The Nursing Student Handbook is intended to elaborate on the EAC Catalog. The Nursing Program reserves the right to make changes to the Handbook when deemed appropriate.
# Table of Contents

NURSING PROGRAM ................................................................................................................. 4

- Vision ........................................................................................................................................ 4
- Mission ....................................................................................................................................... 4
- Philosophy ................................................................................................................................. 4
- Conceptual Framework ............................................................................................................ 4
- Goals ......................................................................................................................................... 6

PROGRAM OF LEARNING ........................................................................................................ 7

- Program Description ................................................................................................................ 7
- Program Requirements ............................................................................................................. 7
- Application Requirements ........................................................................................................ 7
- Admission Requirements ......................................................................................................... 8
- Transfers and Advanced Placement ......................................................................................... 8
- Course Sequence ..................................................................................................................... 9
- Progression/Retention in the Program ...................................................................................... 9
- Readmission Guidelines .......................................................................................................... 9
- Reasons for Dismissal from the Program ................................................................................. 10
- Degree Requirements ............................................................................................................ 10
- Occupational Information ....................................................................................................... 10
- Program Outcome Goals ......................................................................................................... 11
- Student Input and Involvement in the Eastern Arizona College Nursing Program: ............ 11
  - Division Meeting ................................................................................................................ 11
  - Nursing Occupational Advisory Committee Meeting .......................................................... 11
  - Nursing Student input into College Activities .................................................................... 12
- Policy Changes ....................................................................................................................... 12
- Student Evaluations of the Program ....................................................................................... 12

COURSE DESCRIPTIONS AND COURSE OBJECTIVES ............................................................................. 13

- NUR 120: NURSING ONE ........................................................................................................ 13
- NUR 130: NURSING TWO ..................................................................................................... 14
- NUR 240: NURSING THREE ................................................................................................. 15
- NUR 250: NURSING FOUR ................................................................................................... 16
- NLN Competencies Linked to EAC Nursing Program Student Learning Outcomes ............ 17
- Attendance Policy – Lecture .................................................................................................. 19
- Attendance Policy – Clinical .................................................................................................. 19
- Classroom Behavior .............................................................................................................. 20
- Grading ..................................................................................................................................... 20
- Testing Procedures ................................................................................................................. 21
- Timing of Tests ....................................................................................................................... 22
- Actions Related to Academic Deficiencies .......................................................................... 23
- Skills Labs, Clinical Simulation, and Clinicals .................................................................... 23
Vision
Eastern Arizona College’s Nursing Program shall be the premier resource for nursing education in eastern Arizona.

Mission
The mission of Eastern Arizona College’s Nursing Program is to provide quality higher education that prepares the graduate for immediate employment as a registered nurse and member of the health care team. The nursing program is accountable to its stakeholders for educational results, fiscal responsibility, and cultural development.

Philosophy
Our definition of nursing is taken from the American Nurses Association (2003):

“Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.”

We believe an academic foundation is an essential part of the practice discipline of professional nursing. Nursing involves the application of multiple skills, principles, and concepts. The knowledge of appropriate caring behaviors, clinical competency, and nursing identity enables the graduate to function effectively in the professional nursing role. Critical thinking is necessary to provide care and health teaching in response to clients’ needs and promotes optimal health and coping during illness. Nursing is an honorable profession which holds a high standard of practice with continued personal and professional growth. Integrity is an essential concept of nursing that begins with the student.

We believe that the open academic environment of the college cultivates free exchange of ideas and empowers students to obtain a broad range of knowledge and skills. The associate degree provides a foundation of quality education that encourages students to continue life-long learning. Continued growth is essential for graduate nurses to keep current with technological advances and changing trends in healthcare. The nursing program fosters a learning environment with an emphasis on caring, clinical competency and nursing identity.

Conceptual Framework
A conceptual framework provides the organizing structure for implementation of learning activities. Themes of caring, clinical competency, and nursing identity are essential components reflective and fundamental to the nursing program at Eastern Arizona College. The curriculum is based on these themes which are integrated into the program. Central concepts instituted in our conceptual framework include caring, clinical competency, and nursing identity.
Caring is an essential component of nursing practice. Caring is exhibited by utilizing nursing knowledge of holism, cultural diversity, therapeutic communication, spirituality, health promotion and psychosocial needs. Graduates of the program will integrate caring behaviors in the professional nursing setting.

Clinical competency is necessary to provide safe care to clients and their families. Clinical competency is demonstrated through utilization of nursing process, evidence-based practice and utilizing technical skills for provision of safe and effective care. Graduates of the program will integrate principles of clinical competency in the professional nursing setting.

Acquiring a nursing identity is accomplished through transition from student to professional nurse. The ability to exercise professional judgment is illustrated by independent decision making based on nursing knowledge. Nursing identity is obtained through socialization into the profession, integrity, accountability/safety and collaboration. Graduates of the program will integrate components of nursing identity in the professional nursing setting.

The Nursing Program intentionally uses the roles of “coach”, “preceptor” and “mentor” within the Program. Each is a distinct role with individual responsibilities and expectations. Below is a pictorial diagram designed by the Program to depict these roles:
Goals
Upon completion of the Associate of Applied Science in Nursing Degree the graduate will function in the registered nurse role displaying characteristics of the nursing program themes and sub-themes as described in the following table:

