.g. poppy seeds) are advised to determine whether these substances may result in a positive drug/alcohol screen prior to having the drug/ alcohol screen.

**Preadmission Drug/ Alcohol Test Results**

- A. Pre-admission drug/alcohol test results will be evaluated by the dean's substance abuse designee.
- B. Prospective students whose drug/alcohol test results are negative may proceed with the admission process.
- C. The dean's substance abuse designee will consult with the medical review officer to determine whether positive drug/alcohol test results represent substance abuse.
- D. Prospective students, whose drug/alcohol test results are positive, and who did not submit data about prescription drugs that may result in positive drug/alcohol test results, will be denied admission to the College of Nursing & Health Innovation.
- E. Positive drug/ alcohol test results of applicants, who previously arranged to have data submitted about prescription drugs, will be evaluated by the dean's substance abuse designee and the medical review officer. If it is determined that the positive results are due to the identified prescription drug(s), the prospective students may proceed with admission process. If the positive drug/alcohol test results are not related to the specified prescription drugs, admission to the College of Nursing & Health Innovation will be denied.
- F. Inconclusive tests results, regardless of the cause, require retesting at the student's expense. Inconclusive findings may include test results that are negative for stated drugs and alcohol, but reflect dilution of urine.
- G. Prospective students with inconclusive drug/alcohol test results who refuse to be retested will be denied admission to the College of Nursing & Health Innovation.
- H. Repeat inconclusive test results will be evaluated by the dean's substance abuse designee, in consultation with the medical review officer, to determine the meaning of the inconclusive test result.
- I. Prospective students whose repeat test results are inconclusive will be denied admission.

**Procedure for Removing Student Suspected of Substance Abuse from an Education Setting**

- A. Purpose: To provide guidelines for removing students from an educational setting who are suspected of being substance impaired.
- B. Procedure: when a perceived impairment is reasonably suspected to be drug and or alcohol related, the faculty member or faculty designee must take immediate action to relieve the student of her/his duties and remove the student from the clinical or classroom area. The immediate goal is to provide for the safety of patients, the public, students and the student who is suspected of being substance impaired.



**C. Suspicion of Substance abuse (Faculty Member Responsibilities):**

1. In a teaching situation, when a faculty member or faculty designee perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait, or confusion, which causes the faculty member or designee to suspect the student is impaired by a substance, the faculty member or designee must:
  - a. Immediately consult with another faculty member or faculty designee for verification of suspicions.
  - b. Conduct the verification in a confidential and respectful manner.
  - c. Upon verification by the second person:
    - i. Immediately inform the student as to why actions are being taken to relieve the student of her/his duties.
    - ii. Ask the student if she/he will consent to undergo a drug/alcohol screening test.
    - iii. Inform the student that the student will need to attend a meeting with the dean or the dean's substance abuse designee, the faculty member, and a Substance Abuse Committee member. The meeting will be scheduled within 48 hours or within two working days of the incident.
    - iv. Make arrangements to transport the student for a "for cause" drug/alcohol screening test or to the student's home.
    - v. Remove the student from the immediate educational setting and have either the faculty member or designee remain with the student until transport.
    - vi. Inform the dean of the College of Nursing and Health Innovation or the dean's substance abuse designee of the incident and the accompanying circumstances.
    - vii. Arrange for a meeting within 48 hours or two working days with the dean or the dean's designee, a member of the Substance Abuse Committee, the student and the faculty member who reported the incident, to discuss the incident and determine actions to be taken.
2. Student Agreement to Drug/Alcohol Testing and Transport:
  - a. If the student agrees to drug/alcohol testing, the faculty member or designee will ask the student to sign the "Consent for Screening and Transportation" form (Form A)
  - b. After the student signs the consent form, the faculty member will then contact the contracted transportation organization, who will transport the student to a designated drug screening center.
  - c. The student is to remain in visual contact with faculty member or designee from the time the contracted transportation organization is contacted until the student is picked up.
3. Student Refusal to Submit to a For Cause Drug/Alcohol Test and/or Transport:

If the student refuses to submit to a for cause drug/alcohol screening test even though the faculty member has confirmed her or his suspicion with another person or if the student admits to using alcohol or other substances prior to the suspect conduct, the following actions will be taken:

  - a. The student will be immediately removed from the clinical or educational setting but will remain in visual contact with the faculty member or designee.
  - b. The student exhibiting behaviors indicative of possible impairment will be offered safe transportation home by the contracted transportation organization. The faculty member will ask the student to sign the "Consent for Transportation Home Only" form (form B). If the student signs Form B, the faculty member will then contact the contracted transportation organization to arrange for the student's transportation home.
  - c. If the student refuses to sign the "Consent for Transportation Home Only" Form, the faculty member or designee will determine whether the student or the public will be at risk for injury if the student leaves of her his own accord. If the faculty member or faculty designee identifies a risk, the faculty member or designee will notify the police.

- d. The faculty member will initiate a meeting with the dean, or the dean's substance abuse designee, a member of Substance Abuse Committee, the faculty member who reported the incident and the student. (See Policy 10 for information regarding the meeting.)

#### **Reapplication for Admission to a College of Nursing & Health Innovation Program after a Positive or Inconclusive Drug/Alcohol Test Result**

An individual who was previously refused admission for a positive or inconclusive drug/alcohol test result, or who was withdrawn from a College of Nursing & Health Innovation program due to a positive or inconclusive drug/alcohol test result, may reapply after at least one full semester has passed. If the individual provides evidence of the following prior to reapplication:

- A. A negative drug/alcohol screen, no more than 30 days before reapplication.
- B. Official documentation of the treatment recommended by an approved certified addiction specialist and/or addictionologist.
- C. Official documentation of participation in a recognized drug/alcohol treatment program as recommended above.
- D. Evidence of continued attendance and or completion of an approved drug/alcohol aftercare/follow-up treatment program.
- E. Signature on the Memorandum of Agreement (Form C) which states the condition that must be met to be admitted to and continue in the College of Nursing.
- F. Signature on the Agreement to Self-Report to the Arizona State Board of Nursing Chemically Addicted Nurses Diversion Option (Can Do) Program, (Form D or E).

