

BSN Nursing Student Handbook

Revised August 2024



**Edson College
of Nursing and
Health Innovation**

**Arizona State
University**



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INTRODUCTION

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

Students are expected to review the handbook on the first day of classes for every fall, spring, and summer terms.

Addresses and Telephone Numbers

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

Downtown Campus

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

Lake Havasu Campus

Address: 100 University Way
 Lake Havasu City, AZ 86403
 928-854-9705

Health Futures Center

Address: 6161 E Mayo Blvd
 Phoenix, AZ 85054

ASU West Campus

Address: 4701 W Thunderbird Rd
 Glendale, AZ 85306

ASU Polytechnic Campus

Address: 7001 E Williams Field Rd
 Mesa, AZ 85212

Edson College of Nursing and Health Innovation Overview

The Edson College of Nursing and Health Innovation (Edson College) 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 (<https://nursingandhealth.asu.edu/about/college-timeline>).

Mission & Goals

Edson College 2026

Beginning in 2021, Dean Judy Karshmer established a five-year strategic planning process for the college, collectively known as Edson College 2026. The process is designed to serve as not only a roadmap for where the college is headed, but also to outline the underlying reasons for why we choose to pursue certain goals. Edson College 2026 is also designed to provide a forum and mechanisms for not only reporting progress, but to discuss progress and pitfalls on a regular basis.

There are 14 areas in which the college has articulated its goals. They are:

- Enrollment (retention, progression, & graduation)
- Student Body (demographics, AZ v non-resident, international students)
- Academic Program (curricula, core, new programs, format)
- Faculty & Staff Composition (demographics, minimal preparation)
- Global Reach
- Life-long Learning (non-credit education, stackable credentials)
- Sponsored Funding
- Research & Discovery
- Learn to Work (internships, OPT, clinical outreach)
- Local Impact (partnerships, outreach)
- Financial Performance
- Alumni Success (employment, scholarship, accomplishments)
- Philanthropic Giving
- Marketing, Media, & National Ranking

Read more information here about the specific benchmarks related to each goal:

<http://links.asu.edu/EdsonCollege2026>

Serving as a broader framework for the goals, the Edson College 2026 Values, based on the ASU Charter, the college mission and work from previous progress groups informed the development of the goals and provide context and rationale for why certain goals were chosen.

These 6 values are outlined in detail below.

Values: a set of guiding principles that shape behavior and decision making

Edson College Values

Discovery

- Discovery is the act of finding something that had not been known before; the act or process of sighting or learning the existence of something for the first time; the awareness of anomaly.

Diversity, Equity, & Inclusion

- Diversity includes all the ways in which people differ, and it encompasses all the distinct characteristics that make one individual or group. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued.
- Equity assures access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.
- Inclusion authentically brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Excellence & Inspiration

- Excellence is a commitment and expectation that advances a continuous process of individual and collective effort that fosters mission-based change and innovation and is marked by objective & narrative indicators.
- Inspiration is an energized condition of engagement that drives purpose, idea creation, thoughts, feelings, and actions. Excellence and inspiration are both an action and a state and are positioned within our shared cultural understanding.

Entrepreneurship & Innovation

- Entrepreneurship includes identifying a gap where there is one, and understanding what/who it takes to fill that gap and create. An entrepreneur has a spirit that anything can be achieved.
- Innovation is creating, developing, and implementing new and existing ideas, methods, or products to provide value to an end-user or stakeholder.

Interprofessionalism

1. Interprofessionalism is an evolutionary process that involves the attainment of awareness, knowledge, and skills that reflect, promote, integrate, and evaluate collaboration, teamwork, mutual respect, psychological safety, and effective communication within and across diverse health and social care-oriented education, research, and practice environments.

Personal Well-Being

- Well-Being is a state of whole-person well-being in which every individual experiences life-long growth and capacity-building, adapts to emerging challenges and adversities, lives fully and fruitfully, and experiences a sense of belonging and meaning within their community.

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, 2034. All programs are also approved by the Arizona State Board of Nursing.

II. PROGRAM FOUNDATION

Philosophy and Purpose

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

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

Client

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

Environment

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

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

Health

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

Nursing

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

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

Conceptual Framework

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

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

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

Nursing is an interactive process in which nurses collaborate with clients and other members of the healthcare disciplines in providing care to clients and in improving nursing and other healthcare services. The purpose of professional nursing is the promotion, maintenance, and

restoration of the health of clients through the application of the nursing process. Effective application of the nursing process mandates a synthesis of theoretical and empirical knowledge from the sciences and humanities with the art and science of nursing. In addition, nursing is accomplished through a number of roles, specifically, roles of a generalist, specialist, practitioner, educator, manager, and researcher, each requiring differing skills and levels of academic preparation. Common to all these roles, however, are the processes of teaching and learning, leadership, critical thinking and scientific inquiry, decision making, accountability, and responsibility. These processes as well as other concepts, theories, and skills of the generalist role are introduced at the baccalaureate level. Building on the generalist role, specialization occurs at the master's level and is based on a common core of knowledge as well as advanced concepts, theories, principles, and research from nursing and other related disciplines applied to a specialized area of nursing. Such in-depth preparation in a specialized area of practice promotes research that expands or extends the scientific basis of the discipline and advances the nurse's role in a specialized area of nursing practice.

II. BACCALAUREATE PROGRAMS

Prelicensure Nursing Programs

Traditional Prelicensure Clinical Nursing Program (Traditional BSN)

Accelerated Prelicensure Clinical Nursing Program (Accelerated BSN)

Online BSN Programs

RN to BSN Program (RN-BSN)

Concurrent Enrollment Program (CEP)

Prelicensure Program Completion Outcomes

Upon completion of the baccalaureate prelicensure clinical nursing programs, the graduate will demonstrate fluency and facility in the five patterns of knowing in professional nursing practice through the ability to:

1. Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation for critical thinking in professional nursing practice and demonstrate a comprehensive understanding of the relationship among client, health, environment, and nursing.
2. Design and deliver comprehensive therapeutic nursing care in partnership with individuals, families, groups, and communities, including those clients who are culturally diverse and/or vulnerable and at-risk for health disparities.
3. Provide safe, competent, innovative, and effective nursing care utilizing principle-based communication, informatics, technology, psychomotor, teaching, management, and therapeutic skills.
4. Generate own professional practice that focuses on health promotion, risk reduction, disease prevention, and illness and disease management from a holistic perspective.
5. Critically appraise and apply research findings and other evidence to deliver and promote evidence-based client care and evaluate subsequent outcomes.
6. Display behaviors consistent with the values and ethics of professional nursing.
7. Display personal and leadership characteristics appropriate for innovative designers, providers, managers, and coordinators of care.
8. Display responsibility and accountability for professional nursing practice.

9. Collaborate with nurses, other healthcare providers, and clients in the delivery of holistic care that is responsive to changing needs, sociopolitical, and global environmental factors.
10. Analyze current nursing and healthcare services, trends, and identify future healthcare needs to advocate for the client and the profession.

Advancement Pathways for Prelicensure Students

Traditional Prelicensure Clinical Nursing Program (Traditional BSN)

The Traditional BSN program is offered at the Downtown Phoenix, West Valley, and Polytechnic locations. Students may complete the upper-division traditional prelicensure clinical nursing program in a 16-month year-round schedule (Summer/Fall/Spring/Summer) or a 24-month academic-year schedule (Fall/Spring/Fall/Spring or Spring/Fall/Spring/Fall). ASU does not provide a separate commencement ceremony for August graduates. Students who graduate in August are encouraged to participate in the fall commencement and convocation ceremonies.

Students directly admitted to the nursing major must meet specific standards each semester to maintain guaranteed advancement into the Traditional BSN (within one calendar year). The remaining spaces not filled by direct admission students are earned through the competitive advancement process. There is no guarantee that there will be remaining spaces available through the competitive process.

Accelerated Clinical Nursing Program (Accelerated BSN)

The Accelerated BSN program is offered at the Downtown Phoenix, West Valley, and Lake Havasu locations. The program is a 12-month program. The Downtown Phoenix cohort enrolls in spring terms. The Lake Havasu and West Valley cohorts enroll in fall terms. Summer tuition rates apply.

The Accelerated BSN is available to both postbaccalaureate and current Edson College first-bachelor's degree seeking students through the Competitive Application Process. Postbaccalaureate applicants are given priority placement for the Accelerated BSN. Remaining spaces, if available, will be awarded to first-bachelor's degree seeking students. Eligibility requirements for postbaccalaureate and first-bachelor's degree seeking students vary. Read below for the requirements.

Pathways to Advancement for Prelicensure Nursing: First-Degree Students

Direct Admission

Some students earned direct admission status upon entering ASU as a first-year student (freshman) nursing major and met continuing eligibility criteria each semester to maintain direct admission. If direct admission is retained throughout the advancement process, students are guaranteed placement into the clinical nursing program within one year of the semester when all prerequisite courses and other general studies requirements are completed. Direct admission students are required to submit a [Clinical Nursing Advancement Application](#) by the advancement deadline. On the application, students will indicate their cohort preferences; however, placement in a preferred cohort is not guaranteed. If more direct admission students

request placement in a specific cohort than spaces are available, cohort placement will be determined by random selection.

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

- Enroll in the courses following the published course sequence on the major map.
- Full-time enrollment at ASU (at least 12 hours per term; some scholarships require at least 15 hours per term).
- Enroll in the courses following the published course sequence on the major map (taking courses according to term).
- Courses taken during the required term at institutions other than ASU must have grades recorded on the ASU system by the final session C grading deadline per the ASU Academic Calendar.
- 3.50 minimum semester critical (prerequisite) course GPA in Terms 1-4 (includes +/- in computation) with no grades lower than a C.
- Grades of C or better in critical (prerequisite) courses.
- Successful completion of all screening items.
- Any deviation from the approved major map requires a petition and approval from the academic program. Please consult with your advisor for more information.