<table>
<thead>
<tr>
<th>Theme: Caring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal:</td>
</tr>
<tr>
<td>Caring is exhibited by utilizing nursing knowledge of holism, cultural diversity, therapeutic communication, spirituality, health promotion and psychosocial needs in clinical and classroom settings for multiple and complex clients and their families.</td>
</tr>
<tr>
<td>Sub-Themes:</td>
</tr>
<tr>
<td>Holism</td>
</tr>
<tr>
<td>Integrate concepts of holism providing care to multiple and complex clients of all ages and their families.</td>
</tr>
<tr>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>Interpret and integrate nursing care specific to culturally diverse populations of multiple and complex clients and their families.</td>
</tr>
<tr>
<td>Therapeutic Communication</td>
</tr>
<tr>
<td>Evaluate effectiveness of communication techniques when caring for multiple and complex clients of all ages and their families.</td>
</tr>
<tr>
<td>Spirituality</td>
</tr>
<tr>
<td>Evaluate and support spirituality when caring for multiple and complex clients of all ages and their families.</td>
</tr>
<tr>
<td>Health Promotion</td>
</tr>
<tr>
<td>Synthesize health promotion practices to reinforce and integrate health practices when caring for multiple and complex clients of all ages and their families.</td>
</tr>
<tr>
<td>Psychosocial</td>
</tr>
<tr>
<td>Assist clients with meeting psychosocial needs while caring for multiple and complex clients of all ages and their families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme: Clinical Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal:</td>
</tr>
<tr>
<td>Clinical competency is demonstrated through utilization of nursing process, evidence-based practice and utilizing technical skills for provision of safe and effective care of multiple and complex clients in the professional setting.</td>
</tr>
<tr>
<td>Sub-Themes:</td>
</tr>
<tr>
<td>Nursing Process</td>
</tr>
<tr>
<td>Incorporate components of the nursing process and correlate how they are used to plan and evaluate nursing care for multiple and complex clients of all ages.</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
</tr>
<tr>
<td>Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families.</td>
</tr>
<tr>
<td>Technical Skills</td>
</tr>
<tr>
<td>Incorporate high level complex and technical skills to caring for multiple and complicated clients and their families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme: Nursing Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal:</td>
</tr>
<tr>
<td>Nursing identity is obtained through socialization into the profession, integrity, accountability/safety and collaboration in caring for multiple complex clients in the professional setting.</td>
</tr>
<tr>
<td>Sub-Themes:</td>
</tr>
<tr>
<td>Socialization into the profession</td>
</tr>
<tr>
<td>Implement a plan for lifelong personal development and professional growth.</td>
</tr>
<tr>
<td>Integrity</td>
</tr>
<tr>
<td>Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse.</td>
</tr>
<tr>
<td>Accountability/Safety</td>
</tr>
<tr>
<td>Integrate and refine individual accountability in caring for multiple and complex clients of all ages and their families in the role of the registered nurse.</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care for multiple and complex clients of all ages and their families.</td>
</tr>
</tbody>
</table>
PROGRAM OF LEARNING
Associate of Applied Science in Nursing Degree (AAS Nursing 20702)

Program Description
This Arizona Board of Nursing approved program is designed to prepare the student for beginning employment as a staff nurse providing direct care to patients. Upon successful completion of the program, an Associate of Applied Science (AAS) degree in Nursing is awarded and the graduate is eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Classes are offered in Thatcher and through a partnership with Gila County Community College in Globe and Payson. The program permits students to enter or exit the program based on student needs, space availability, and time limitations. Entry into the nursing program requires formal admission. Admission procedures can be obtained from the Nursing Department, (928) 428-8396.

Program Requirements
Students intending to pursue nursing should expect to spend a minimum of 45 hours per week for each nursing course, to include skills labs, clinicals, and study. If additional pre- or co-requisite classes are needed, additional time will be required for successful completion. Students may participate in class activities via interactive television (ITV). Clinical experiences consist of 8 to 12 hour day, evening, or weekend assignments which may include several out-of-town rotations per semester. (Students are responsible for their own transportation and travel expenses.) All nursing courses must be passed with a “B” or better and all pre and co-requisites must be passed with the minimum of a “C” for students to remain in the program. It is therefore important that additional activities and employment be limited.

During clinical experiences nursing students must be able to perform a number of physical activities. At a minimum, students will be required to lift patients (50 pounds), stand for several hours at a time, perform bending activities, hear heart and breath sounds, and identify different skin tones (pale, ashen, cyanotic). The clinical nursing experience may also place students under mental and emotional stress as they undertake responsibilities and duties impacting clients’ lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should therefore give careful consideration to the mental and physical demands of the program prior to making application.

Application Requirements
- Completed Nursing Program Application for Admission.
- EAC Reading Competency Test (Accuplacer score) of 81 or greater.
- Passing TEAS Assessment Nursing Entrance Exam with a minimum composite score showing proficient or above average for the composite score. For information about testing dates and times call 928-428-8396 for the Thatcher campus, 928-425-8481 for Globe and Payson campuses. Study guides are available in the EAC Bookstore, online, or at the Nursing Education Center.
- Background check processed through Corporate Screening - www.VerifyStudents.com
- Applicants working in healthcare, desiring credit toward admission, may provide a letter from their employer indicating position held, work quality, responsibility, and duration of employment at that healthcare facility.
Admission Requirements

Documentation of admission requirements are due at the Thatcher Nursing Office no later than 2 business days prior to the start of the semester or the applicant’s admission slot is forfeited.

- Meet admission requirements to Eastern Arizona College
- Current American Heart Association CPR Basic Life Support (BLS) card
- Current Arizona Licensed Nursing Assistant number in good standing
- Meet the minimum math requirements set forth by the Nursing Program by demonstrating competency through testing or course completion (HCE 116) in addition to math requirements outlined below
- Complete Immunization Record, urine drug screen and nursing physical form through Corporate Screening www.VerifyStudents.com
- Transcript verification of the following prerequisites with grades of “C” or better:
  - CHM 130 or higher (CHM 138 Preferred)
  - MAT 100 Applied Mathematics or math placement score into MAT154.
  - PSY 101 Introduction to Psychology
  - BIO 201 Anatomy & Physiology I

NOTE: (Pursuant to A.R.S. § 32-1606(B)(16), an applicant for professional or practical nurse license by examination is not eligible for licensure if the applicant has one or more felony convictions and who has not received an absolute discharge from the sentences for all felony convictions three or more years before the date of filing an application. If the applicant cannot prove that the absolute discharge date is three or more years before the date of filing the application, the Board of Nursing cannot process the application.) ARS§ 32-1663 Section A “the Board may DENY any license applied for under this chapter if the applicant commits an act of unprofessional conduct.”

Transfers and Advanced Placement

Students requesting transfer from another nursing program or advanced placement will be considered as space is available. Applicants must pass skills evaluation for the specific level of admission. In addition to the skills evaluation, advanced placement students must pass a standardized exam covering course content of the previous semester to which they are applying with a score of 80% or above. Test dates for the exam and skill evaluation will be announced after application due dates.

LPNs seeking advanced placement are eligible to apply for NUR 130. Applicants must meet the following prerequisite requirements: BIO 201, BIO 202, ENG 101, NUR 219 and provide a letter of reference from their former nursing program or a work history statement reflecting the last five years of employment. Advanced placement applicants who have not been actively employed in health care or attended a nursing school within the last five years will not be considered for advanced placement admission.
Course Sequence

Uncompleted co-requisites and nursing courses should progress as follows:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NUR 120 Nursing One</td>
<td>9</td>
</tr>
<tr>
<td>*BIO 202 Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>*NUR 219 Pharmacology for Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NUR 130 Nursing Two</td>
<td>9</td>
</tr>
<tr>
<td>ENG 101 Written Communications I</td>
<td>3</td>
</tr>
<tr>
<td>*HCE 240 Human Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NUR 240 Nursing Three</td>
<td>9</td>
</tr>
<tr>
<td>HCE 241 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 Written Communications II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NUR 250 Nursing Four</td>
<td>10</td>
</tr>
<tr>
<td>BIO 205 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

Progression/Retention in the Program

Students will advance to the next semester of the nursing program if all nursing and co-requisite courses are successfully completed (indicated with * above). General study courses may be taken at any time but must be completed prior to taking the PN or RN NCLEX. All nursing courses must be passed with a ‘B’ or better and all co-requisite and general study courses must be passed with a ‘C’ or better.