(NOTE: See Policy 8 for further information regarding self-reporting to the Board of Nursing.)

#### **Positive "For Cause" Drug/Alcohol Test Results While Enrolled in a College of Nursing Program**

If the result of a "for cause" drug/alcohol test is positive and until a decision is made concerning the student incident by the dean, or designee, the student will be suspended from all clinical settings and any other setting in which the student interacts with patients, students, or other members of the public through programs sponsored by the College of Nursing & Health Innovation.

- A. Any student enrolled in a College of Nursing & Health Innovation program, who had a negative pre-admission drug/alcohol screen, and who is found to have a positive "for cause" drug/alcohol test while enrolled in a program, will be withdrawn from the program for at least one semester, following review of the drug/ alcohol test results by the dean's designee in consultation with the Medical Review Officer.
- B. Petition of Standards Committee for continuation in the nursing program may occur after the conditions listed Policy #5 are met.
- C. Any Licensed Practical Nurse or Registered Nurse enrolled in the College of Nursing and Health Innovation found to have a positive "for cause" drug/alcohol test, will self-report to the Arizona State Board of Nursing CANDO Program.

#### **Positive Drug/ Alcohol Test Results due to Prescription Drug Use**

- A. If the student reports that the positive drug/alcohol test result is a result of prescription drug use, the student will be requested to arrange for the prescriber to provide the following information to the dean's designee: The prescriber's statement detailing the drug, dose, frequency, effect, expected duration of treatment, any indication of abuse of the prescription drug(s) and any contraindications to being in the clinical setting while on the drug.
- B. If the student is unable to have the prescriber forward a statement to the dean's designee regarding the drug, the test will be treated as a positive.

#### **Students who have Second Positive Drug/Alcohol Test Result**

- A. Positive "for cause" drug/alcohol test results will be reviewed by dean's substance abuse designee, in consultation with the medical review officer.

- B. Any student enrolled in a College of Nursing & Health Innovation program that had a positive pre-admission drug/alcohol test result and subsequently has a second positive drug/alcohol test result will be permanently dismissed from the College of Nursing & Health Innovation.
- C. Any student enrolled in a College of Nursing & Health Innovation program who had a positive “for cause” drug/alcohol test result, was subsequently readmitted to a program, and then has a second positive “for cause” drug/alcohol test result, will be permanently dismissed from the College of Nursing & Health Innovation.
- D. Any student who refused a “for cause” drug/alcohol test will be permanently dismissed from the College of Nursing & Health Innovation.

**Application for Readmission to a College of Nursing Program after a Positive For Cause Drug/Alcohol Test Result**

- A. Any individual who requests readmission to a College of Nursing & Health Innovation program after treatment for a drug/alcohol problem following a positive drug/alcohol test result, must meet the condition set forth in Policy 5 before readmission to the College of Nursing & Health Innovation is considered.
- B. Memorandum of Agreement (MOA) Conditions of Continuation in Program: Students subject to a current “Memorandum of Agreement,” (Form C), must personally notify all current and future faculty members of that status before functioning in a course.
- C. A member of the Substance Abuse Committee will be designated by the chair of the Substance Abuse Committee to monitor the student’s compliance with the Memorandum of Agreement, to serve as a liaison between the student and faculty members and to ensure faculty members are notified that the student is functioning under the Memorandum of Agreement (MOA).

**Meeting to Determine Actions Based on Drug/Alcohol Test Results**

- A. A meeting will be held within 48 hours, or within two working days, to determine student progression in a College of Nursing & Health Innovation program following an incident in which a student is removed from the educational setting for suspected drug/alcohol use.
  1. The meeting will be attended by the dean or the dean’s substance abuse designee, a member of the Substance Abuse Committee, the faculty member who reported the incident, and the student. The meeting will occur within 48 hours, or within two working days, of the incident.
  2. The Faculty member will provide documentation about the student’s behavior that was suggestive of possible substance abuse, the actions taken, the student’s response, and all other pertinent information and deliver it to the dean, or the dean’s designee within 24 hours or the next working day after the incident.
  3. At the meeting, the student will be requested to provide an explanation regarding the incident and her/ his behavior.
  4. The dean or the dean’s substance abuse designee, the student and a member of the Substance Abuse Committee will have access to the documentation of the incident, the meeting, and the drug/alcohol test results, if done.
  5. See Policies 6, 7, and 8 for actions taken for positive, a decision will be made within five working days after the meeting, about the student’s continued progression in the College of Nursing & Health Innovation Program.
  6. If the “for cause” drug/alcohol test result is positive, a decision will be made within five working days after the meeting, about the student’s continued progression in the College of Nursing & Health Innovation program.
  7. If the “for cause” drug/alcohol test result is inconclusive, the drug/alcohol test will be repeated. If the drug/alcohol test result is again inconclusive, a decision regarding the student’s progress will be made based on available data. This decision will be made within five working days after the last repeat drug/alcohol test result is reported to the College of Nursing & Health Innovation substance abuse designee

8. If the result of the drug/alcohol test is negative, consideration must be given to a possible medical condition being responsible for the symptoms. Based upon the specific indicators involved, a medical referral for evaluation may be necessary before the student can continue in the educational setting.
9. The documentation of the incident, the meeting, the drug/alcohol test results, if done, and the results of a medical evaluation if indicated will be forwarded to the Substance Abuse Committee. At least three members of the Substance Abuse Committee will be convened to review the data. Based on that information the Substance Abuse Committee will make a recommendation to the dean or the dean's substance abuse designee, regarding the student's progression in the College of Nursing & Health Innovation program in which the student is enrolled.