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

While Direct Admission students are not required to take the TEAS, opting to complete the examination can provide a safeguard if a student is concerned about meeting the 3.50 semester GPA requirement. One can review additional TEAS information under the Competitive Applicants section. If a student loses Direct Admission and opted to take the TEAS, they can be considered a competitive applicant using the Advancement Score Calculation. Direct Admit students who opt not to take the TEAS, and do not maintain their Direct Admit status, will forfeit their seat in the clinical nursing program.

Competitive Advancement

All students requesting competitive advancement are ranked from highest to lowest advancement score. The [advancement score calculation](#) is based on two factors, the Prerequisite GPA and the Test of Essential Academic Skills (TEAS) score. At this time, no other academic, professional or philanthropic items are considered. There is no guarantee that there will be remaining spaces available through the competitive advancement process. Students selected for advancement must also meet applicable TEAS, general studies and minimum credit hour requirements before the clinical nursing program begins.

Competitive applicants must be in [academic good standing](#) at ASU to apply. Competitive applicants are required to submit a [Clinical Nursing Advancement Application](#) by the advancement deadline. On the application, applicants will indicate their cohort preferences; however, if offered advancement, placement in a preferred cohort is not guaranteed.

First-Degree Students: Prerequisites and Course Requirements

Prerequisite Courses Included in Prerequisite GPA (C or higher is required)
BIO 201 Human Anatomy and Physiology 1/Lab (4)
BIO 202 Human Anatomy and Physiology II/Lab (4)
CDE 232 Human Development (3)
CHM 101 Introductory Chemistry/Lab (4)
HCR 210 Ethics for the Health Care Professional (3)
HCR 220 Intro to Health Professions and the U.S. Health Care System (3)
HCR 230 Culture & Health (3)
HCR 240 Human Pathophysiology (4)
MIC 205 + MIC 206 Microbiology with Lab (4)
NTR 241 Human Nutrition (3)
PSY 101 Introduction to Psychology (3)
Statistics (3)
Additional Courses Required for Advancement (C or higher required; Not Included in Prerequisite GPA)
ENG 101 First-Year Composition (3)
ENG 102 First-Year Composition (3)
College Math or higher (MA or MATH) (3)
Additional General Studies (see below for details)

ASU General Studies

- Traditional BSN - Students must complete all [university general studies](#) – excluding Literacy and an upper-division Humanities/Social Behavioral Science for students on general studies maroon or HUAD for students on general studies gold – before the Traditional BSN program begins.
- Accelerated BSN - Students must complete all [university general studies](#) – excluding one upper-division Literacy and one upper-division Humanities/Social Behavioral Science for students on general studies maroon or HUAD for students on general studies gold – before the Accelerated BSN program begins.

Minimum Credit Requirements (completed prior to program start)

- Traditional BSN - Students must complete a minimum of 57 credit hours.

- Accelerated BSN - Students must complete a minimum of 70 credit hours.

Prerequisite GPA Requirement

- Applicants must have a minimum 3.00 Prerequisite GPA. Applicants who advance typically have much higher GPAs. Applicants with a Prerequisite GPA below 3.00 are encouraged to apply and may receive an individual review pending space availability. Additional materials may be required.
- The Prerequisite GPA will be calculated using all completed prerequisite courses at the advancement deadline. (For late applicants, if space is available, review deadlines may vary).
- The Prerequisite GPA must include 7 of the 12 prerequisite courses, including 3 of the 5 science courses (BIO 201, BIO 202, CHM 101, MIC 205/206, HCR 240 or approved equivalent courses).
 - Up to 5 courses (including 2 science courses) may be in progress at the time of application. In-progress courses must be completed with final grades on file by the established deadline.
- Plus (+) and minus (-) grades are not used in the GPA calculation (i.e., a “B+” grade becomes a “B,” an “A-” grade becomes an “A”). Grades earned at ASU and other colleges are given the same weight.
- After all prerequisite courses are completed, the prerequisite GPA is calculated for all advanced students and must meet or exceed 3.00 to retain a space in the program. All 12 prerequisite courses are included in this GPA calculation by the established deadline.

Pathways to Advancement for Prelicensure Nursing: Second-Degree Students

All second-degree students requesting competitive advancement are ranked from highest to lowest advancement score. The [advancement score calculation](#) is based on two factors, the Prerequisite GPA and the Test of Essential Academic Skills (TEAS) score. At this time, no other academic, professional or philanthropic items are considered. There is no guarantee that there will be remaining spaces available through the competitive advancement process. Students selected for advancement must also meet applicable TEAS, general studies and minimum credit hour requirements before the clinical nursing program begins.

Competitive applicants must be in [academic good standing](#) at ASU to apply. Competitive applicants are required to submit a [Clinical Nursing Advancement Application](#) by the advancement deadline. On the application, applicants will indicate their cohort preferences; however, if offered advancement, placement in a preferred cohort is not guaranteed.

Second-Degree Students: Prerequisites and Course Requirements

Prerequisite Courses Included in Prerequisite GPA (C or higher is required)
BIO 201 Human Anatomy and Physiology 1/Lab (4)*
BIO 202 Human Anatomy and Physiology II/Lab (4)*
CDE 232 Human Development (3)

CHM 101 Introductory Chemistry/Lab (4)*
HCR 220 Intro to Health Professions and the U.S. Health Care System (3)
HCR 240 Human Pathophysiology (4)*
MIC 205 + MIC 206 Microbiology with Lab (4)*
NTR 241 Human Nutrition (3)
PSY 101 Introduction to Psychology (3)
Statistics (3)

Degree Requirement

All second-degree students (postbaccalaureate applicants) who have already completed a bachelor's degree must have a conferred bachelor's degree from a regionally accredited institution on file with ASU by the advancement application deadline.

Second-degree / postbaccalaureate applicants may also be completing an undergraduate degree from a regionally accredited institution by the deadline established by the advancement cycle. Applicants completing an undergraduate degree, including those graduating from ASU, must meet all of the following requirements by the advancement deadline:

- Apply for graduation.
- All degree requirements must show complete or in-progress of completion on a degree audit (i.e. DARS). It is the student's responsibility to contact their academic unit well before the deadline to ensure the degree audit is not missing any coursework. Edson College will not contact other units to verify coursework completion.
- Apply for [ASU undergraduate admission](#) and be admitted for the Accelerated BSN start term.

Prerequisite GPA Requirement

- Applicants must have a minimum 3.00 Prerequisite GPA. Applicants who advance typically have much higher GPAs. Applicants with a Prerequisite GPA below 3.00 are encouraged to apply and may receive an individual review pending space availability. Additional materials may be required.
- The Prerequisite GPA will be calculated using all completed prerequisite courses at the advancement deadline. (For late applicants, if space is available, review deadlines may vary).
- The Prerequisite GPA must include 7 of the 10 prerequisite courses, including 3 of the 5 science courses (BIO 201, BIO 202, CHM 101, MIC 205/206, HCR 240 or approved equivalent courses).
 - Up to 3 courses (including 2 science courses) may be in progress at the time of application. In-progress courses must be completed with final grades on file by the established deadline.

- Plus (+) and minus (-) grades are not used in the GPA calculation (i.e., a “B+” grade becomes a “B,” an “A-” grade becomes an “A”). Grades earned at ASU and other colleges are given the same weight.
- After all prerequisite courses are completed, the prerequisite GPA is calculated for all advanced students and must meet or exceed 3.00 to retain a space in the program. All 10 prerequisite courses are included in this GPA calculation by the established deadline.

Accelerated BSN Applicants with an International Bachelor’s Degree

Accelerated BSN applicants with an international bachelor’s degree (earned from a non-U.S. institution) must have their degree evaluated and deemed equivalent/comparable to a U.S. bachelor’s degree by ASU. Before requesting this evaluation, applicants must submit an ASU [undergraduate application for admission](#) and [request official transcripts](#) be sent to ASU Admission Services (including an English translation if required). Once these steps are complete, applicants must email AcceleratedBSN@asu.edu to request to have their international degree evaluated for equivalency. A third-party evaluation will not be accepted.

If deemed equivalent, students must meet with an Edson College academic advisor to confirm all of the following will be completed before the Accelerated BSN program begins: minimum of 70 credit hours, First-Year Composition and general studies.

Advancement: Test of Essential Academic Skills (TEAS)

TEAS Requirement

All competitive applicants must take the TEAS exam and have official scores on file with the Edson College by the established deadline.

- The TEAS measures essential skills in reading, mathematics, science, and English language and usage. The minimum score accepted is 58.7%. A score of 58.6% or below will not be considered.
- Official test scores must be on file with Edson College by the advancement deadline to be considered for the priority deadline.
- TEAS scores are valid for two years. On the advancement deadline, TEAS exam scores must be no more than two years old.
- Applicants are allowed multiple attempts at the TEAS, but attempts must be at least 14 days apart. The highest, valid score will be considered.

Students should adequately [prepare for the TEAS](#) before their testing date. Preparation materials can be found through the testing publisher, [ATI Testing](#).

Advancement: Advancement Score Calculation and Placement Information

All competitive applicants are assigned an advancement score. The advancement score calculation is 50% Prerequisite GPA and 50% TEAS score. The maximum advancement score a student can earn is a 2.000, which is a 4.000 Prerequisite GPA and 100% TEAS score. Students are then assigned spaces based on their ranking until all vacant spaces are filled. In the event of an advancement score tie, admission will be determined by random selection.