Theory and clinical components are interdependent. If a student fails to meet the requirements in either, both theory and clinical components must be repeated.

Readmission Guidelines

Students requesting readmission that have clinically or academically failed, withdrawn from nursing courses or “dropped out” of the nursing program must submit a letter of intent to the Nursing Program. In cases of withdrawal for academic or clinical issues the letter must include a student self-evaluation in areas of weakness and a plan for improvement. If the student desires readmission the following semester, the letter must be submitted within five (5) calendar days of the withdrawal or failure. Students will also be required to present their plan of success to faculty. If there has been a break of a semester or longer, the applicant must pass a skills evaluation for the specific level of admission and a standardized exam containing the content of the previous semester to which they are applying with a score of 80% or above. Students are required to pass
the comprehensive exam in addition to an appropriate level skills test to determine competency. No remediation or retakes are permitted.

Students will be allowed to repeat a total of two blocks during the Program. This policy includes those who have fallen below a “B” in any nursing course, have failed a skills or clinical component of the course or who have withdrawn for any reason during the semester. If the student fails to pass the didactic or clinical component of the course or withdraws for any reason in the subsequent semester, the student will NOT be readmitted into the nursing program.

Extraordinary circumstances may be evaluated on an individual basis by the Nursing Faculty Committee.

Students seeking admission from another nursing school must submit an application to the nursing program. This application must be received in the Nursing Office by the scheduled deadline.

**Reasons for Dismissal from the Program**

Factors that may prevent the student from readmission/advanced placement include, but are not limited to:

a. lack of space in clinical rotations and/or lack of classroom space,

b. failure to pass the written exam (if advanced placement or extended time out)

c. failure to show competency in an appropriate level skills test (if advanced placement or extended time out),

d. failure to demonstrate satisfactory remediation of non-academic concerns including but not limited to felony convictions, positive drug screens, dismissal from the program for unacceptable behaviors in clinical, etc.

**Readmission may be denied to any student who has exhibited physically or verbally abusive behavior or who has otherwise exhibited unprofessional or unsafe conduct.**

**Degree Requirements**

A total of 72 credits are required for the Associate of Applied Science degree in Nursing. The program does not require completion in a two-year span; however, all credits must be completed to apply for graduation. General education courses may be taken concurrently with the specified semester nursing courses or prior to admittance into the nursing program. Nursing courses must be taken in sequence. A grade of “B” or better in nursing and “C” or better in general education courses are required.

**Occupational Information**

Students are eligible to apply for licensure as a Registered Nurse (RN) upon successful completion of the AAS Nursing Degree. The RN is educated as a generalist who has competencies to provide nursing services to clients in various health care settings.
Students are eligible to apply for licensure as a Licensed Practical Nurse (LPN) upon successful completion of BIO 201, BIO 202, NUR 219, ENG 101, ENG 102, HCE 241, NUR 120, NUR 130, NUR 240. The HESI-PN exam is required—with a score of 80% or greater highly recommended.

A student transferring to another institution must be aware that credits earned from Eastern Arizona College are transferable to other colleges and universities at the discretion of the receiving institutions. It is beneficial for students to complete the Associate of Applied Science (AAS) Nursing Degree as most universities will accept this degree. If a student desires to transfer prior to completion of the AAS Nursing degree, courses will be evaluated individually by the accepting institution.

Licensing requirements are the exclusive responsibility of individual state boards of nursing. In Arizona, it is the Arizona State Board of Nursing (AZBN) (Nurse Practice Act Sections 32-1632, et. seq.). Licensing fees and requirements are determined by and are the sole responsibility of the individual boards of nursing. The approximate cost for application, testing, and fingerprinting in Arizona is $556.00. Contact the Arizona Board of Nursing at http://www.azbn.gov or 602-889-5150 for further information.

**Program Outcome Goals**

1. Forty-five percent or more of students will graduate within 100% of the prescribed period. Seventy percent or more of students will graduate within six semesters.

2. The NCLEX-RN pass rate on initial testing will be at a rate above the national average.

3. Ninety percent of licensed graduates, so desiring, will be employed in a registered nurse position within one year of graduation according to returned surveys.

**Student Input and Involvement in the Eastern Arizona College Nursing Program:**

**Division Meeting**

Division Meetings will be held on the fourth Tuesday of each month during the academic year. Students from each nursing course will be invited to attend the division meetings. Students are encouraged to bring concerns and successes from their classmates to discuss at the meeting.

A. Student representatives from each class and campuses as available. On the Thatcher campus, there will also be a representative from the Student Nurses' Association.

Meeting information will be reported to students either during class, or through written communication. Information is also disseminated through the weekly SNA meetings and class representatives.

Student involvement is strongly encouraged.

**Nursing Occupational Advisory Committee Meeting**

The Nursing Occupational Advisory Committee Meeting is a yearly gathering with program stakeholders. This meeting is held every October or November. It shall consist of but not be limited to the following members:
a. One Nursing Service Director from each local clinical facility
b. One Community Representative/School Nurse
c. One Graduate
d. One Science Faculty Member
e. Full-time Nursing Faculty
f. Two Student Representatives
g. Two Consumers (Community Representatives)

The objectives of the Advisory Committee are to:

a. Act as liaison between the program and the community.
b. Provide knowledgeable advice and exchange information about the program.
c. Identify resources for the enhancement of departmental program.
d. Recommend clinical facilities for implementing clinical objectives.
e. Assist with correlation of program activities to promote efficiency and economy in the utilization of community and College resources.
f. Assist with evaluation and modification of the program.

Nursing Student input into College Activities
Student Representatives from the Student Nurses Association are invited to attend weekly Student Council Meetings held every Monday at 5:00 P.M. as part of Associated Students of Eastern Arizona College.

Policy Changes
All policy changes will be communicated with the students within two weeks. Faculty will make announcements to their students, postings may be made through WebStudy, and the Nursing Student Handbook will be updated in a timely manner.