### **Hearing Process**

- A. The student is entitled to a hearing prior to the imposition of any penalty (i.e., denial of admission, suspension, or permanent dismissal from the College of Nursing & Health Innovation). To obtain a hearing, the student must submit a written request to the dean of the College of Nursing, or the dean's designee, for a hearing within five (5) working days after notification of the penalty. Failure to request a hearing will result in a waiver of the hearing. The penalty will be imposed after five (5) working days have elapsed.
- B. The University Vice-President for Student Affairs or her/his designee will act as the hearing officer.
- C. The student will be provided written notice of the positive test result, the penalty to be imposed and notification of the date, time and place of the hearing.
- D. Only the student, a representative from the College of Nursing & Health Innovation, the hearing officer and an attorney or advisor for the student may be present for the hearing. If the student chooses to bring an attorney, the College of Nursing & Health Innovation may also have an attorney present. Attorneys and advisors may not participate in the hearing or address the hearing officer directly. The role of the advisor or attorney is limited to advising the student or the College of Nursing & Health Innovation representative.
- E. The student will be provided an opportunity to present her/his position regarding the positive test results and the penalty to be imposed, as well as any related information which the student thinks may assist the hearing officer in determining whether the student should be denied admission, suspended or dismissed from Arizona State University.
- F. Following the hearing, the hearing officer will prepare a brief summary of the hearing, including the following:
  1. The names of those persons present at the hearing.
  2. The date, time and place of the hearing.
  3. The test results.
  4. The position presented by the student.
  5. The position presented by the College of Nursing & Health Innovation representative.
  6. A decision that the penalties should or should not be imposed and the rationale for this position.
  7. In the event that the hearing officer proposes that the penalties should not be imposed, the hearing officer may develop other sanctions or alternative.
  8. The report of the hearing officer should be completed and forwarded to the dean or the dean's designee in the College of Nursing & Health Innovation within ten (10) working days after the hearing.
  9. The dean, or the dean's designee, after reviewing the report and recommendations from the hearing officer, will notify the student in writing of the findings of the hearing officer within five working days.

### **Confidentiality**

- A. All incidents involving actual or suspected substance abuse in the clinical/educational setting will be handled as confidentially as possible. Faculty members may consult with members of the Substance Abuse Committee and/or dean's substance abuse designee for appropriate action/ follow up.
- B. All records relating to "the perceived impairment and Memorandum of Agreement" will be kept separate from the student's regular files. Except as otherwise required by law, the records relating to substance impairment will be available to the dean or the dean's substance abuse designee, and members of the Substance Abuse Committee. Documentation must be related specifically to the

incident. Documentation regarding clinical/education performance issues will continue to be maintained in the standard student files.

**Self-Reporting to the Arizona State Board of Nursing Chemically Addicted Nurses Diversion Option (CANDO) Program**

All students enrolled in a College of Nursing & Health Innovation program who have had a positive drug/alcohol screen must comply with the following conditions:

- A. Purpose and conditions of signing the Agreement to Self-Report to the Arizona State Board of Nursing Chemically Addicted Nurses Diversion Option (CANDO) Program (Form D or E):
  - 1. The purpose for signing the Agreement to Self-Report to the Chemically Addicted Nurses Diversion Option (CANDO) Program of the Arizona State Board of Nursing is so further monitoring can be implemented if determined to be necessary by the CANDO Program.
  - 2. Signature of the Agreement to Self-Report gives permission to the College of Nursing to release records pertaining to the student to the CANDO program to facilitate a decision about further monitoring.
  - 3. Signature of Agreement to Self-Report gives permission to the CANDO program to inform the College of Nursing about whether the self-report to CANDO has occurred.
  
- B. Self-Reporting Procedure:
  - 1. Licensed practical or registered nurses who had a positive pre-admission or “for cause” drug/alcohol test result must register with the Arizona State Board of Nursing within 30 days after admission to a College of Nursing Program, as agreed upon by signing the Agreement to Self-Report (Form D).
  - 2. Unlicensed applicants who had a positive pre-admission or “for cause” drug/alcohol screen must register with the Arizona State Board of Nursing thirty (30) days prior to graduation from the program, as agreed upon by signing the Agreement to Self-Report (Form E).

**ARIZONA STATE UNIVERSITY**  
**Edson College of Nursing and Health Innovation**  
**CONSENT FOR SCREENING AND TRANSPORTATION**  
**FORM B**

(Make two (2) Additional Copies)

I, \_\_\_\_\_, hereby authorize personnel 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 abusedesignee, Edson 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, Edson 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**  
**Edson College of Nursing & Health Innovation**  
**Memorandum of Agreement (MOA)**  
**Condition of Contribution in Program**  
**FORM C**

(Make two (2) Additional Copies\*)

(Ask the student to initial each point after it is explained)

I, \_\_\_\_\_, recognize that I have chemical dependency issues, and agree to abide by the following conditions for continuance in the nursing program.

I agree to abstain from alcohol and all other mind or mood altering and/or potentially addicting drugs. In the event such medications may be needed as a legitimate part of my medical treatment, I agree to provide the dean or the dean's substance abuse designee, the Substance Abuse Committee and my current faculty members with a letter from the health care provider, the name of the medication and the reason the medication is prescribed.

I agree to inform my treatment addiction specialist (whose name is \_\_\_\_\_), of the conditions of this agreement and request that she/he not prescribe any mood altering, potentially addictive drugs, including of the above medication for me unless there is no reasonable alternative medically. Should any of these medications be prescribed by health care practitioner, I will request that she/he inform the dean, or the dean's substance abuse designee, and the Substance Abuse Committee in writing. I gave my addiction specialist the authorization to release information to the Substance Abuse Committee to the extent necessary to monitor my compliance with this agreement.

I agree to comply with my treatment plan for chemical dependency as defined by/with my addiction specialist. I further agree to provide the Substance Abuse Committee with a copy of the treatment plan and any changes in my treatment plan.

I agree to be financially responsible for all costs associated with my treatment in order to stay in compliance with the agreement.

I agree to submit to the Substance Abuse Committee, in writing every other month, reports from my addiction specialist of my progress in treatment. The first report is due \_\_\_\_\_.

I agree to submit to random urine or blood drug/alcohol screens as requested by the Substance Abuse Committee and am responsible for all fees incurred. I understand that a positive screen for drug/alcohol, except those drugs which I have been legitimately prescribed by my health care practitioner, may be grounds for dismissal from the Edson College of Nursing & Health Innovation, Arizona State University.