- Accelerated BSN - Applicants are placed in the following priority order:

- First-round preference for up to 50% of available seats will be given to students who have completed an Edson College degree (or will complete an Edson College degree before the Accelerated BSN begins).
 - Degree programs include: Community Health, Health Care Coordination, Health Care Compliance and Regulations, Health Entrepreneurship and Innovation, and Integrative Health.
- All other postbaccalaureate (second degree) applicants.
- Direct Admits.
- All other first degree-seeking applicants.
- Traditional BSN - All first-degree students are placed first, followed by postbaccalaureate applicants with the highest advancement scores.

Prerequisite GPA

The Course Information Worksheet (CIW) form will calculate your Prerequisite GPA from the information entered. The Prerequisite GPA is converted to a 1-point scale by dividing by 4.000. For example, a Prerequisite GPA of 3.832 will be divided by 4.000, to be converted to 0.958 out of a possible 1.000. Only courses completed and on file with ASU by the advancement deadline can be used for your Prerequisite GPA.

TEAS Score

The TEAS score is converted to a 1-point scale. To calculate your score, divide the TEAS score by 100 for the point value. A passing TEAS score can range from 58.7% to 100%, which is converted to 0.587 to 1.000. For example, if a student achieves 87.3% on the TEAS, that student will earn 0.873 points out of a possible 1.000.

Converted Prerequisite GPA	+	Converted TEAS	=	Advancement Score
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Advancement: Transfer Coursework

All transfer coursework must be evaluated and approved by the [Transfer Guide](#) before the advancement application deadline. If a transfer course is not deemed equivalent, students are expected to meet with an Edson College academic advisor before the advancement deadline to discuss additional options (a petition for substitution might be possible).

Advancement: In-Progress Coursework

Course Deadline

All courses in-progress at the time of application must be completed with official grades on file with ASU by the established deadline to: 1) be eligible for advancement consideration and 2) if selected for advancement, retain placement in the clinical nursing program.

Courses Completed Outside of ASU

Applicants must disclose on the advancement application where they are taking any required courses and when the grade will be posted (i.e., HCR 240, Arizona State University, date).

If any remaining required coursework is being completed **outside** of ASU, the following guidelines must be followed:

1. Course(s) must be completed at a regionally accredited institution.
2. After grades have been posted, [request for official transcripts](#) to be sent to ASU Admission Services.
3. Verify that the final transfer course grades have been posted at ASU no later than the established deadline.

Advancement: Course Repeat Policy and Options to Improve Grades in Prerequisite Courses

Per university policy, students may not repeat an undergraduate course for credit when a grade of “C” or higher is earned. However, there may be options to improve your grades and/or GPA for advancement purposes by re-enrolling in a prerequisite course or replacing the prerequisite with another approved course. Review the following document and speak with an Edson College student services team member about your options: [Options to Improve Grades in Prerequisite Courses](#)

Advancement: Science Course Expiration

Science courses marked with an asterisk (*) in the chart above – including BIO 201, BIO 202, CHM 101, MIC 205 + MIC 206, and HCR 240 – must have been taken within 7 years of the semester in which the clinical nursing program will start (i.e., spring 2018 or thereafter). Please speak with an Edson College academic advisor about expired lab science course options.

Advancement: Deferment

See “One Time Deferment of Advancement to the Upper-Division Prelicensure Nursing Programs” in Appendix A.

Advancement: Prelicensure Program Courses

Students are encouraged to treat participation in either program as equivalent to the demands of full-time employment. Students are in lectures/didactic one to three days per week (will vary by program and semester), clinical at least one day per week, and simulation/experiential at least one day per week.

Lectures / Didactic

Students in the Traditional BSN and Accelerated BSN programs will be assigned to take nursing courses at one of the ASU locations, including Downtown Phoenix, Polytechnic, or [West Valley](#).

Simulation / Experiential

Simulation experiences will occur at the two [Grace Center for Innovation in Nursing Education](#) locations (Health Futures Center or Downtown Phoenix - Mercado). Simulation locations may change each semester. Students in a BSN program can expect to be in simulation approximately one day per week.

Clinical

Edson College utilizes a [Clinical Teams Model](#) to advance nursing education. There are many settings in which nursing students gain experience — hospitals, nursing homes, public health

and community agencies, private homes, school settings, correctional institutions, and clinics. Clinical and experiential learning experiences are essential elements of the prelicensure nursing curriculum designed to equip nursing students with practical nursing skills and competencies. Attendance is mandatory for all clinical experiences.

Clinical experiences occur approximately once per week, students will be placed at various health care organizations throughout the greater metropolitan Phoenix area. Students will have the opportunity to provide input during the team selection survey which occurs after advancement notifications are sent. Clinical experiences may occur on weekdays or weekends. Hours may include daytime, evenings, or nights. Typically, students complete nursing practice in 12-hour shifts, including shift report-in and report-off; students should plan to be on-site for approximately 13 hours. Students can expect their clinical schedules to vary each semester and even within semesters.

Because clinical placement is not determined until each semester begins, faculty or staff cannot inform students of their clinical schedule in advance. Final availability of nursing practice experiences is determined by the clinical agency and is subject to change. Therefore, flexibility is required due to the limited number of clinical sites available for student learning experiences.

Transportation

Students are responsible for providing their own transportation to classes, clinical locations, and experiential/simulation. Public transportation and utilization of the ASU intercampus shuttles may not be possible due to the start and end times of required experiences.

Concurrent Enrollment Program (CEP)

The Concurrent Enrollment Program (CEP) is a collaborative and innovative option designed for qualified nursing students at regionally accredited community colleges who are interested in earning their Bachelor of Science in Nursing (BSN) degree while simultaneously pursuing their associate degree in nursing. CEP students will be enrolled in their community college nursing courses and ASU's online RN to BSN courses concurrently. BSN courses taken at ASU will be delivered in an online format.

The CEP program is structured to provide an accessible pathway to students. Online courses have been designed to run over 15-week sessions during the fall and spring semesters, so that students can complete both their ASU BSN coursework and their community college nursing classes. This pathway, allows students to complete the plan of study in 24 to 34 months, graduating at the same time with both degrees. Students take all courses in succession according to an established plan of study. All general education and nursing courses need to be completed before the capstone nursing course is taken.

Prerequisite courses for this program may be unique to each community college partner, and will include satisfactory completion of first-year composition (ENG 101 and ENG 102) and a college mathematics (MA) course. An earned minimum prerequisite GPA of 3.0 is required. Students who signed a pathway agreement with an Arizona community college must complete the courses and requirements of the pathway before starting courses at ASU. Students may enter the CEP program in the fall, spring, or summer at ASU.

The Concurrent Enrollment Program (CEP) is available to any nursing student enrolled in a regionally accredited associate degree nursing program in the United States.

For specific information about the Concurrent Enrollment Program with Maricopa Community College Nursing, please visit: <https://www.maricopa.edu/degrees-certificates/healthcare-education/maricopa-nursing/application-processes>

RN to BSN Program

The Edson College of Nursing and Health Innovation welcomes qualified registered nurses who hold an associate degree in nursing and an unencumbered nursing license. The RN to BSN student achieves the undergraduate program completion outcomes in an online format, at the pace that works best for them.

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

The RN to BSN program is structured to provide an accessible pathway to students. Fully online courses have been designed to run over 7.5 week sessions so that one or more courses may be taken every semester, allowing students to complete the plan of study in 14 to 24 months. Students take all courses in succession according to an established plan of study. All general education and nursing courses need to be completed before the capstone nursing course is taken.

Prerequisite courses for RNs include satisfactory completion of first-year composition (ENG 101 and ENG 102) and a college mathematics (MA) course. An earned minimum prerequisite GPA of 2.50 is required. RNs are accepted into the program five times a year: twice in spring, once in summer, and twice in fall.

Enrollment

Students are responsible for enrollment in courses each semester, following their program of study. Enrollment is completed through My ASU.

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

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

The University Registrar provides updates on Registration, Grades & Records, and Residency: <http://students.asu.edu/registration>

Regulatory Statement for RN-BSN and Concurrent Enrollment Program

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. A program exception means that the listed programs are not available to students located within the state. More information is found here:

[https://admission.asu.edu/academics/authorizations#:~:text=Arizona%20State%20University%20is%20approved,Agreements%20\(NC%2DSARA\).](https://admission.asu.edu/academics/authorizations#:~:text=Arizona%20State%20University%20is%20approved,Agreements%20(NC%2DSARA).)

Academic Calendar

Academic Calendar for all Registration and Withdrawal deadlines:

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

Required Minimal Technical Skills

It is expected that you will be able to do at least the following tasks on a computer:

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see <https://community.canvaslms.com/docs/DOC-10701> for more information)
- Using ASU email (see <https://links.asu.edu/emailguide> for more information)
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs (such as Microsoft PowerPoint, Google Slides, etc.)

Note: Microsoft Office 365 (including Word, Excel, PowerPoint, etc.) is available for free download to PCs, Macs, and some tablets.

See <https://myasu.force.com/authkb?id=kA1d000000DIYr> for more information.

University Policies

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity.

Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>

Disruptive Classroom Behavior

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

1. Disruptive Student Protocol STA 104-02:
<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 (SSM 104-05):
<http://www.asu.edu/aad/manuals/ssm/ssm104-05.html>

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

- ASU Counseling Services (480) 965-6146
- ASU Health Services (480) 965-3346
- EMPACT Suicide Prevention Center (480) 784-1500
- EMPACT Crisis Line (480) 921-1006
- Dean of Students (602) 496-4357
- DPS@ 911 or non-emergency (602) 496-3456

Grading Procedures

Prelicensure Grading Scale

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

RN to BSN/CEP Grading Scale

Grade	Percentage	Points Range
A	90 – 100 %	xxx -xxx
B	80 – 89 %	xxx -xxx
C	70 – 79 %	xxx -xxx
D	60 – 69 %	xxx -xxx

E/F Below 60% xxx and below

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

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

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

Grading Procedure for Prelicensure BSN Didactic and Experiential Courses

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

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

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

Course grades and currency

Students in the nursing programs must earn grades of “C” (2.00) or better in all nursing coursework except in nursing practice courses in which a designation of a “Y” (satisfactory) or “P” (pass) grade is required. In addition, students are allowed only one nursing course failure (i.e., grade below “C”). The second failure in a nursing course will result in disqualification from the nursing major.

For the traditional prelicensure and accelerated clinical nursing programs, the science courses CHM 101, BIO 201, BIO 202, MIC 205, MIC 206, and HCR 240 must be current within seven years of the program start date.

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

Transportation

Students are responsible for providing their own transportation to classes, clinical locations, and experiential/simulation. Public transportation and utilization of the ASU intercampus shuttles may not be possible due to the start and end times of required experiences.

Prelicensure Nursing Program Attendance Requirements for Clinical and Simulated Learning Experiences

Clinical and experiential learning experiences are essential elements of the prelicensure nursing curriculum designed to equip nursing students with practical nursing skills and competencies. Attendance is mandatory for all clinical and experiential experiences, both on and off campus, on the days scheduled. Clinical experiences must be completed in full shifts, including report in and report out.

If a student is unable to attend or complete an experience due to illness or personal emergency the student must notify the clinical or experiential faculty by phone or text as soon as possible. Further, if the student experiences personal illness or a personal emergency prior to the start of the clinical shift or experiential learning day that will prevent their attendance, the student should provide notice no later than four hours prior to the start of the experience unless circumstances prevent the student from being able to do so. Students will be required to provide the reason for the absence and faculty may require additional documentation substantiating the reason for the absence. Faculty also may require the student to complete a Statement of Health Clearance prior to returning to the clinical or experiential setting. Absences that are not reported, or are not due to illness or personal emergency, will be documented as unexcused and will require a meeting with the Director.

Due to the limited availability of clinical and experiential learning experiences, makeup experiences are not guaranteed. Depending on availability, students with excused absences will receive priority placement in makeup experiences. Failure to make up missed experiences may result in a student receiving an incomplete or failing grade.

Session C or Dynamically Dated Courses (Clinical or Experiential Only)

A student who misses more than two days in a Session C or a dynamically dated clinical or experiential course will be unable to meet course outcomes and will not pass the course.

Session C or Dynamically Dated Courses (Combined Clinical and Experiential)

A student who misses more than four days in a Session C or a dynamically dated course that combines clinical and experiential, with the exception of NUR 478, will not be able to meet course outcomes and will not pass the course.

Session A or B Courses; NUR 478 (Combined Clinical and Experiential)

A student who misses more than two days in a Session A or B course that combines clinical and experiential, or in NUR 478, will not be able to meet course outcomes and will not pass the course.

If shifts need to be rescheduled during transition to practice (NUR 448/519/479/322-TTP shifts only), students are advised to consult their faculty of record regarding scheduling adjustments.

Timeliness is a requirement of clinical and experiential learning. Students are expected to arrive promptly for clinical and experiential, prepared to begin the experience on time. Arriving more than 10 minutes late will be considered a tardy. Accumulating three tardies will be considered an unexcused absence. Students arriving more than 30 minutes late may be asked to leave the experience. If lateness is unavoidable, students should promptly notify their faculty of record.

Progression Through Programs

Traditional and Accelerated Prelicensure Clinical Nursing Programs

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

Students who have withdrawn from, or failed a nursing course, must submit a petition to the Edson College Petitions Subcommittee requesting permission to repeat the course. If the student has failed two nursing courses and has been disqualified, the student also must petition to be readmitted into the nursing program. Please see your academic advisor for information on the petition process. Re-enrolling is competitive and is based on available resources. Full-time, regularly progressing nursing students are given priority. Petitions for progression or for retaking a course are reviewed after all grades are posted for the term. Submission of a petition does not guarantee the request will be granted.

Types of Progression Interruptions

An interruption in program progression occurs when a student:

- Receives an “Incomplete” in any nursing program course.
- Receives a grade of “D”, “E”, “EU”, or fails due to academic dishonesty (XE) in a course in any nursing program course.
- Withdraws or is withdrawn from any nursing program course.
- Withdraws from the university or does not attend classes for one semester if in the prelicensure nursing program
- Requests a one-time deferment of advancement to the upper-division prelicensure nursing program. (Appendix A)

Progression in the Traditional and Accelerated Prelicensure Nursing Programs

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

1. Full-time, admitted, regularly progressing students in these programs.

2. Students who have interrupted their studies because of a medical or compassionate withdrawal and are in good academic standing.
3. Students who have interrupted their studies and are in good academic standing (include deferments).
4. Students who failed one Nursing (NUR) course at ASU, who have repeated that course with a grade of C or equivalent and have returned to good academic standing.
5. Students who failed one Nursing (NUR) course at ASU, who have not yet repeated that course.
6. Students who were disqualified from these programs for two course failures and have been reinstated by the Edson College Petitions Subcommittee.
7. Undergraduate nursing courses (prefix: NUR) expire after five years. After course expiration, students must re-enroll in the course and must earn a grade of "C" or higher. Students may earn university elective credit or General Studies credit for the original course.

RN to BSN and Concurrent Enrollment Programs

Students who are enrolled in the RN to BSN or Concurrent Enrollment Program must earn a grade of "C" or higher in NUR 391, and NUR 318 before progressing to the other courses in their plan of study. Students should follow their plan of study. Students must pass all required courses and general studies courses before taking NUR 464.

Students who have failed a nursing course must submit a petition to the RN-BSN and CEP Program Office requesting permission to repeat the course. See your academic advisor for information on the petition process. Submission of a petition does not guarantee the request will be granted.

RN to BSN Program

- RN to BSN students who fail an online NUR 391 or NUR 318 course must submit a petition to their academic advisor requesting permission to repeat the course before progressing.
- RN to BSN students who fail NUR 392, NUR 440, NUR 445, NUR 495, NUR 460, NUR 464 or NUR 444, may take a course in the next session and retake the withdrawn or failed course the next time it is offered.
- In the case of a failure, the student must notify their advisor to request a new plan of study.

Concurrent Enrollment Program

- Students who are enrolled in the Concurrent Enrollment Program (CEP) must follow their plans of study. An Edson College of Nursing and Health Innovation upper division nursing course is taken fall and spring semesters with community college nursing course(s). Students enrolled in the Concurrent Enrollment Program must follow their individualized plan of study unless approved by Edson College to deviate from their plan of study.
- Students must be actively enrolled in a community college nursing program when taking a nursing course in the Edson College of Nursing and Health Innovation.

- Students who withdraw or fail their first community college nursing course (Block 1 or Nursing 1) may not continue in the CEP until they have been granted a confirmed seat to repeat the community college nursing courses. Students are required to notify their Edson College of Nursing and Health Innovation advisor of the course failure or withdrawal as soon it occurs, and will be advised to complete their BSN with the Edson College of Nursing and Health Innovation after completing their associate degree in nursing (ADN)
- Students who withdraw or fail their second, third, or fourth community college nursing course (Block 2, 3, or 4; or Nursing 2, 3 or 4), may continue in the CEP as long as the withdrawn or failed course is taken the following semester. Students must notify their Edson College of Nursing and Health Innovation advisor of the course failure as soon as it occurs.
- Students who fail more than one community college nursing course or block will be disqualified from the CEP program, and will be advised to complete their BSN in the Edson College of Nursing and Health Innovation after completing their ADN.
- Students who fail a nursing course in the Edson College of Nursing and Health Innovation and pass a community college nursing course must petition with their academic advisor requesting permission to remain in the CEP.

Probation

Students are placed on program probation upon receiving a failing grade (D or E) in an upper-division prelicensure nursing program course. Students should see an academic advisor to discuss options. Registration in future nursing courses must be approved through the petition process.

Disqualification

Students in the upper division prelicensure or RN to BSN or CEP nursing programs are allowed only one nursing course failure within the program. Students who fail a second nursing course are disqualified from the program. Students who fail two nursing courses must petition to request reinstatement in the program. Students must meet with their advisor to complete a petition to be able to return.

Program Completion

Filing for graduation:

- During the first semester/session in the program, students review their degree audit reports (DARs) with their academic advisor.
- Students are responsible for filing for graduation by the university deadlines. Go to <https://students.asu.edu/graduation>
- CEP students must provide official transcripts from the Associate degree in nursing program to their advisor showing successful completion of the degree prior to conferral of the BSN degree from ASU.
- Students should meet with their advisor to ensure that all degree requirements are met prior to graduation. This process is a critical step to ensure that your degree posts on schedule and minimizes potential delays in applying for nursing licensure.

Nursing Licensure for Prelicensure Nursing Program Students

Program Licensure Statement

The Edson College of Nursing and Health Innovation prepares graduates for excellence upon entering the workplace. Since certification and licensure requirements vary by profession and from state-to-state, we recommend that you visit Professional Licensure (<https://asuonline.asu.edu/about-us/licensure/>) to determine the requirements of individual state licensures or national certifications.

National Council Licensure Examination for Registered Nurses (NCLEX-RN)

During their final semester in the prelicensure nursing programs, students apply for licensure to practice nursing in the state in which they plan to seek employment. Authorization to test must be obtained by the respective State Board of Nursing, prior to the new graduate being allowed to take the NCLEX-RN.