Student Evaluations of the Program
Students will be given the opportunity to evaluate the Program, its courses, instructors (including clinical instructors) and clinical sites anonymously at the end of each semester. This will be done either electronically or with paper evaluations.
COURSE DESCRIPTIONS AND COURSE OBJECTIVES
Each nursing course is related to and derived from the program philosophy and conceptual framework that reflect national and local trends in health care delivery, progressing from simple to complex, and from general to specific. There are four nursing courses in the program of learning:

NUR 120: NURSING ONE

<table>
<thead>
<tr>
<th>Course Description:</th>
<th>This course creates a foundation of nursing practice for each student. Themes for the program include caring, clinical competency and nursing identity. This course teaches fundamental elements of nursing practice. Students will provide basic nursing care to stable and older clients in a variety of settings. Instruction will be offered through multiple methods such as didactic, skills lab, on-line and in the clinical setting. Entry into NUR 120 requires prior admission to the nursing program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objectives:</td>
<td>Upon completion of NUR 120 the student will display characteristics of the themes and subthemes of the nursing program as displayed below:</td>
</tr>
<tr>
<td>Theme: Caring</td>
<td>Course Goal: The student will identify caring behaviors in the areas of holism, cultural diversity, therapeutic communication, spirituality, health promotion and meeting psychosocial needs in clinical and classroom settings for the stable adult client.</td>
</tr>
<tr>
<td>Sub-Themes:</td>
<td>Students in NUR 120 will demonstrate sub-themes by accomplishing the following:</td>
</tr>
<tr>
<td>Holism</td>
<td>Identify principles of holistic care nurses provide to adult clients.</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>State the importance of cultural diversity when caring for the stable adult client.</td>
</tr>
<tr>
<td>Therapeutic Communication</td>
<td>List effective communication techniques when caring for a stable adult client.</td>
</tr>
<tr>
<td>Spirituality</td>
<td>Explain the importance of the spiritual dimension when caring for the adult client.</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>Identify and perform basic health promotion practices when caring for stable adult clients.</td>
</tr>
<tr>
<td>Psychosocial</td>
<td>Cite the principles and identify psychosocial needs in stable adult clients.</td>
</tr>
<tr>
<td>Theme: Clinical Competency</td>
<td>Course Goal: The student will identify principles of clinical competency through the nursing process, evidence-based practice and utilizing technical skills in clinical and classroom settings for the stable adult client.</td>
</tr>
<tr>
<td>Sub-Themes:</td>
<td>Students in NUR 120 will demonstrate sub-themes by accomplishing the following:</td>
</tr>
<tr>
<td>Nursing Process</td>
<td>List five steps of the nursing process and discuss how they are used to plan nursing care for a client.</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>Define evidence-based practice and discuss how it directs nursing care of stable adult clients.</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Perform basic clinical skills to provide care to a stable adult client.</td>
</tr>
<tr>
<td>Theme: Nursing Identity</td>
<td>Course Goal: The student will identify components of nursing identity through socialization into the profession, integrity, accountability/safety and collaboration in clinical and classroom settings in caring for the stable adult client.</td>
</tr>
<tr>
<td>Sub-Themes:</td>
<td>Students in NUR 120 will demonstrate sub-themes by accomplishing the following:</td>
</tr>
<tr>
<td>Socialization into the profession</td>
<td>Summarize the history of nursing and various nursing roles.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Describe the importance of integrity to nursing’s identity.</td>
</tr>
<tr>
<td>Accountability/Safety</td>
<td>Cite components of accountability while caring for the adult client as it applies to the nursing profession.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Identify collaboration principles within the multidisciplinary team.</td>
</tr>
</tbody>
</table>
NUR 130: NURSING TWO

Course Description:
This course allows students to build on the foundation of nursing practice by focusing on nursing care of acutely ill hospitalized patients. Themes for the program include caring, clinical competency and nursing identity. This course teaches medical-surgical nursing. Students will provide nursing care to multiple adult clients in a variety of acute care settings. Instruction will be offered through multiple methods such as didactic, skills lab, on-line and in the clinical setting. Entry into NUR 130 requires successful completion of NUR 120 and NUR 219 with a grade of B or higher.

Course Objectives:
Upon completion of NUR 130 the student will display characteristics of the themes and subthemes of the nursing program as displayed below:

### Theme: **Caring**

**Course Goal:**
The student will demonstrate caring behaviors in the areas of holism, cultural diversity, therapeutic communication, spirituality, health promotion and meeting psychosocial needs in clinical and classroom settings for multiple clients.

**Sub-Themes:**

<table>
<thead>
<tr>
<th><strong>Holism</strong></th>
<th>Students in NUR 130 will demonstrate sub-themes by accomplishing the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Diversity</strong></td>
<td>Demonstrate nursing care specific to culturally diverse populations while caring for multiple clients.</td>
</tr>
<tr>
<td><strong>Therapeutic Communication</strong></td>
<td>Demonstrate effective communication techniques when caring for multiple clients.</td>
</tr>
<tr>
<td><strong>Spirituality</strong></td>
<td>Support spirituality when caring for multiple clients.</td>
</tr>
<tr>
<td><strong>Health Promotion</strong></td>
<td>Teach health promotion practices to reinforce and integrate health practices when caring for multiple clients.</td>
</tr>
<tr>
<td><strong>Psychosocial</strong></td>
<td>Apply principles of and identify psychosocial needs while caring for multiple clients.</td>
</tr>
</tbody>
</table>

### Theme: **Clinical Competency**

**Course Goal:**
The student will demonstrate principles of clinical competency through the nursing process, evidence-based practice and utilizing technical skills in clinical and classroom setting in caring for multiple clients.

**Sub-Themes:**

<table>
<thead>
<tr>
<th><strong>Nursing Process</strong></th>
<th>Students in NUR 130 will demonstrate sub-themes by accomplishing the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence Based Practice</strong></td>
<td>Apply evidence-based practice and demonstrate how it directs nursing care of multiple clients.</td>
</tr>
<tr>
<td><strong>Technical Skills</strong></td>
<td>Demonstrate clinical skills to provide care for multiple clients.</td>
</tr>
</tbody>
</table>

### Theme: **Nursing Identity**

**Course Goal:**
The student will demonstrate components of nursing identity through socialization into the profession, integrity, accountability/safety and collaboration in clinical and classroom settings in caring for the multiple clients.

**Sub-Themes:**

<table>
<thead>
<tr>
<th><strong>Socialization into the profession</strong></th>
<th>Students in NUR 130 will demonstrate sub-themes by accomplishing the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrity</strong></td>
<td>Develop individual integrity and demonstrate principles of ethics in the registered nurse role.</td>
</tr>
<tr>
<td><strong>Accountability/Safety</strong></td>
<td>Apply principles of accountability while caring for multiple clients as it applies to the nursing profession.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Demonstrate collaboration within the multidisciplinary team to deliver safe and competent care to multiple clients.</td>
</tr>
</tbody>
</table>
### NUR 240: NURSING THREE

**Course Description:**
This course allows students to apply nursing judgment and skills focusing on nursing care of maternal child health and pediatric clients and integrating principles of management and leadership. Themes for the program include caring, clinical competency and nursing identity.