A review of this Memorandum of Agreement will occur at one year and when either party requests it.

I understand that I will not administer or have access to controlled substances while under

treatment or adhering to this agreement.

I understand that my clinical assignment may be modified as a result of this agreement and that clinical agencies may need to be informed of the terms of this agreement.

I agree to indemnify the state of Arizona, the Arizona Board of Regents, Arizona State University and their employees and agents for all costs, claims and damages, including reasonable attorney fees, arising from any failure by me to comply with the terms of this Memorandum of Agreement.

I agree to reimburse the Edson College of Nursing & Health Innovation \$\_\_\_\_\_ for damages resulting from my conduct. Payment in full is due upon executing of this Memorandum of Agreement. (Or- I agree to pay this amount in x monthly/weekly installments of \$\_\_\_). I understand that failure to make an installment payment when due may result in my dismissal from the Edson College of Nursing & Health Innovation and will render the full amount due immediately. The first installment is due \_\_\_\_\_(date) and the remaining installments are due on the first business day of each following month/week. All payments must be made to the dean of the Edson College of Nursing & Health Innovation.

I agree to abide by the terms of this Memorandum of Agreement while enrolled as a student in the Edson College of Nursing & Health Innovation.

I understand that failure to comply with Conditions for Continuation in the Program may be grounds for dismissal from the Edson College of Nursing & Health Innovation, Arizona State University.

I understand I may be monitored for substance abuse via random screening during the time I am a student at the Edson College of Nursing & Health Innovation, Arizona State University.

I understand that Arizona State University Edson College of Nursing & Health Innovation cannot guarantee my ability to sit for the nurse licensure examination, or maintain registered nurse licensure even after the terms of this agreement have been met.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Witnesses:

1. \_\_\_\_\_ Date: \_\_\_\_\_

2. \_\_\_\_\_ Date: \_\_\_\_\_



**ARIZONA STATE UNIVERSITY**  
**Edson College of Nursing & Health Innovation**  
**Chemically Addicted Nurses Diversion Option (ATD) Program**  
**FORM D**

**Agreement of Student Licensed as:**

**Practical or Registered Nurse to Self-Report to the Arizona State Board of Nursing**

As a registered nurse or a licensed practical nurse who has had a positive drug/alcohol screen, I agree to self-report to the Arizona State Board of Nursing Chemically Addicted Nurses Diversion Option (ATD) Program within thirty (30) days of admission to the College of Nursing, so that monitoring can be implemented if determined by ATD.

I give permission to the Edson College of Nursing & Health Innovation to release records pertaining to my case to the ATD Program to facilitate a decision about monitoring.

I give permission for the ATD Program to inform the Edson College of Nursing & Health Innovation about whether the self-report to ATD has occurred.

As a registered or licensed practical nurse I understand that, if I fail to voluntarily self-report to the ATD Program within thirty (30) days of admission to the Edson College of Nursing & Health Innovation, a complaint will be filed against me to the Arizona State Board of Nursing.

As a student, I understand that verification of meeting graduation requirements will be withheld until the Arizona State University Edson College of Nursing & Health Innovation has received confirmation from the State Board of Nursing that I have self-reported to the ATD program.

I agree to release and indemnify the State of Arizona, the Arizona Board of Regents, Arizona State University and their employees and agents from all claims and expenses arising from actions taken by the Arizona State University Edson College of Nursing & Health Innovation pursuant to this Agreement.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Witnesses:

1. \_\_\_\_\_ Date \_\_\_\_\_

2. \_\_\_\_\_ Date \_\_\_\_\_

**ARIZONA STATE UNIVERSITY  
Edson College of Nursing & Health Innovation  
Agreement of Student Licensed as Practical or Registered Nurse to Self-  
Report to the Arizona State Board of Nursing  
Chemically Addicted Nurses Diversion Option (ATD) Program  
FORM E**

As a student who had had a positive drug/alcohol screen, I agree to self-report to the ATD Program thirty (30) days prior to graduation from the Edson College of Nursing & Health Innovation so that further monitoring can be implemented if determined necessary by the ATD Program.

I give permission to the Edson College of Nursing & Health Innovation to release records pertaining to my case to the ATD Program to facilitate a decision about monitoring.

I give permission to the ATD Program to inform the Edson College of Nursing & Health Innovation about whether the self-report to the ATD Program has occurred.

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

I agree to release and indemnify the State of Arizona, the Arizona Board of Regents, Arizona State University and their employees and agents from all claims and expenses arising from actions taken by the Arizona State University Edson College of Nursing pursuant to this agreement.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Witnesses:

1. \_\_\_\_\_ Date \_\_\_\_\_

2. \_\_\_\_\_ Date \_\_\_\_\_

## Appendix D

### Safe Practices in Clinical Settings

The student in the Edson College of Nursing and Health Innovation is expected to demonstrate safe professional 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 preparation for, provision and documentation of nursing care.

The purpose of setting safe performance clinical standards is to: 1) identify expectations of the Edson College of Nursing and Health Innovation; 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 determining safe performance are:

1. **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 the Edson College of Nursing and Health Innovation; and the rules and regulations of the healthcare agency where they are assigned for clinical learning experience. Students are also required to obey all applicable laws.  
Examples of unsafe practice include but are not limited to the following:
  - fails to notify the agency and/or instructor of clinical absence.
  - fails to follow Edson College of Nursing and Health Innovation and/or agency policies and procedures.
  - reports for clinical practicum under the influence of drugs and/or alcohol.
  
2. **Ethical:** The student performs according to the guidelines of the American Nurses Association Code of Ethics for Nurses, Standards of Practice, and the Arizona State Nurse Practice Act. 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:
  - refuses assignments based on client's race, culture, religious preference, sex, sexual orientation, national origin, age, handicapping condition or any other protected status category.
  - fails to consult with instructor prior to refusing assignment based on medical diagnosis of the client.
  - denies, covers-up or does not report own errors in clinical practice.
  - ignores and fails to report unethical behavior of other healthcare persons in the clinical setting which affects client welfare.
  