The Prelicensure Nursing Program Office reviews and approves the affidavit of graduation after the degree posts on the student's transcript. This process usually takes 10 or more business days after the degree is conferred. This process may be delayed if there are any unresolved issues related to graduation or the affidavit of graduation has not been completed correctly.

Eligibility to take Examination for Licensure as a Registered Nurse

To be eligible to take the NCLEX-RN exam, students must have a high school diploma or General Education Diploma (GED) certificate and proof of graduation from an accredited/approved nursing program. Applicants with a history of a felony conviction must self-report to the State Board of Nursing (<https://www.azbn.gov/licenses-and-certifications/criminal-history>). Proof of lawful presence in the United States is required by the Arizona State Board of Nursing to obtain licensure. Students who plan to request accommodation for a disability are strongly encouraged to contact the National Council of State Boards of Nursing (<https://www.ncsbn.org/index.page>) four months prior to graduation.

Graduation from the Edson College of Nursing and Health Innovation does not guarantee passage of the NCLEX-RN exam. Application for and passage of the NCLEX-RN is the sole responsibility of the student.

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

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

ASUccess For Prelicensure Nursing Students

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

Legal Limitations for Nursing Licensure of Reasons for Denial of Application by the Arizona State Board of Nursing

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

RN Licensure for Students Enrolled in the RN to BSN and CEP Programs

- RN to BSN students must have a valid RN license in good standing to practice in the states or countries in which they reside.
- Students may not reside in states that restrict admission. Specific details from this disclosure can be found in the State Authorization section of this Handbook.
- CEP students will remain in the CEP courses until they have successfully passed the NCLEX- RN exam.
- Once a CEP student passes the NCLEX-RN exam, they must notify their Edson College of Nursing and Health Innovation academic advisor, and will be allowed to enroll in the faster- paced RN to BSN courses.

Professional Licensure/Certification Disclosure

ASU academic programs are designed to prepare students to apply for applicable licensure or certification in Arizona. Completion of an ASU program may not meet educational requirements for license or certification in another state. If you are planning to pursue professional licensure or certification in a state other than Arizona, it is strongly recommended that you visit the ASU professional licensure webpage (<https://admission.asu.edu/academics/licensure>) for contact information of the appropriate licensing entity to seek information and guidance regarding licensure or certification requirements.

University Commencement

University Commencement, which is the conferring of degrees, takes place at the end of the fall and spring academic terms. Students who have met the university degree requirements are eligible to participate. Prelicensure, RN to BSN, and CEP nursing students who graduate in August participate in the university commencement ceremony held in the fall semester.

Edson College of Nursing and Health Innovation Convocation

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

III. STUDENT SUPPORT SERVICES

Academic Advisement – Student Academic Services

Edson College of Nursing and Health Innovation Student Academic Services provides the following services:

- Academic advising
- Assistance with term overload requests

- Degree requirement information
- Registration and enrollment information
- Clearance for students under mandatory advising
- Problem-solving strategies for academic difficulties
- Campus resource referral
- Student advocacy for understanding policies and procedures
- Online advancement workshops
- Orientation sessions for newly admitted students
- Information sessions for students interested in college programs

See advisors to:

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

Downtown Campus

Arizona State University – Downtown Phoenix Campus Edson College of Nursing and Health Innovation

Mail Code: 8220

502 E Monroe St. Ste. C 250 Phoenix, AZ 85004-4431

Phone: (602) 496-0888; Fax (602) 496-0705

Monday - Friday 8:00am - 5:00pm E-mail: EdsonCollege@asu.edu

West Campus

Arizona State University - West Campus

Edson College of Nursing and Health Innovation

Mail Code: 2651

13591 N 47th Ave

Phoenix, AZ 85051

Phone: (602) 496-0888; Fax: (602) 496-0705

Monday-Friday 8:00am - 5:00pm

E-mail: EdsonCollege@asu.edu

Lake Havasu City

ASU@Lake Havasu

Edson College of Nursing and Health Innovation

100 University Way

Lake Havasu City, AZ 86403

Phone: (602) 496-0888; Fax: (602) 496-0705

Monday-Friday 8:00am - 5:00pm

E-mail: EdsonCollege@asu.edu

Polytechnic Campus

Arizona State University – Polytechnic Campus

Mail Code: 5880

7001 E Williams Field Rd

Mesa, AZ 85212
Phone: (602) 496-0888; Fax: (602) 496-0705
Monday-Friday 8:00am - 5:00pm
E-mail: EdsonCollege@asu.edu

Appointments

Regular appointments for academic advising are recommended. Make appointments early in the semester to avoid delays at peak advisement times, such as the week before and after the first week of semesters. Same day academic advising is available at various times throughout the year. Call Student Academic Services at 602-496-0888 or visit <https://nursingandhealth.asu.edu/students/advising>.

Degree Audit Reporting System (DARS)

DARS is an automated report that matches courses a student has completed with the requirements of a particular academic degree program. Students review their degree audits with their academic advisors. Students may request degree audits from My ASU by selecting My Progress Reports (DARS) and then Degree Audit (DARS). In addition to its functions in advisement, critical tracking, and academic planning, the degree audit is used as the checkout tool for graduation.

Change of Name and Address

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

Financial Aid

Acquiring financial aid, whether in the form of grants, loans, or scholarships, requires planning ahead. All students are encouraged to file the Free Application for Federal Student Aid (FAFSA). Go to <http://students.asu.edu/financialaid>.

Types of Financial Aid

- **Grants:** Students are encouraged to apply for a Federal Pell Grant <http://students.asu.edu/grants>, which is federal funding based on need, whether they believe they are eligible or not via the FAFSA. Federal Pell grants are gift assistance awarded to eligible undergraduate students who are pursuing their first bachelor's degrees and demonstrate significant financial needs. To determine eligibility, the U.S. Department of Education uses a standard formula, established by Congress, to evaluate the information reported on the FAFSA. The formula produces an Estimated Family Contribution (EFC) figure. This figure is used by Student Financial Assistance to award Federal Pell grants, as well as other types of aid.
- **University Scholarships:** There are many scholarships available, based on need and/or academic success and innumerable other criteria. Many scholarships are awarded annually to Arizona State University students. These scholarships come from a variety of sources including the Arizona State University Board of Regents, private business, clubs, organizations, and individuals. Students apply for these scholarships at any of the Arizona State University campuses by completing the Arizona State University General Scholarship application. Please see <http://students.asu.edu/scholarships>

- **College Scholarships:** The Edson College of Nursing and Health Innovation has several scholarships for nursing students. Application forms are available online. See <http://nursingandhealth.asu.edu/scholarships/>
- **External Scholarships:** <https://links.asu.edu/nursingscholarships>

Visit <http://students.asu.edu/contact/financialaid> for additional information.

Student Success Centers

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

Student Accessibility and Inclusive Learning Services (SAILS)

SAILS, ASU's Disability Resource Center, provides services to qualified students with disabilities on all ASU campuses. You can contact any SAILS office at: Phone: 480-965-1234, Fax: 480-965-0441, Email: Student.Accessibility@asu.edu

IV. SPECIAL PROGRAMS

Barrett Honors Program

The Edson College of Nursing and Health Innovation Honors Program provides an avenue for academically talented students to engage in educational enrichment. Students interested in the Honors Program must be admitted to Barrett, The Honors College. Honors student's complete honors credit in courses that complement their academic and career goals. Students interested in pursuing the Nursing Honors Program are encouraged to seek advisement with the Nursing Honors Coordinator.

The Edson College of Nursing and Health Innovation supports our students who also are enrolled in Barrett, The Honors College at ASU. The honors program provides an avenue for students to engage in educational enrichment. Nursing students in the honors program earn honors credits for completing upper division nursing clinical courses.

Faculty Honors Advisors in Edson College serve as resource persons to Barrett Honors Students. These advisors guide the student in planning research experiences and honors thesis projects that complement the student's academic and career goals.

V. PROFESSIONAL BEHAVIOR AND EXPECTATIONS

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

Clinical and Experiential Dress Code

The uniform is a means of identifying nursing students who are enrolled in any Prelicensure Nursing Program (Traditional, Accelerated, or MEPN). In all clinical settings, the Edson College

of Nursing and Health Innovation students must be clearly identifiable as Arizona State University students for their own protection.

Students should take pride in their professional appearance as they represent ASU. As a healthcare provider, students are expected to demonstrate conservative, safe, and professional dress and grooming.

This dress code is to be observed by all prelicensure nursing program students. Faculty will review the dress code with students at the beginning of each clinical rotation and experiential course. Faculty will provide students with specific instructions in which exceptions to the dress code can be made.

Prelicensure clinical nursing program students will comply with the dress code at all times while in lab, experiential, or a clinical agency. Noncompliance with this dress code will be reflected in the clinical evaluation and may result in dismissal from clinical experiences. Students also are expected to comply with clinical agency dress code requirements.

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

Fragrances

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

Hair

Student's hair must be clean, neat, and kept away from the face. If the student's hair touches the collar or shoulders, it must be fastened back securely from the face so that long ends remain behind the shoulders. Students must use plain barrettes and plain, non-decorative ponytail holders to secure hair. Male students may wear neatly trimmed beards and/or mustaches that do not interfere with the wearing of any personal protection equipment, such as a face mask or N95.

Fingernails

Students must keep nails short and trimmed. Students may wear clear nail polish only. Nail color must be without chips. Due to health and safety requirements, nail enhancements including but not limited to sculptured, gel, dipped, or artificial nails cannot be worn in lab, experiential, or clinical settings.