Students will provide nursing care to maternal, newborn and pediatric clients. Students will also have the opportunity to utilize leadership and management skills in a variety of settings. Instruction will be offered through multiple methods such as didactic, skills lab, on-line and in the clinical setting. Entry into NUR 240 requires successful completion of NUR 130 with a grade of B or higher.

**Course Objectives:**
Upon completion of NUR 240 the student will display characteristics of the themes and subthemes of the nursing program as displayed below:

#### Theme: Caring

**Course Goal:**
The student will apply caring behaviors in the areas of holism, cultural diversity, therapeutic communication, spirituality, health promotion and meeting psychosocial needs in clinical and classroom settings for maternal child health and pediatric clients.

**Sub-Themes:**
Students in NUR 240 will demonstrate sub-themes by accomplishing the following:

<table>
<thead>
<tr>
<th>Holism</th>
<th>Apply principles of holism when providing care to maternal child health and pediatric clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity</td>
<td>Anticipate and adapt nursing care specific to culturally diverse populations in caring for maternal child health and pediatric clients.</td>
</tr>
<tr>
<td>Therapeutic Communication</td>
<td>Illustrate effective communication techniques when caring for maternal child health and pediatric clients.</td>
</tr>
<tr>
<td>Spirituality</td>
<td>Adapt care and support client’s spiritual needs when caring for maternal child health and pediatric clients.</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>Collaborate with other healthcare professionals to provide health promotion practices to maternal child health and pediatric clients.</td>
</tr>
<tr>
<td>Psychosocial</td>
<td>Adapt principles of psychosocial needs in caring for maternal child health and pediatric clients.</td>
</tr>
</tbody>
</table>

#### Theme: Clinical Competency

**Course Goal:**
The student will apply principles of clinical competency through utilization of nursing process, evidence-based practice and utilizing technical skills in clinical and classroom settings providing care for maternal child health and pediatric clients.

**Sub-Themes:**
Students in NUR 240 will demonstrate sub-themes by accomplishing the following:

<table>
<thead>
<tr>
<th>Nursing Process</th>
<th>Construct concept maps utilizing the nursing process and demonstrate how they are used to plan nursing care for maternal child health and pediatric clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence Based Practice</td>
<td>Illustrate knowledge of evidence-based practice and demonstrate how it directs nursing care of maternal child health and pediatric clients.</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Adapt clinical and technical skills to care for maternal child health and pediatric clients.</td>
</tr>
</tbody>
</table>

#### Theme: Nursing Identity

**Course Goal:**
The student will apply components of nursing identity through socialization into the profession, integrity, accountability/safety and collaboration in clinical and classroom settings in caring for maternal child health and pediatric clients.

**Sub-Themes:**
Students in NUR 240 will demonstrate sub-themes by accomplishing the following:

<table>
<thead>
<tr>
<th>Socialization into the profession</th>
<th>Incorporate principles of personal development and professional growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>Apply ethical principles in caring for maternal child health and pediatric clients.</td>
</tr>
<tr>
<td>Accountability/Safety</td>
<td>Incorporate principles of accountability while caring for maternal child health and pediatric clients in the registered nurse role.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Incorporate collaboration within the multidisciplinary team to deliver safe and competent care to maternal child health and pediatric clients.</td>
</tr>
</tbody>
</table>
NUR 250: NURSING FOUR

Course Description:
This course is designed for students to synthesize nursing concepts and principles from this and previous courses in the provision of care to complex and critically ill clients. Themes for the program include caring, clinical competency and nursing identity. Students will provide nursing care to critically ill clients in critical care, psychiatric and maternal child settings. Instruction will be offered through multiple methods such as didactic, skills lab, on-line and in the clinical setting. Entry into NUR 250 requires successful completion of NUR 240 with a grade of B or higher and HCE 240 with a grade of C or higher.

Course Objectives:
Upon completion of NUR 250 the student will display characteristics of the themes and subthemes of the nursing program as displayed below:

Theme: Caring

Course Goal:
Caring is exhibited by utilizing nursing knowledge of holism, cultural diversity, therapeutic communication, spirituality, health promotion and psychosocial needs in clinical and classroom settings for critically ill clients.

Sub-Themes:

<table>
<thead>
<tr>
<th>Holism</th>
<th>Integrate concepts of holism in providing care to critically ill clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity</td>
<td>Interpret and integrate nursing care specific to culturally diverse populations in caring for critically ill clients and their families.</td>
</tr>
<tr>
<td>Therapeutic Communication</td>
<td>Evaluate effectiveness of communication techniques when caring for critically ill clients and their families.</td>
</tr>
<tr>
<td>Spirituality</td>
<td>Evaluate and support spirituality when caring for multiple and complex clients of all ages and their families.</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>Synthesize health promotion practices to reinforce and integrate health practices when caring for critically ill clients and their families.</td>
</tr>
<tr>
<td>Psychosocial</td>
<td>Assist clients with meeting psychosocial needs while caring for critically ill clients and their families.</td>
</tr>
</tbody>
</table>

Theme: Clinical Competency

Course Goal:
Clinical competency is demonstrated through utilization of nursing process, evidence-based practice and utilizing technical skills for provision of safe and effective care of critically ill clients in the clinical and classroom settings.

Sub-Themes:

<table>
<thead>
<tr>
<th>Nursing Process</th>
<th>Incorporate components of the nursing process and illustrate how they are used to plan and evaluate nursing care for critically ill clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence Based Practice</td>
<td>Incorporate evidence-based practice and demonstrate how it directs nursing care of critically ill clients and their families.</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Use high level complex and technical skills to care for critically ill clients and their families.</td>
</tr>
</tbody>
</table>

Theme: Nursing Identity

Course Goal:
Nursing identity is obtained through socialization into the profession, integrity, accountability/safety and collaboration in caring for critically ill clients in the clinical and classroom settings.