3. **Biological, Psychological, Social, and Cultural Realms:** The student's performance meets the needs of the human system from a biological, psychological, sociological, and cultural standpoint at the level of the nursing course objectives.  
Examples of unsafe practice include but are not limited to the following:

- displays mental, physical, or emotional behavior(s), which may adversely affect others' well-being.
- fails to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others.
- commits acts of omission or commission in the care of clients in hazardous positions, conditions, or circumstances; mental or emotional abuse; and medication errors.
- interacts inappropriately with agency staff, co-workers, peers, patients/clients, families, faculty resulting in miscommunication, disruption of client care and/or unit functioning.
- lacks physical coordination essential for carrying out nursing procedures.
- lacks information processing ability necessary for making appropriate clinical judgments or decisions.

4. **Accountability:** The student's performance demonstrates consistency in the 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:

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

5. **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:

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

### **Implementation**

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, 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 conference between the student and clinical instructor;
- Discussion of appropriate action by student;
- Written agreement between faculty and student for behavioral remediation;
- Consultation by faculty member and student with the course chairperson and/or associate dean;
- Referral to the campus Health Services for physical health assessment to determine if there are any factors impacting on students' performance, and any recommendations for healthcare;
- Referral to Counseling and Psychological Services for psychological or drug/alcohol assessment to determine if there are any factors impacting on student performance and any recommendation for healthcare;
- Request consent from student for release of information to and from referring service;
- Consultation by student with own healthcare provider and evidence of such action to the associate dean;
- Removal from the clinical practicum with appropriate action, e.g., with a failure to meet clinical course objectives, leading to possible suspension or dismissal from the nursing program.

The Dean or designee may, with sole discretion, adopt alternate procedures as appropriate to the circumstances as long as those procedures are communicated in writing to the student.

The student may initiate the appeal process according to the procedures outlined in the Edson 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.

*Cross referenced with Professional Practice Guidelines published in practice course syllabi.  
Adapted from Edson College of Nursing and Health Innovation*

*Approved by Faculty Assembly 5-7-01*

## Appendix E Grievance Policy

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Effective: 1/1/03

Reviewed: 4/1/13

Revised: 4/18/2011

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### Academic Grievance

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#### Purpose

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

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#### Sources

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

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

Allegations of scientific misconduct are subject to review under ASU Policy RSP210: Misconduct in Research in the Research and Sponsored Projects Policies and Procedures Manual.  
<https://researchintegrity.asu.edu/responsible-conduct/responsible-conduct-research-program/misconduct-research>

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

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#### Applicability

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All COHNI students.

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#### Protocol

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

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#### Procedure

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Effective: 1/1/03

Reviewed: 4/1/13

Revised: 4/18/2011

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# Academic Grievance

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

B. The Aggrieved Student will complete the informal process before initiating the formal process. The aggrieved student may contact the ombudsperson to assist with the filing of the grievance.

C. The Aggrieved Student may terminate an Academic Grievance at any time by submitting a written request to the Associate Dean for Academic Affairs. If such a decision is reached by the Aggrieved Student, the Faculty Member(s),

Chair of the Academic Grievance Committee and appropriate Academic Program Director will be immediately notified in writing of the termination of the Academic Grievance.

## II. Student Academic Grievance: Informal Procedure

A. Step 1: Within 5 business days from the alleged academic grievance the Aggrieved Student prepares and submits the Academic Communication Form (**Attachment A-1**) to the Faculty Member(s).

B. Step 2: Faculty Member(s) and Aggrieved Student meet within 5 business days of faculty receipt of the Academic Communication Form (**Attachment A-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 A-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 A-1**) to the Academic Program Director and request a meeting to be held within 10 business days of the completion of B. Step 2.

a. The appropriate Academic Program Director or designee will inform the Faculty Member(s) that the Aggrieved Student has requested a meeting regarding the alleged grievance.

D. Step 4: The Aggrieved Student and the appropriate Academic Program Director or designee meet. In the context of the meeting with the Aggrieved Student:

a. The Aggrieved Student is responsible for providing evidence, and reasons in support of the Academic Grievance.

b. The appropriate Academic Program Director or designee is obliged to review the material(s) presented and respond to the evidence and reasons presented on the Academic Communication Form (**Attachment A-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 A-2**). A copy of Academic Communication Form (**Attachment A-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.

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# Academic Grievance

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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 A-1 and A-2**) and the Statement of Academic Grievance Form (**Attachment B-1**), and request an initiation of a formal grievance from the Associate Dean for Academic Affairs.

## II. Initiation of a Formal Grievance

A. Step 1: The role of the Associate Dean for Academic Affairs:

- a. Advises the Aggrieved Student of the protocol for the Formal Grievance Procedure.
- b. Notifies the chair of the Academic Grievance Committee within 5 business days of the student's request
- c. Appoints a faculty member to serve as temporary chair to convene the committee in the event that the Chair or chair elect are not available to convene the committee

## III. Student Academic Grievance: Formal Procedure

A. Step 1: The Chair and members of the Academic Grievance Committee will review the submitted Academic Communication Forms (**Attachments A-1 and A-2**) and the Statement of Academic Grievance Form (**Attachment B-1**) within five (5) business days of notification of a Formal Grievance request to determine whether the occurrence is an appropriate grievance.

a. the outcome of the review (**Attachment C-4**) will be forward to the Aggrieved Student, Faculty Member(s), and

Associate Dean for Academic Affairs within five (5) business days

b. within 5 business days of notification outcome of the review (**Attachment B-2**) that supports a formal grievance hearing, the following data must be submitted to the Chair of the Academic Grievance Committee

i. The Aggrieved Student is responsible for providing the Chair:

1. Evidence and reasons in support of the Academic Grievance
2. Names of supporting individuals and their written statements in support of the Academic Grievance
3. Any other relevant documents that will be offered in support of the Academic Grievance

ii. The Faculty Member(s) is/are responsible for providing the Chair:

1. Evidence in support of the Faculty Member(s) position, (2) names of supporting individuals and their written statements in support of the Faculty Member(s) position
2. Any other documents relevant to the Academic Grievance that will be offered in support of the Faculty Member(s) position

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

- i. All parties have the right to an Advocate of their choice with whom to consult and from whom to receive assistance in preparation for the hearing. The Advocate may attend the meeting as an observer only but will have no voice
  - ii. All parties have the Right to Discovery - to have access to copies of all supporting documents that will be presented at the Academic Grievance Committee hearing
  - iii. All parties have the right to challenge the impartiality of any member of the Academic Grievance Committee. A written statement of the challenge must be submitted to the Chair of the Academic Grievance Committee within
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## Academic Grievance

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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**). If any member is unable to sign this statement, he/she will automatically be disqualified from participation in the Academic Grievance Committee hearing and another faculty/student member will be appointed by the Chair of the Faculty Assembly.

b. A total of 4 members (faculty and student representatives) constitute a quorum of the Grievance Committee. All committee members have voice and vote. The chair of the committee has voice but only votes to break a tie.

c. Advocate and Ombudsperson are observers and do not have voice or vote.

d. Supporting individuals have voice but not vote.

C. Step 3: The Chair will designate a date and time for the formal hearing of the Academic Grievance Committee and communicate such to all parties involved. Every effort will be made to accommodate the schedules 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.

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 the audio tape of the meeting and Grievance Committee Recommendations with rationale (**Attachment D**) 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.

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**Arizona State University**  
**Edson 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 5 business days of the alleged grievance. Following receipt of this form, the faculty will meet with the student within 5 days.*

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

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

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

Is the grievance resolved?    Yes            No

\_\_\_\_\_

Student signature	date
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\_\_\_\_\_

Faculty signature	date
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*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.*

**Arizona State University**  
**Edson 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, faculty and Dean of Academic Affairs

**Arizona State University**  
**Edson College of Nursing and Health Innovation**  
**Attachment B-1**  
**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 is to be submitted within 10 business days of the meeting with the Academic Program Director or Designee.*

Aggrieved Person's Name: \_\_\_\_\_ Date \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

Program: \_\_\_\_\_

Course No. & Title: \_\_\_\_\_

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

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Arizona State University  
Edson College of Nursing and Health Innovation  
Attachment B-2  
Review for Formal Grievance Hearing**

\_\_\_\_\_ After reviewing the Academic Communication Forms (Attachment A-1 and A-2) and the Statement of Academic Grievance Form (Attachment B-1) the EDSON COLLEGE Academic Grievance Committee has determined that no further action is required.

\_\_\_\_\_ After reviewing the Academic Communication Forms (Attachment A-1 and A-2) and the Statement of Academic Grievance Form (Attachment B-1) the EDSON COLLEGE Academic Grievance Committee supports the initiation of a Formal Grievance Hearing.

Members of the Academic Grievance Committee:

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Print Name	Signature	Date
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Print Name	Signature	Date
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Print Name	Signature	Date
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Print Name	Signature	Date
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Print Name	Signature	Date
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**Copy to student, faculty and Dean of Academic Affairs**

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

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

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

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

Date of Grievance Committee Deliberations: \_\_\_\_\_

Grievance Initiated By:  
Name: \_\_\_\_\_

Grievance Against:  
Name: \_\_\_\_\_

ID#: \_\_\_\_\_

ID#: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
Phone #: \_\_\_\_\_

\_\_\_\_\_  
Phone #: \_\_\_\_\_

*(If additional room needed, use back of form)*

A. Concise Statement of the Academic Grievance:

B. Recommendations of the Committee:

C. Distribute To:

*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*

## **Appendix F**

### **Blood-Borne Pathogens Policies**

#### **Policy 1:**

An Edson College of Nursing and Health Innovation student who sustains an exposure to blood borne 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 administrations (OSHA) final Blood borne Pathogens Standard 1910:1030.

#### **Policy 2:**

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

OHSA's Definition of Determinants of Exposure:

1. Blood - human blood, blood components and products made from blood.
2. Blood borne 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 anybody fluid visibly contaminated with blood, and all body fluids in situations where it is difficult to differentiate between body fluids. (Note: Tears and sweat are excluded.)

#### **Procedures:**

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

1. The student shall immediately report the injury/exposure to the clinical instructor or supervisor on the unit so that an incident report can be initiated. Chances of contracting HIV from exposure is 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 HBV and HIV. Consent shall be obtained by the patient's attending physician or



- designee. If consent is not obtained, the agency shall establish the legally required consent that cannot be obtained; and,
- c. Provide the student the results of the sources 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:
      - current health status
      - need for tetanus vaccine
      - Hepatitis B Immune status
      - need for HIV testing
    - b. Required follow-up care for:
      - Three month visit
        1. repeat HIV testing
        2. evaluate health status
        3. refer to private medical care if conversion occurs
      - Six month visit
        1. follow steps 1 through 3 of three month visit
      - 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 thirty (30) years. These copies reside with the student and the student's healthcare provider.

*Approved Revised Policy by Standards 05/2002*  
*Approved by Faculty Assembly 5/7/2001*

## **Appendix G**

### **Unusual Occurrence Policy**

An unusual occurrence is any event of which a faculty is made aware and that has potential to result in harm to a student, or to others while in the Edson College of Nursing and Health Innovation or at a clinical site while the student is functioning in the capacity of a student nurse. The student is responsible for informing the faculty member of the occurrence as soon as possible after the occurrence. The faculty member and the student must document such occurrences.

#### **Procedure:**

The following procedure is to be followed when an unusual occurrence happens that involves a student.