Jewelry

Students are required to wear a watch with a second hand. Students may wear a wedding band, and/or small plain post earrings for pierced ears. Hoop or dangling earrings are not permitted.

Makeup

Students may wear subtle makeup.

Other

Students may not chew gum during clinical rotations.

Additional clinical agency requirements may include the following:

- Non-natural hair colors such as pink, purple, blue, etc. are not allowed by some clinical agencies.
- Body jewelry in piercings, such as a tragus, nose, lip, eyebrows, etc., may not be permitted.
- Students may be required to cover body jewelry that cannot be removed.
- False eyelashes or semi-permanent eyelashes may not be permitted.
- Covering of visible or potentially offensive tattoos.

Uniform

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

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

- Fabric must be of sufficient weight as to not be transparent
- Jean material is not allowed
- Pants may have a straight, tapered, jogger, or boot-cut leg. No leggings.
- Pants are to fit modestly and provide ample room to bend, sit, lift, and turn. The torso must not show when arms are lifted overhead
- Uniform should be clean and free of holes, stains, tears, and wrinkles.

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

- **Hospital Based** – All-black scrub pants (white or colored thread or piping is not allowed), a wine scrub jacket (no other jackets or hoodies are allowed), a wine scrub top, and a black, round-necked short-sleeved t-shirt or long-sleeve shirt may be worn under the scrub top. All-black nurse's shoes or all-black, low-top leather or pleather athletic shoes will be worn. Shoes must have closed toes and heels. Shoes and laces are to be black and clean. Black socks are required. Shoes without heel straps, open-toed shoes, sandals, shoes with holes (e.g. Crocs), canvas or meshed shoes are not acceptable.
- **Community-Based** – All-black scrub pants, a wine scrub jacket, and a wine scrub top or a wine polo shirt with ASU Edson College of Nursing and Health Innovation insignia embroidered on the left chest must be worn. Black leather shoes must be worn (see above). Black socks are required.

Identification

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

Substance-Free Status: University and College Protocols & Procedures Policy

In accordance with a substance-free University, <https://www.asu.edu/aad/manuals/spp/spp317.html>, the following two policies are relevant:

1. Arizona State University Substance Abuse Protocol

- a) The goal and policy of Arizona State University are to provide a drug-free environment for all university students and employees. To achieve this goal and comply with federal law, ASU prohibits the unlawful sale, manufacture, distribution, dispensation, possession, and use of controlled substances on its property or as any part of its activities. (See ACD 122: Drug- Free Campus Environment at <http://www.asu.edu/aad/manuals/acd/acd122.html>)
- b) Every ASU student and employee must abide by the terms of this statement; abide by applicable policies of the Arizona Board of Regents and Arizona State University; and abide by local, state, and federal laws regarding the unlawful possession or distribution of illicit substances and alcohol.

2. Edson College of Nursing and Health Innovation Substance Abuse Protocol and Procedure (See Appendix B)

- a) Students in the Edson College are subject to all applicable substance and alcohol policies set forth by the Federal Government, State of Arizona, Board of Regents, Arizona State University, and the Edson College of Nursing and Health Innovation. Students are subject to the substance policies of the clinical agencies to which they are assigned for clinical placement.
- b) To maintain a substance-free environment for patients, families, agency staff, and ASU, the Edson College conducts two types of substance screens:
 - a. **Pre-Advancement Substance Screen**
A substance screen is required of all students before advancement to the Traditional Prelicensure Clinical Nursing Program or Accelerated BSN. Prospective students who refuse to have the substance screen are not considered for advancement. Prospective students with positive substance screen test results will be denied advancement pending medical review.
 - b. **For Cause Substance Screen**
Students in the Traditional Prelicensure Clinical Nursing Program or Accelerated BSN who are suspected of being impaired by a substance are requested to have a “for cause” substance screen.

Unrestricted IVP Fingerprint Card

1. All students enrolled in the Traditional Prelicensure Clinical Nursing Program or Accelerated BSN must obtain an unrestricted IVP Fingerprint Clearance Card issued by the Arizona Department of Public Safety. Students must submit a copy of this card to CastleBranch/Complio. Students will show this card upon request by Edson College or a clinical agency.
 - a) When requesting a fingerprint clearance card, please ask for a "Healthcare Student" card (which encompasses criminal and sex offender checks performed at the federal and state levels). In other words, per the Fingerprint Clearance Card application, students are to indicate that they are Health Sciences Students and Clinical Assistants (ARS 15-1881).
 - b) When completing the DPS Fingerprint Clearance Card application, please be sure to list your Clinical Program Director as the responsible party.
 - c) If you already have an active Fingerprint Clearance Card, your academic sponsor may be added (or deleted) to your existing Fingerprint Clearance Card by contacting The Applicant Clearance Card Team (ACCT) at 602- 223-2279.
2. **All students must report restricted or revoked fingerprint clearance cards to the Prelicensure BSN program office within 3 days of being notified of the change in card status.** Students who are enrolled in the Traditional Prelicensure Clinical Nursing Program or Accelerated BSN and have their fingerprint clearance cards restricted or revoked may be required to meet with the Standards Committee/Petitions Subcommittee for review of their continuing eligibility to remain in the clinical nursing program.

Reporting Misdemeanor or Felony Charges

All students enrolled in the Traditional Prelicensure Clinical Nursing Program or Accelerated BSN must report misdemeanor and felony charges within 72 hours to the Prelicensure BSN program office.

Ethical Behavior

The Edson College of Nursing and Health Innovation supports high ethical standards.

Ethical Documents

These expected standards are evident in the following four documents:

1. **Arizona State University Student Code of Conduct**

Guidelines for acceptable student behavior at ASU are identified in the Student Code of Conduct. This document, which contains the Student's Bill of Rights, can be accessed on the web at: <https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>

2. **American Nurses Association (ANA) Code of Ethics for Nurses**

To maintain academic and professional standards, the Edson College of Nursing and Health Innovation faculty subscribes to the ANA Code of Ethics for Nurses (2016). Students are expected to learn and perform in accordance with this code. The Code is available in required course textbooks and can be purchased through the American Nurses' Association on the web at: <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

3. **Safe Practice in Clinical/Laboratory Settings Policy (See Appendix C)**

The student in the Edson College is expected to demonstrate safe professional behavior, which includes promoting the actual or potential well-being of clients, healthcare workers, and self in biological, psychological, sociological, and cultural realms and demonstrating accountability in preparation, provision, and documentation of nursing care.

The purpose of setting safe performance clinical standards is to:

- Identify expectations of Edson College.
- To comply with licensure regulations and agency agreements.
- To identify and help students who need assistance and support to succeed in the nursing program.

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

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

4. **Academic Integrity Policy**

The students and faculty in the Edson College abide by the Arizona State University Student Academic Integrity Policy. See:

<https://provost.asu.edu/academic-integrity>

This Policy sets forth the ASU Student Academic Integrity Policy and appeal procedures. These procedures are designed to encourage a fair and appropriate process for student and faculty to resolve allegations of academic dishonesty. They may be modified in individual cases, so long as the student is provided notice and an opportunity to respond to allegations of academic dishonesty.

A student in the Traditional Prelicensure Clinical Nursing Program, Accelerated BSN, RN to BSN program, or the Concurrent Enrollment Program may observe behaviors in others that are considered breaches of academic and/or professional integrity. In the Edson College, a student has the responsibility to report any questionable activity seen in the classroom, online or in the clinical setting. Personal responsibility signals the beginning of the development of professionalism.

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

Student Integrity Pledge

Signing the Student Integrity Pledge reflects evidence of commitment to these standards. Students sign the Pledge at the beginning of the Traditional Prelicensure Clinical Nursing Program or Accelerated BSN.

Professional Standards of Conduct

In addition to academic requirements, students must conduct themselves according to the “Satisfactory Professional Conduct” level of the *Professional Standards of Conduct* rubric (Appendix F). Performance at the “Conduct Requiring Improvement” or “Unsatisfactory Professional Conduct” level may lead to an Academic/Professional Improvement Plan. Egregious violations may result in disqualification from the program.

Professional Communication Guidelines

Email Etiquette for Students:

https://tutoring.asu.edu/sites/default/files/email_etiquette_v2.pdf

Gift-Giving Guidelines

To address concerns related to gift giving, Edson College developed the following guidelines.

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

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

Incident Reporting

Any injury or unusual occurrence in the lab or clinical setting should be reported to the Faculty of Record (assigned faculty member in clinical courses) immediately. See the Incident Reporting Protocol and Procedure (<https://nursingandhealth.asu.edu/students/policies-handbook>) and report form for more information. Students may receive the report form from their faculty. In the clinical setting, the student also will complete the clinical agency’s incident report.

Adherence to Clinical Agency Requirements

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

Self-Responsibility

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

1. *Transportation*

Students are responsible for providing their own transportation to classes, clinical locations, and experiential/simulation. Public transportation and utilization of the ASU intercampus shuttles may not be possible due to the start and end times of required experiences.

2. *Use of Personal Electronic Recording/Transmitting Devices*

- a) Students have a legal and ethical obligation to maintain client privacy and confidentiality. Any information or image that is reasonably anticipated to violate a client's privacy or embarrass a client cannot be transmitted via an electronic device.
- b) Students must be aware of and comply with agency policies regarding the use of electronic recording/transmitting devices in the workplace. Students may use electronic devices for clinical-related communications and resource purposes only during clinical rotations in areas allowed by the agencies.
- c) Personal Electronic Recording/Transmitting devices may not be used for the following purposes:
 - To record information from a client's chart.
 - To take a picture of anything in the clinical setting without permission from faculty.