Sub-Themes:

<table>
<thead>
<tr>
<th>Socialization into the profession</th>
<th>Use leadership and management skills to begin to develop personal development and professional growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse.</td>
</tr>
<tr>
<td>Accountability/Safety</td>
<td>Integrate and refine individual accountability while caring for critically ill clients and their families in the role of the registered nurse.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care to critically ill clients.</td>
</tr>
<tr>
<td>NLN Competencies</td>
<td>EAC Nursing Program Student Learning Outcomes</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Upon completion of the Associate Degree Nursing Program, the graduate will:</td>
<td>Upon completion of the Associate Degree Nursing Program, the Eastern Arizona College graduate will:</td>
</tr>
<tr>
<td>1. NLN Human Flourishing Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Outcomes: List #’s SLO 1, 2, 3, 4, 6</td>
<td>1. Integrate concepts of holism providing care to multiple and complex clients of all ages and their families. 2. Interpret and integrate nursing care specific to culturally diverse populations of multiple and complex clients and their families. 3. Evaluate effectiveness of communication techniques when caring for multiple and complex clients of all ages and their families. 4. Evaluate and support spirituality when caring for multiple and complex clients of all ages and their families. 6. Assist clients with meeting psychosocial needs while caring for multiple and complex clients of all ages and their families.</td>
</tr>
<tr>
<td>1A. QSEN: Patient Centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs. Outcomes: List #’s SLO 1, 2, 3, 4, 6</td>
<td>1. Integrate concepts of holism providing care to multiple and complex clients of all ages and their families. 2. Interpret and integrate nursing care specific to culturally diverse populations of multiple and complex clients and their families. 3. Evaluate effectiveness of communication techniques when caring for multiple and complex clients of all ages and their families. 4. Evaluate and support spirituality when caring for multiple and complex clients of all ages and their families. 6. Assist clients with meeting psychosocial needs while caring for multiple and complex clients of all ages and their families.</td>
</tr>
<tr>
<td>2. NLN Nursing Judgment Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. Outcomes: List #’s SLO 5, 6, 7, 8</td>
<td>5. Synthesize health promotion practices to reinforce and integrate health practices when caring for multiple and complex clients of all ages and their families. 6. Assist clients with meeting psychosocial needs while caring for multiple and complex clients of all ages and their families. 7. Incorporate components of the nursing process and correlate how they are used to plan and evaluate nursing care for multiple and complex clients of all ages. 8. Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families</td>
</tr>
<tr>
<td>2A. QSEN: Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Outcomes: List #’s SLO 3, 5, 7, 8, 9, 11, 12, 13</td>
<td>3. Evaluate effectiveness of communication techniques when caring for multiple and complex clients of all ages and their families. 5. Synthesize health promotion practices to reinforce and integrate health practices when caring for multiple and complex clients of all ages and their families. 7. Incorporate components of the nursing process and correlate how they are used to plan and evaluate nursing care for multiple and complex clients of all ages. 8. Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families. 9. Incorporate high-level and technical skills to caring for multiple and complicated clients and their families. 11. Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse. 12. Integrate and refine individual accountability in caring for multiple and complex clients of all ages and their families in the role of the registered nurse.</td>
</tr>
<tr>
<td>2B. QSEN: Informatics</td>
<td>13. Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care for multiple and complex clients of all ages and their families.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.** | 3. Evaluate effectiveness of communication techniques when caring for multiple and complex clients of all ages and their families.  
7. Incorporate components of the nursing process and correlate how they are used to plan and evaluate nursing care for multiple and complex clients of all ages.  
8. Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families.  
9. Incorporate high-level and technical skills to caring for multiple and complicated clients and their families.  
13. Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care for multiple and complex clients of all ages and their families. |
| **Outcomes:** List #’s SLO 3, 7, 8, 9, 13 | **Outcomes:** List #’s SLO 3, 7, 8, 9, 13 |

<table>
<thead>
<tr>
<th>3. NLN Professional Identity</th>
<th>3. Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</th>
</tr>
</thead>
</table>
| **Outcomes:** List #’s SLO 2, 3, 4, 6, 7, 8, 10, 11, 12 | 2. Interpret and integrate nursing care specific to culturally diverse populations of multiple and complex clients and their families.  
3. Evaluate effectiveness of communication techniques when caring for multiple and complex clients of all ages and their families.  
4. Evaluate and support spirituality when caring for multiple and complex clients of all ages and their families.  
6. Assist clients with meeting psychosocial needs while caring for multiple and complex clients of all ages and their families.  
7. Incorporate components of the nursing process and correlate how they are used to plan and evaluate nursing care for multiple and complex clients of all ages.  
8. Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families.  
10. Begin to implement plan for lifelong personal development and professional growth.  
11. Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse.  
12. Integrate and refine individual accountability in caring for multiple and complex clients of all ages and their families in the role of the registered nurse. |
9. Incorporate high-level and technical skills to caring for multiple and complicated clients and their families.  
10. Begin to implement plan for lifelong personal development and professional growth.  
11. Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse.  
12. Integrate and refine individual accountability in caring for multiple and complex clients of all ages and their families in the role of the registered nurse. |
| **Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.** | **Outcomes:** List #’s SLO 8, 9, 10, 11, 12 |

<table>
<thead>
<tr>
<th>4A. QSEN:</th>
<th>7. Incorporate components of the nursing process and correlate how they are used to plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork and Collaboration</strong></td>
<td><strong>Outcomes:</strong> List #’s SLO 3, 7, 8, 12, 13</td>
</tr>
</tbody>
</table>
| The student will function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. | 3. Evaluate effectiveness of communication techniques when caring for multiple and complex clients of all ages and their families.  
7. Incorporate components of the nursing process and correlate how they are used to plan and evaluate nursing care for multiple and complex clients of all ages.  
8. Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families.  
12. Integrate and refine individual accountability in caring for multiple and complex clients of all ages and their families in the role of the registered nurse.  
13. Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care for multiple and complex clients of all ages and their families. |
| **Outcomes:** List #’s SLO 8, 9, 10, 11, 12 | **Outcomes:** List #’s SLO 8, 9, 10, 11, 12 |
| Quality Improvement | and evaluate nursing care for multiple and complex clients of all ages.  
8. Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families.  
9. Incorporate high-level and technical skills to caring for multiple and complicated clients and their families.  
10. Begin to implement plan for lifelong personal development and professional growth.  
11. Demonstrate individual integrity and apply principles of ethics to the role of the registered nurse.  
12. Integrate and refine individual accountability in caring for multiple and complex clients of all ages and their families in the role of the registered nurse.  
13. Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care for multiple and complex clients of all ages and their families.  

| Outcomes: List #’s SLO 7, 8, 9, 10, 12, 13 |  
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|

| 4B. QSEN: Evidence Based Practice | 2. Interpret and integrate nursing care specific to culturally diverse populations of multiple and complex clients and their families.  
4. Evaluate and support spirituality when caring for multiple and complex clients of all ages and their families.  
5. Synthesize health promotion practices to reinforce and integrate health practices when caring for multiple and complex clients of all ages and their families.  
8. Incorporate evidence-based practice and demonstrate how it directs nursing care of multiple and complex clients and their families.  
9. Incorporate high-level and technical skills to caring for multiple and complicated clients and their families.  
13. Evaluate collaborative relationships within the multidisciplinary team to deliver safe and competent care for multiple and complex clients of all ages and their families.  

| Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.  
Outcomes: List #’s SLO 2, 4, 5, 8, 9, 13 |  
|  
|  
|  
|  
|  
|  
|

## Attendance Policy – Lecture

- Attendance will be taken at the beginning of class and after breaks.  
- It is the student’s responsibility to notify the instructor of any tardies or absences from lecture.  
- A student who misses three days of lecture will be placed on a Student Nurse Learning Plan. Failure to meet these goals will result in dismissal from the course.  
- Absence from the didactic portion of the course may affect the grade of the student. Information presented in lecture may be tested on and it is the student’s responsibility to be present to receive that content.