1. Faculty member arranges for immediate care of the student as necessary. The student is to be referred to Student Health Services or the student's healthcare provider of choice.
2. 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.
3. Complete a Report of Unusual Occurrence form that may be obtained from either the Student Services Office or the Program Office. The Report of Unusual Occurrence form is to be forwarded to the appropriate Program Director for review.
4. In addition, one copy of the Report of Incidence is to be kept by the student, and one copy is to be sent to the student's file in Student Services Office.
5. If the student or person harmed declines immediate care or referral for follow-up care, this [declination] is to be noted on the Report of Unusual Occurrence form under 'Other', with an explanation.
6. If the student does not want to sign the form, the faculty member should complete it, note that the student has refused to sign, and provide the student with a copy.
7. 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. The faculty member will then contact the nursing supervisor at the clinical site to complete the appropriate agency incident report.
8. Faculty member and student will complete the Edson College of Nursing and Health Innovation Report of Unusual Occurrence form.
9. The original is given to the student, one copy to the student file, and one copy to the appropriate Program Director's office.
10. Faculty member will obtain a copy of agency incident report when possible and submit that report with the Edson College of Nursing and Health Innovation Unusual Occurrence form to the appropriate Program Director's Office.
11. The Program Director's Office will notify ASU Environmental Health & Safety / legal counsel regarding the event.

## Appendix H

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**Effective:** 5/7/01

**Reviewed:** 4/1/13

**Revised:** 8/1/12

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### Students Practicing Specific Skills On Other Students

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#### Purpose

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To provide students an opportunity to consent to having other students practice specific skills under supervision in the laboratory setting.

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#### Sources

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College of Nursing and Health Baccalaureate Program Handbook for Clinical Nursing Students

<https://nursingandhealth.asu.edu/files/students/handbooks/ug.pdf>

OSHA Standards on Universal Precautions

[http://www.osha.gov/pls/oshaweb/owadisp.show\\_document?p\\_table=STANDARDS&p\\_id=10051](http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051)

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#### Applicability

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All EDSON COLLEGE students in clinical/laboratory settings.

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#### Protocol

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- 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 non-invasive skills on each other including the variety of health assessment techniques used according to the scope of practice (undergraduate vs. 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 intra-dermal 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:

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**Effective:** 5/7/01

**Reviewed:** 4/1/13

**Revised:** 8/1/12

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## **Students Practicing Specific Skills On Other Students**

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Universal Precautions/OSHA Standards  
Requirements of Risk Management  
Blood borne Pathogens  
Asepsis/Sterile Techniques  
Procedural Techniques  
Equipment Management  
Rational/Goals of Procedures

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## **Procedure**

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Students are required to sign an informed consent form prior to participating in any skills.

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 successfully pass the clinical course.

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.

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## Appendix I

### Reporting & Investigating Procedure

During the course of study, a student may observe behaviors in others that are considered an insult to academic and/or professional integrity. In the Edson College of Nursing and Health Innovation, one has the responsibility to report any questionable activity seen in the classroom or clinical setting. Personal responsibility is the beginning of the development of professionalism. Matters that violate the ABOR Student Code should be referred to the Office of Student Life and if personal safety is an issue, to law enforcement.

A suspected instance of violations of academic and/or professional integrity are to be referred to the course instructor, but allows students to consult with someone other than the 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, so too are there consequences for any student who makes intentionally false accusations.

#### **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. The instructor will inform him/her of the action that will be taken in accord with the designated consequences for the particular violation.

#### **Student Appeal of Sanction**

A student may appeal the consequences imposed for violation of academic or professional integrity by following the grievance procedures as established by the Edson College of Nursing and Health Innovation. Matters that violate the ABOR Student Code or ASU Academic Integrity Policy can be appealed as provided for in those policies.

Consequences for violations may range from a warning or lower grade on an assignment to expulsion from the University. The following are examples of consequences within the authority of the Edson College of Nursing and Health Innovation. Please note: violations of academic and professional integrity may have University as well as Edson College of Nursing and Health Innovation consequences.

Major violations of academic and/or professional integrity include, but are not limited to, the following:

<b>Violation</b>	<b>Consequence</b>
Offering for course credit as one's own work, wholly or in part, the work of another. Incorporating into one's work offered for a course credit passages taken either verbatim	Minimum – Completion of an additional assignment or receive an "E"/zero for the test or assignment.  Maximum – Expulsion from the Edson College of

or in substance from the work of another, unless the student cites the original author.	Nursing and Health Innovation (EDSON COLLEGE).
Submitting unauthorized collaborative work as one's own.	Minimum – Receive an “E”/zero for the assignment. Maximum – Expulsion from the EDSON COLLEGE.
Obtaining or attempting to obtain unauthorized prior knowledge of an examination or assignment.	Minimum – Receive an “E”/zero for the test or assignment. Maximum – Expulsion from EDSON COLLEGE.
Consulting notes, outlines, references or verbal/written answers during an examination.	Minimum – Receive an “E”/zero for the test or assignment. Maximum – Expulsion from the EDSON COLLEGE.
Selling, giving or in any way transmitting, to another student unauthorized information on or during examinations or assignments.	Minimum – Receive an “E”/zero for the test or assignment. Maximum – Expulsion from the EDSON COLLEGE.
Taking an examination or satisfying any other course requirement in the place of another student; or having another student take an examination or satisfy any other course requirement for you.	Minimum – Receive an “E”/zero for the test or assignment. Maximum – Expulsion from the EDSON COLLEGE.
Failing to report an act that a student believes in good faith violates the Academic and Professional Integrity Policy.	Minimum – Counseling or completion of an additional assignment. Maximum – Expulsion from the EDSON COLLEGE.
Falsifying any medical records, including intentional omissions.	Minimum – Receive an “E”/zero for the course. Maximum – Expulsion from the EDSON COLLEGE.
Falsifying attendance at a required agency, home visit, professional meeting or clinical experience.	Minimum – Receive an “E”/zero for the assignment. Maximum – Expulsion from the EDSON COLLEGE.
Modifying without faculty approval an examination, paper or report for the purpose of obtaining additional credit.	Minimum – Receive an “E”/zero for the test or assignment. Maximum – Expulsion from the EDSON COLLEGE.
Falsifying or misrepresenting data collection for an assignment, project, or paper.	Minimum – Receive an “E”/zero for the test or assignment. Maximum – Expulsion from the EDSON COLLEGE.
Making unauthorized changes in any reported grade or official academic report	Minimum/Maximum – Expulsion from the EDSON COLLEGE.