Standard Student Signature

Students are required to use the following nomenclature when signing their names on entries made in clinical/medical records. Students, enrolled in the Clinical Nursing programs, are to sign clinical/medical records in the following manner:

First Name Last Name, SN, ASU	e.g. Sally Jones, SN, ASU
First Name Last Name, RN/SN, ASU	e.g. Sally Jones, RN/SN, ASU

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

General Description of Required Nursing Practice for Students

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

Nursing student responsibilities include:

- client assessment and evaluation of physical, psychosocial, cognitive, and spiritual needs of the client and family
- planning client care
- performing nursing interventions
- reviewing clinical chart and diagnostic and laboratory tests
- developing individualized nursing plans
- implementing provider orders

Students must demonstrate competency in written, verbal, and computerized communication with faculty, peers, and other healthcare professionals. Students are required to accept professional supervision from faculty and designated staff to effectively integrate all feedback into practice. Nursing students are expected to demonstrate the ability to think critically and apply nursing knowledge to clinical situations.

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

Health and Safety Standards

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

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

Health Standard and Immunization Requirements policy:

<https://nursingandhealth.asu.edu/students/policies-handbook>

Statement of Health Clearance

Statement of Health Clearance – (Applies to Prelicensure Nursing Programs)

1. Students accepted to the Prelicensure Nursing Programs in Edson College are required to demonstrate physical and mental health necessary to function effectively as a professional nurse
2. All students enrolled in the Prelicensure Nursing Programs are required to submit a Statement of Health Clearance completed by a licensed healthcare provider, verifying that they can perform the functions of a nursing student within 3 months of enrollment into the upper-division Nursing program

3. Students who have a change in health status (due to illness, surgery, pregnancy, or injury) are required to submit an updated Statement of Health Clearance, prior to returning to the classroom, laboratory, simulation, or clinical practice setting.
4. Students are responsible for the costs of these examinations.
5. Students are required to submit an updated Statement of Health Clearance when they demonstrate behavioral and/or performance changes that may indicate a change in health status
6. An updated Statement of Health Clearance must be submitted to program director prior to returning to any classroom, laboratory, simulation, or clinical practice courses.
7. After a break in continuous enrollment in the Prelicensure Nursing Programs, students are required to submit an updated Statement of Health Clearance prior to enrolling in courses.

Statement of Health Clearance – (Applies to RN to BSN students who have a break in continuous enrollment due to medical withdrawal)

1. Students are required to submit an updated Statement of Health Clearance prior to enrolling in courses, after a break in continuous enrollment.

CastleBranch and Complio

CastleBranch and Complio are vendors that the Edson College of Nursing and Health Innovation uses to track the student compliance with the following requirements:

1. Background Clearance

- a. All students enrolled in the Traditional Prelicensure Clinical Nursing Program or Accelerated BSN must have a background clearance done through CastleBranch or Complio before advancing into the upper-division nursing programs.
 - i. Students will be required to pass an additional background clearance if they have a break in continuous enrollment in the clinical or research program.

2. IVP Fingerprint Card

- a. All students enrolled in the Traditional Prelicensure Clinical Nursing Program or Accelerated BSN must obtain an unrestricted IVP Fingerprint Clearance Card issued by the Arizona Department of Public Safety. Students must submit a copy of this card to CastleBranch or Complio. Students will show this card upon request by Edson College or a clinical agency.

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

- a. Substances screened include:
 - i. Alcohol
 - ii. Amphetamines
 - iii. Barbiturates
 - iv. Benzodiazepines
 - v. Buprenorphine &/ or metabolite
 - vi. Butorphanol
 - vii. Cocaine metabolites
 - viii. Creatinine
 - ix. Dextromethorphan

- x. Fentanyl
 - xi. Ketamine
 - xii. Ketamine metabolites
 - xiii. Marijuana metabolites
 - xiv. Meperidine
 - xv. Meprobamate
 - xvi. Methadone
 - xvii. Methaqualone
 - xviii. Nalbuphine
 - xix. Naltrexone
 - xx. Naltrexone metabolites
 - xxi. Opiates
 - xxii. Oxycodone
 - xxiii. Pentazocine
 - xxiv. pH
 - xxv. Phencyclidine
 - xxvi. Propoxyphene
 - xxvii. Tramadol &/or metabolite
 - xxviii. Zolpidem
- b. Students taking a prescription medication or over-the-counter medication that may result in a positive substance screen are advised to submit a letter on official letterhead, from the healthcare provider who prescribed or recommended the medication that identifies the generic name of the medication and the reason for taking the medication. This information should be submitted to the Student Support Coordinator.
 - c. Students whose drug screen results are positive, and who do not submit data about prescription medications that may result in a positive drug screen will not progress to a clinical program.
 - d. Inconclusive drug test results or drug test results below acceptable levels for creatinine and specific gravity indicate dilution of urine and will require retesting at the student's expense.
 - e. Students whose drug screen results yield two dilute specimens will be subject to evaluation by the Medical Review Officer.
 - f. Evidence of a negative Nicotine screen may be required by some health care agencies to complete clinical experiences.
4. **Statement of Health Insurance - *(Applies to Prelicensure Nursing Programs only)***
- a. Students must have health insurance.
 - b. Students are responsible for all healthcare costs.
 - c. Evidence of health insurance coverage must be submitted to CastleBranch or Complio.
5. **Proof of Immunization/Immunity**
- Proof of Immunization/Immunity apply to all healthcare personnel (HCP) and are consistent with the recommendations published by Centers for Disease Control (CDC) and Prevention Morbidity and Mortality Weekly Report, Advisory Committee on Immunization Practices (ACIP; November 25, 2011) or are required per contractual agreements with clinical healthcare agencies.

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

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

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

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

Noncompliance with Immunization/Immunity and Health Information Requirements

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

Students who do not meet all immunization/immunity and health information requirements by the posted deadline may not be allowed to participate in a clinical program. Students may file a waiver requesting an exemption from an immunization requirement with Edson College. However, the **clinical agencies** will make the final determinations of whether they will accept a student who has not had all the required immunizations.

Immunization and Health Information Requirements

The Edson College requires that students advanced to and enrolled in a clinical program provide evidence to demonstrate compliance with the current immunization protocols as outlined by program and facility requirements.

COVID-19 Vaccine

Students should complete the full series (1-2 doses depending on manufacturer) of the COVID-19 vaccine. While the COVID-19 vaccine is not currently required to be an ASU or Edson College student, some clinical placement agencies will require students to be vaccinated. If you are assigned to a clinical agency that requires the vaccine, you will need to have received all required doses of the vaccine.

Note from the Prelicensure Program Office:

COVID-19 vaccine requirements are changing regularly. Some clinical facilities allow ASU to issue an exemption, other agencies have their own independent exemption process, and some agencies do not provide any exemptions for the COVID-19 vaccine.

If you are not fully vaccinated, you may be in a situation where you are notified that you do not meet agency requirements. ASU cannot approve exceptions to agency requirements. If you are in a situation where you do not meet agency requirements for your assigned agency, you cannot complete coursework in the program and will need to immediately withdraw from courses. (This is an important consideration as some students move to start the program, sign leases, leave employment opportunities, etc.) The notification that you do not meet agency requirements may come at any time, including after you have started coursework in the program.

See Health Standard and Immunization Requirements policy:

<https://nursingandhealth.asu.edu/students/policies-handbook>

6. Cardiopulmonary Resuscitation (CPR) Certification for Prelicensure Traditional and Accelerated Program

- a. Submit documentation of American Heart Association Healthcare Provider course that include CPR and AED. Proof may be a copy of a certificate or card. The documentation MUST include:
 - i. CPR/AED American Heart Association Health Care Provider
 - ii. Date Instruction completed
 - iii. Name of organization providing instruction
 - iv. Evidence of in-person skills verification (online only courses will NOT be accepted)
- b. The renewal date will be set for the last day of the month of the renewal date.
- c. If CPR renewal date occurs within an upcoming term, the student must renew the CPR certification prior to the start of the upcoming term.
 - i. If CPR renewal date falls within January 1 – April 30, students must renew prior to December 20th.
 - ii. If CPR renewal date falls within May 1 – July 30, students must renew prior to April 20th.
 - iii. If CPR renewal date falls within August 1 – December 7, students must renew prior to July 20th.
- d. Students are responsible for ensuring that documentation of meeting this requirement is on file with CastleBranch (or Complio) and MyClinicalExchange.
- e. Students are responsible for all expenses incurred in obtaining CPR certification.

MyClinicalExchange (MCE)

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

1. Required Submissions for All Clinical Agencies

- a. Level One Fingerprint Card without Restrictions Documentation
- b. Negative Substance Screen Documentation

- c. Immunization/Immunity Documentation per Agency Requirement
 - d. CPR/AED American Heart Association Health Care Provider Certificate or Card
- 2. Agency-Specific Background Clearances**
- a. Many of our participating clinical agencies request that students complete their agency-specific background clearance **before** being allowed on their premises. If an agency requires this additional background clearance, documentation of passing this agency-specific background clearance will be requested through MyClinicalExchange. Students are asked to submit the information for these clearances immediately to allow time for processing these clearances prior to the first day of clinical experiences.

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

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

Latex Sensitivity and/or Allergy

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

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

Infection Control Protocols & Procedures

Students are to maintain compliance with Occupational Safety and Health Administration (OSHA) standards in the prevention of the spread of infections. The purpose of maintaining

these standards is to protect students, patients, families, staff, and others from the spread of infection. The following Edson College protocol serves as guideline:

1. Bloodborne Pathogens Protocols and Procedures (See Appendix E)

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

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

VI. Appendices

Appendix A: One Time Determent of Advancement to the Upper-Division Prelicensure Nursing Programs

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

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

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

A student's status prior to advancement will be taken into consideration (direct admit or competitive applicant).