## Attendance Policy – Clinical

*See Clinical Attendance Algorithm*

- Students must arrange changes in scheduling prior to the scheduled clinical day with the course instructor.  
- Students must call the clinical instructor and course instructor if they will be absent PRIOR to the start of clinicals (this is usually the pre-clinical conference). Tardy students will be sent home and the hours must be rescheduled. There is no grace period for tardiness, students will be dismissed from clinical or clinical simulation if even one minute late.  
- If a student is unprepared or obviously ill, the clinical instructor may send that student home. The student will then need to make up those hours.  
- When the student fails to notify the clinical or didactic instructor prior to clinical for an absence it is considered a “no-call/no-show.” Only one no-call/no-show will be allowed during the program. If this occurs, clinical tracking will be initiated and recorded in the
student record and instructor file as well as tracked in the nursing office. Failure to meet the goals specified on the clinical tracking form will result in dismissal from the course.

- Failure to complete required clinical hours will result in failure of the course.

**Classroom Behavior**

- Only one conversation at a time. Do not talk while the instructor or another student is speaking to the class.
- Cell phones not turned to the “silent mode” or texting in class will be considered a class disruption. The following progressive discipline will be followed:
  1. **1st time:** Dismissed from class with instructor visit necessary to return.
  2. **2nd time:** Dismissed with 3 page assigned topic report due at next class. Instructor visit is also required to return.
  3. **3rd time:** Dropped from course.
- Serious disruption may result in immediate student withdrawal from the class.
- The instructor will determine what disruptive behavior is.

**All Objectives and assignments—including skills labs and clinical simulations are required for successful completion of the course.**

**Grading**

1. The course grade is a composite of lecture and lab/clinical components
2. Grading scale:
   - **A** 90 – 100% of total point value
   - **B** 80 – 89.99% of total point value
   - **C** 70 – 99.99% of total point value, but does not meet 80% requirement in pharm/math. **Unacceptable to progress in program.**
   - **C** 70 – 79.99% of total point value. **Unacceptable to progress in program.**
   - **F** 0 – 69.99% of total point value. **Unacceptable to progress in program.**
3. Clinical component is Pass/Fail and if failed student must repeat the course.
4. Evaluation Methods
   - a. Written Examinations
   - b. Assignments, including but not limited to: professional papers, Clinical Reasoning Tools (CRTs), group activities, in-class activities, ITV, and other assignments
   - c. On-line Activities
   - d. Skills testing
   - e. Clinical simulations
   - f. Competency in the clinical areas
   - g. Final examination
5. Students are required to attend hospital clinical experiences and clinical simulation assignments for the lab/clinical component of the grade. If a student receives a failing grade in this component, he/she cannot progress to the next course. If the student is re-admitted to the program, both lecture and lab/clinical components must be repeated.
6. Students must earn 100% on the Competency Math Exam at the start of each block (with the exception of Block 1), within three (3) attempts in order to continue in the block. Please see algorithms in the Handbook.
7. Students must average a minimum of 80% on the pharmacology and math components of each course. Students who fail to meet this requirement by the fourth comprehensive exam should plan and prepare to take a final math or pharmacology exit exam at the end of the semester in which they have one attempt to reach an 80% to advance to the next block. Students repeating the block must still pass the exit exam even if the exam was successfully passed the previous semester. Please see algorithms in the Handbook.

8. Students are required to complete a minimum of ten (10) hours of community service related to health care during the course of each block. Community service hours should be approved by the current instructor. Students are also required to complete four (4) leadership hours as approved by their instructor during each block.

9. ATI proctored exams constitute a final exam for each main nursing course. Scores will be based on the first exam attempt. Retake or alternate versions of the exam may be offered to those students who do not achieve the required competency level. Students are eligible to attain a maximum of ten (10) additional points on the retake exam if the student levels up to the level of competency (level 2) or higher (level 3). This does not apply for NUR 250 (the ATI RN Predictor Exit Exam). Additional ATI Exams might be offered in the semester as “mini” exams and are graded according to course syllabi.

10. In NUR 250 the ATI RN Predictor Exit Exam (ARPEE) I and II will be given during the semester. The ARPEE I will be scheduled about three-quarters through the semester and the ARPEE II will act as the final exam for Nursing Four (NUR 250). The scoring will be based on the first attempt. If a score of 90% or higher is not achieved on the first attempt of this exam there will be an opportunity for remediation built into the course, including an on-campus two-day LIVE Review NCLEX Review course. If the score of “90-95% Predicted Probability of Passing NCLEX” or higher is not achieved on the second attempt, the student will be offered counseling to help them with strategies to pass boards. Students must have 80% in the course to pass all nursing courses. Proof of remediation is required for graduation from the program.

11. Part of the cost of the ATI Program including the ATI RN Predictor Exit Exam is covered by lab fees. Students will have a total of two (2) attempts on the Exit RN exam to achieve a score of 90-95% Predicted Probability of Passing NCLEX or higher. Coaching (Remediation and counseling) is an important part of success, and evidence of advisement and remediation is required between exit exam attempts. Remediation may consist of proof of tutoring, practice exams, DVDs and workbooks, review courses, and other methods of study approved by the instructor. If student is unsuccessful they may repeat NUR 250 if eligible. The student will be notified of scheduled dates and times for the standardized exit exam.

Testing Procedures

To ensure that all students are tested under equally favorable conditions, the following regulations and procedures are observed upon each testing activity:

1. Students must arrive before the examination is to start. Students will not be admitted if late and will receive a zero for the exam unless prior arrangements have been made with the instructor. There may be a penalty if the test is rescheduled.

2. Students should bring several sharpened pencils with erasers. Instructors will not supply pencils.

3. The answer sheet must be completed with name and course information or it will not be graded. All math calculations must be shown for the student to receive credit.
4. No credit is given for incorrect or incomplete marks or answers not put on the answer sheet. A poor erasure on the answer sheet may result in a loss of credit for a correct response.