Physical or verbal threats to clients, faculty, peers, and staff.	Minimum – Counseling. Maximum – Expulsion from the EDSON COLLEGE.
Offensive or abusive language to others.	Minimum – Counseling. Maximum – Expulsion from the EDSON COLLEGE.
Other violations of the Code for Nurses.	Minimum – Counseling. Maximum – Expulsion from the EDSON COLLEGE.

**Some offenses will be reported to the respective licensing bodies, in accordance with the State Nurse Practice Acts or to the appropriate administrative office or law enforcement agency.**

**Appendix J**  
**American Association of Colleges of Nursing (AACN).**  
***The Essentials: Core Competencies for Professional Nursing Education.***

<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

**Concepts and Domains**

**Domains**

• **Domain 1: Knowledge for Nursing Practice**

- Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

• **Domain 2: Person-Centered Care**

- Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

• **Domain 3: Population Health**

- Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

• **Domain 4: Scholarship for Nursing Practice**

- Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

• **Domain 5: Quality and Safety**

- Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both 12 system effectiveness and individual performance.

• **Domain 6: Interprofessional Partnerships**

- Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

• **Domain 7: Systems-Based Practice**

- Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and



proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

- **Domain 8: Information and Healthcare Technologies**
  - Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
  
- **Domain 9: Professionalism**
  - Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
  
- **Domain 10: Personal, Professional, and Leadership Development**
  - Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

### **Concepts for Nursing Practice**

- Clinical Judgement
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

**Appendix K**  
**National Organization of Nurse Practitioners Faculties (NONPF)**  
**Nurse Practitioner Core Competencies 2017**

- <https://www.nonpf.org/default.aspx>
- <https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/npcorecompetenciesfinal2012.pdf>

**Scientific Foundation Competencies**

1. Critically analyzes data and evidence for improving advanced nursing practice.
2. Integrates knowledge from the humanities and sciences within the context of nursing science.
3. Translates research and other forms of knowledge to improve practice processes and outcomes.
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.

**Leadership Competencies**

1. Assumes complex and advanced leadership roles to initiate and guide change.
2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.
3. Demonstrates leadership that uses critical and reflective thinking.
4. Advocates for improved access, quality and cost effective health care.
5. Advances practice through the development and implementation of innovations incorporating principles of change.
6. Communicates practice knowledge effectively both orally and in writing.
7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.

**Quality Competencies**

1. Uses best available evidence to continuously improve quality of clinical practice.
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.
4. Applies skills in peer review to promote a culture of excellence.
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

**Practice Inquiry Competencies**

1. Provides leadership in the translation of new knowledge into practice.
2. Generates knowledge from clinical practice to improve practice and patient outcomes.

3. Applies clinical investigative skills to improve health outcomes.
4. Leads practice inquiry, individually or in partnership with others.
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.
6. Analyzes clinical guidelines for individualized application into practice.

### **Technology and Information Literacy Competencies**

1. Integrates appropriate technologies for knowledge management to improve health care.
2. Translates technical and scientific health information appropriate for various users' needs.
  - 2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.
  - 2b). Coaches the patient and caregiver for positive behavioral change.
3. Demonstrates information literacy skills in complex decision making.
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.
5. Uses technology systems that capture data on variables for the evaluation of nursing care.

### **Policy Competencies**

1. Demonstrates an understanding of the interdependence of policy and practice.
2. Advocates for ethical policies that promote access, equity, quality, and cost.
3. Analyzes ethical, legal, and social factors influencing policy development.
4. Contributes in the development of health policy.
5. Analyzes the implications of health policy across disciplines.
6. Evaluates the impact of globalization on health care policy development.

### **Health Delivery System Competencies**

1. Applies knowledge of organizational practices and complex systems to improve health care delivery.
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.
3. Minimizes risk to patients and providers at the individual and systems level.
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
6. Analyzes organizational structure, functions and resources to improve the delivery of care.
7. Collaborates in planning for transitions across the continuum of care.

### **Ethics Competencies**

1. Integrates ethical principles in decision making.
2. Evaluates the ethical consequences of decisions.
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

## **Independent Practice Competencies**

1. Functions as a licensed independent practitioner.
2. Demonstrates the highest level of accountability for professional practice.
3. Practices independently managing previously diagnosed and undiagnosed patients.
  - 3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
  - 3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
  - 3c). Employs screening and diagnostic strategies in the development of diagnoses.
  - 3d). Prescribes medications within scope of practice.
  - 3e). Manages the health/illness status of patients and families over time.
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
  - 4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
  - 4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
  - 4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
  - 4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

## **Appendix L**

### **DNP Program Faculty**

**DNP Program Director:** Dr. Diane Nuñez

**DNP Program Associate Director:** Dr. Danielle Sebbens

**Specialty Coordinators:**

- Adult-Gerontology Nurse Practitioner: Dr. Erin Tharalson [erin.tharalson@asu.edu](mailto:erin.tharalson@asu.edu)
- Family Nurse Practitioner: Dr. Samantha Currier [Samantha.currier@asu.edu](mailto:Samantha.currier@asu.edu)
- Pediatric Acute Care Nurse Practitioner: Dr. Danielle Sebbens [Danielle.sebbens@asu.edu](mailto:Danielle.sebbens@asu.edu)
- Pediatric Primary Care Nurse Practitioner: Dr. Amanda Esperas [amanda.esperas@asu.edu](mailto:amanda.esperas@asu.edu)
- Post-Master DNP & PM-DNP- Innovation Leadership: Dr. Jacqueline Medland  
[Jacqueline.medland@asu.edu](mailto:Jacqueline.medland@asu.edu)
- Psychiatric Mental Health Nurse Practitioner: Dr. Ann Guthery [ann.guthery@asu.edu](mailto:ann.guthery@asu.edu)
- Woman's Health Nurse Practitioner: Dr. Patricia Janicek [patriciajanicek@asu.edu](mailto:patriciajanicek@asu.edu) and Dr. Debra Ilchak  
[debra.ilchak@asu.edu](mailto:debra.ilchak@asu.edu)