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

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

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

Deferment policy approved by Edson College of Nursing and Health Innovation Standards Committee (02/22/2016)

Appendix B: Substance Abuse Protocol and Procedures

Preadmission Drug/ Alcohol Screening

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

Prospective students who refuse to have the drug/alcohol screen will not be considered for admission to an Edson College program.

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 Edson College the prescribed drug(s) and whether the drug needs to be taken prior to the drug/ alcohol screen.
- 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.

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 Edson College of Nursing and Health Innovation.

Positive drug/alcohol test results of applicants, who previously arranged to have data submitted about prescription drugs, will be evaluated by 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 Edson College of Nursing and Health Innovation will be denied.

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.

Prospective students with inconclusive drug/alcohol test results who refuse to be retested will be denied admission to the Edson College of Nursing and Health Innovation.

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.

Prospective students whose repeat test results are inconclusive will be denied admission.

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

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.

Suspicion of Substance abuse (Faculty Member Responsibilities):

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:

- Immediately consult with another faculty member or faculty designee for verification of suspicions.
- Conduct the verification in a confidential and respectful manner.

Upon verification by the second person:

- Immediately inform the student as to why actions are being taken to relieve the student of her/his duties.
- Ask the student if she/he will consent to undergo a drug/alcohol screening test.
- Remove the student from the immediate educational setting and have either the faculty member or designee remain with the student until transport.
- Make arrangements to transport the student for a “for cause” drug/alcohol screening test or to the student’s home.

Student Agreement to Drug/Alcohol Testing and Transport:

The student will be asked to agree to drug/alcohol testing and the faculty member will then contact the contracted transportation organization, who will transport the student to a designated drug screening center.

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.

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:

The student will be immediately removed from the clinical or educational setting but will remain in visual contact with the faculty member or designee.

The student exhibiting behaviors indicative of possible impairment will be offered safe transportation home by a transportation organization. If the student refuses transportation, 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.

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 conditions provided.

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.

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.

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.

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.

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

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.

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

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

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.

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.

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.

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

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 conditions set forth before readmission to the College of Nursing & Health Innovation is considered.

Confidentiality All incidents involving actual or suspected substance abuse in the clinical/educational setting will be handled as confidentially as possible.

Appendix C: Safe Practice in Clinical/Laboratory Settings

PROTOCOL

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

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

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

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 Edson College ; and the rules and regulations of the healthcare agency where they are assigned for clinical learning experiences. Students also are required to obey all applicable laws.
 - a. Examples of unsafe practice include, but are not limited to, the following:
 - i. fails to notify the agency and/or instructor of clinical absence
 - ii. fails to follow the Edson College and/or agency policies and procedures
 - iii. reports for or demonstrates impairment during clinical practicum under the influence of a substance
2. **Ethical:** The student performs according to the guidelines of the ANA Code of Ethics for Nurses, Standards of Practice, and the Arizona State Nurse Practice Act. Students must be able and willing to accept professional supervision from faculty and other supervisors and effectively integrate feedback they perceive.
 - a. Examples of unsafe practice include, but are not limited to, the following:
 - i. fails to consult with instructor prior to refusing assignment based on medical diagnosis, race, culture, religious preference, gender, sexual orientation, national origin, age, handicapping condition or any other protected status category of the client.
 - ii. denies, covers-up, or does not report own errors in clinical practice.
 - iii. ignores and fails to report unethical behavior of other healthcare persons that affects client welfare in the clinical setting.
3. **Biological, Psychological, Social, and Cultural Realms:** The student's performance recognizes and seeks to meet the needs of the client from a biological, psychological, sociological, and cultural standpoint at the level of the nursing course objectives.
 - a. Examples of unsafe practice include, but are not limited to, the following
 - i. displays mental, physical, or emotional behavior(s) which may adversely affect others' wellbeing
 - ii. fails to follow through on suggested referrals or interventions to correct deficit areas that may result in harm to others

- iii. commits acts of omission or commission in the care of clients in hazardous positions, conditions, or circumstances; mental or emotional abuse; and medication errors
 - iv. interacts inappropriately with agency staff, coworkers, peers, patients/clients, families, and faculty that results in miscommunication, disruption of client care, and/or unit functioning
 - v. lacks physical coordination essential for carrying out nursing procedures
 - vi. lacks information-processing ability necessary for making appropriate clinical judgments or decisions
4. **Accountability:** The student's performance demonstrates consistency in responsible preparation, documentation, and promotion for the healthcare of clients, according to course objectives.
- a. Examples of unsafe practice include, but are not limited to, the following
 - i. fails to provide inclusive written communication on appropriate documents or verbal communication to faculty and/or appropriate agency personnel
 - ii. fails to record accurately essential client behaviors
 - iii. fails to report incompetent, unethical, or illegal practice of any person
 - iv. attempts activities without adequate orientation, theoretical preparation, or appropriate assistance
 - v. fails to maintain honesty in clinical practice and/or written work
 - vi. is habitually tardy to clinical practicum
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.
- a. Examples of unsafe practice include, but are not limited to, the following
 - i. fails to maintain confidentiality of interactions
 - ii. fails to maintain confidentiality of records
 - iii. exhibits dishonesty in relationships with peers, faculty, clients/patients, and/or agency personnel
 - iv. fails to recognize and promote every patient's rights

IMPLEMENTATION OF PROCEDURE

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

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

- a. a conference between the student and clinical instructor
- b. discussion of appropriate action by student
- c. written agreement between faculty member and student for behavioral remediation

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

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

Appendix D: Students' Practicing Specific Skills on Other Students

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

The college assumes no liability for students practicing skills unsupervised out of the laboratory setting. Prior to performing above invasive skills, students receive the following specific theoretical information:

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

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.

Appendix E: Skills Practice Bags

Students entering a prelicensure clinical nursing program will purchase a skills practice bag. Students are to use the contents in the skills practice bags throughout the clinical nursing major.

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

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

No invasive procedures shall be done at any time with the contents of the bag.

Appendix F: Professional Standards of Conduct

Professional Standard of Conduct	Satisfactory Professional Conduct	Conduct Requiring Improvement	Unsatisfactory Professional Conduct
Program Responsibilities	Acquires knowledge of and adheres to the rules, policies, and/or procedures established by ASU, Edson College , and the BSN Program. Addresses responsibilities promptly, accurately, and completely.	Requires frequent reminding of the rules, policies, and/or procedures established by ASU, Edson College , and the BSN Program. 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 BSN 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.

<p>Relationships with Others</p>	<p>Establishes and maintains mature, responsible relationships. Acts collaboratively with peers, staff, faculty and professionals relevant to the program of study.</p>	<p>Demonstrates difficulty in maintaining collegial relationships or acting collaboratively.</p>	<p>Exhibits negative, divisive, or self-serving behaviors. Consistently fails to cooperate or collaborate with peers, staff or faculty or professionals relevant to the program of study.</p>
<p>Professional Comportment</p>	<p>Seeks feedback and responds to constructive criticism with behavior change. Exercises sound judgment. Functions effectively in stressful situations. Adapts to changing academic, professional, or community environments. Demonstrates compassion, integrity, honesty, and tolerance. Demonstrates ethical scientific and scholarly conduct.</p>	<p>Demonstrates difficulty in responding to constructive feedback with behavior change. Requires supervision to ensure sound judgment. Requires strong support in stressful situations. Demonstrates difficulty in adapting to changing environments. Inconsistently demonstrates compassion, integrity, honesty, and tolerance. 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. Consistently fails to exercise sound judgment. Consistently fails to function effectively in stressful situations. Consistently fails to adapt to changing academic, professional, or community environments. Consistently fails to demonstrate compassion, integrity, honesty, and tolerance. Consistently fails to demonstrate ethical scientific</p>

Appendix G: Bloodborne Pathogens

PROTOCOL

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

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

OSHA's Definition of Determinants of Exposure:

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

PROCEDURE

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

1. The student shall report the injury/exposure immediately to the clinical instructor or supervisor on the unit, so that an incident report can be initiated. Chances of contracting human immunodeficiency virus (HIV) from exposure are reduced by 80% if medications are started within 2 hours of exposure.
2. The student will go to the agency employee health department or other designated person or department which will:
 - a. Investigate and document the circumstances surrounding the exposure incident.

- b. Arrange for testing the source patient after written informed consent is obtained for hepatitis B virus (HBV) and HIV.
 - i. Consent shall be obtained by the patient's attending physician or designee. If consent is not obtained, the agency shall establish that the legally required consent that cannot be obtained.
 - c. Provide the student the results of the source patient's testing, along with the laws and regulations concerning the disclosure of the patient's identity and infectious status.
- 3. If the event requires immediate treatment, the student will be referred for emergency care prior to going to the agency employee health department. The student is responsible for all expenses incurred.
- 4. The student shall be referred to the Arizona State University Student Health Services Center for OSHA designated post-exposure follow-up. The student may use another healthcare provider who follows current OSHA guidelines for post-exposure follow-up. If student chooses not to use Student Health, then the following is the student's responsibility.
 - a. If student uses another healthcare provider, the following information must be evaluated on initial visit:
 - i. current health status
 - ii. need for tetanus vaccine
 - iii. Hepatitis B Immune status
 - iv. need for HIV testing
 - b. Required follow-up care for:
 - i. Three-month visit
 - a. repeat HIV testing
 - b. evaluate health status
 - c. refer to private medical care if conversion occurs
 - ii. Six-month visit
 - a. follow Steps 1 through 3 of three-month visit
 - b. Twelve-month visit
 - c. follow Steps 1 through 3 of three-month visit
 - d. end follow-up if no conversion

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