5. All belongings- including but not limited to: books, papers, reference or study materials, student calculators, cell phones, hats/baseball caps, PDAs, smart devices including watches, food, and drink must be deposited at the front of the room prior to exam. Students found with any of these items during the exam will receive a zero on the exam.

6. Blank paper and calculators will be provided by the instructor and must be returned with the exams and answer sheets at the end of the exam.

7. Students requiring assistance must obtain it from the instructor. There will be no communication between students during an exam. If this occurs both students will receive a zero on the exam and be reported to administration for violation of the Academic Integrity Policy.

8. Students may not leave the evaluation room for any reason before completion of the exam. Once the student leaves, the exam is considered completed and will be graded as such. Students with medical conditions must make prior arrangements with the instructor.

9. Students causing a disturbance of any kind or engaging in misconduct will be dismissed and receive a zero on the exam.

10. Written documentation of accommodation for students with medical conditions or disabilities (including test anxiety) must be on file in the student’s permanent record before testing modifications can be made.

11. Any student who witnesses testing violations is accountable to report such actions to the instructors. The duty to report is a component of professional accountability. This includes breeches in all aspects of academic integrity as well as professional conduct in the clinical setting.

Timing of Tests
Written unit exams will be timed to assist students with time management and to prepare for the standardized computerized exams, which are timed. Guidelines for this are as follows:

**NUR 120**: 1.5 minutes per exam question, 100 question exam = 2 hours, 30 minutes

**NUR 130**: 1 minute per multiple choice question; 2 minutes per select all that apply and math questions.
Example: 20 SATA or alternative format questions, 100 question exam = 2 hours, 20 minutes

**NUR 240**: 1 minute per multiple choice question; 1.5 minutes per select all that apply and math questions.
Example: 20 SATA or alternative format questions, 100 question exam = 2 hours, 10 minutes

**NUR 250**: 1 minute/multiple choice question; 1.5 minutes/select all that apply and math questions.
Example: 20 SATA or alternative format questions, 100 question exam = 2 hours, 10 minutes

The course instructor may allow more time for an individual exam if he or she determines it is necessary dependent on the rigor of the exam.
Matters After Testing
1. Exams will be available for review only after all students have taken the exam.
2. Exam scores will be communicated electronically and discussed with individual students.
3. No score will be changed if errors found in grading are not pointed out at the time the answer sheet is received by the student for review.
4. Students absent at the time of the initial exam may be given a different test of comparable point value. The student must notify the instructor prior to exam time of the intended absence. All make-up examinations will be given on a specified date and time determined by the faculty to be taken within one week. Tests not taken at the same time as the rest of the class will have a 5% reduction of total points possible. Extenuating circumstances will be reviewed by nursing faculty.
5. Students may not retake exams to improve scores.
6. Any exam item or question a student wishes to challenge for credit must be done so within 1 week of the posting of exam grades.

Actions Related to Academic Deficiencies
Students with deficiencies in any area will be notified in writing and started on the Nursing Student Success Plan. A conference will be held with the instructor to identify areas of weakness and develop a plan for improvement. Should improvement not be seen, the student will be placed on academic probation. Quality improvement plans and clinical check-ups will be utilized as needed.

Skills Labs, Clinical Simulation, and Clinicals
General Information
1. The clinical component of each course is Pass/Fail. If a student fails he or she must repeat the course.
2. The didactic and clinical components work together to maximize the learning environment and provide opportunities for application and synthesis of skills and knowledge.
3. Clinical objectives are defined in each course syllabus and are distributed at the beginning of each semester. Clinical evaluation is based upon written behavioral objectives, guidelines and skills testing.
4. Students must be prepared for all clinical experiences (skills labs, clinical simulations, agency experiences, etc.). Lack of preparation for clinical practice may result in the student being dismissed from clinical, placed on clinical tracking, and reschedule the clinical. Repeated behavior may result in probation or possible dismissal.
5. Clinical schedules will be made available to students as soon as possible. Please be aware that they are made to accommodate a required number of clinical hours, the student’s personal convenience cannot always be accommodated, and schedules are subject to change at any time with little notice.
6. Students are responsible for their own transportation to and from clinical facilities. This may involve travel to clinical sites that require overnight accommodations.
7. If a student is obviously ill, the skills lab or clinical instructor may send that student home and arrangements will need to be made with the lead instructor to make up those hours.
   a. Students are responsible for all medical expenses.
8. Students are evaluated by a clinical instructor during clinical experiences.
a. Students may review personal evaluations and will be given written notification of clinical probation whenever performance is unsatisfactory.

Skills Testing
1. Students must prepare for and participate in clinical skills testing to meet the objectives of the course. All students must have clinical skill competency for the individual blocks demonstrated prior to starting clinicals. For NUR 120, there will be three chances to demonstrate clinical competency; for NUR 130 and NUR 240, the skills testing policy and algorithm will be followed.
2. Deadlines for demonstrating competency with skills will be identified each semester. If competency is not demonstrated by the given deadline, the student will be expected to develop a program of remediation with the lead instructor and a second deadline will be provided. In the event of a second failure to demonstrate competency, the student will be dropped from the nursing program.
3. Grading will be as follows:
   Pass skills testing ≥ 80% each station and meets all critical criteria.
ALGORITHMS

Skills Testing

Pass ≥80% each station
Points will remain the same

Failed via critical criteria

Mandatory remediation / retesting for failed station(s)
Clinical tracking instituted—must meet with and account to didactic instructor/lab coordinator and director.
Loss of ½ points earned.

Failed via points < 80% per station

Mandatory remediation / retesting for failed station(s)
Clinical tracking instituted—must meet with and account to didactic instructor/lab coordinator and director.
Loss of ½ points earned.

Retest

Pass

Fail
Fail current nursing course
Math Competency Algorithm

Score of less than 100% on initial Math Competency Exam

Remediation recommended. Documentation from student to didactic instructor. One week to take Quiz #2

Score of less than 100% on second math quiz. Mandatory remediation required. May work in skills labs, ATI modules, CDs, review concepts from HCE 116. Must show proof of methods for remediation prior to retesting. One week to take Quiz #3

Score of less than 100% on third math quiz. Fail course. Continue tracking on master list if repeat or continue in program.

Score of 100% on second math quiz.

Score of 100% on third math quiz.

Must maintain 80% on math on unit exams to Pass Class
Pharmacology and Math Algorithm

Less than 80% average after first exam on pharmacology or math questions.

Score of greater than 80% on subsequent pharm/math questions.

Mandatory remediation required. May work in skills labs, CDs, practice quizzes. Must show proof of methods of remediation.

Score of less than 80% on pharm/math questions

Does not meet score of 80% or higher average on all pharm/math components of course.

Take pharm/math Exit Quiz—Score Greater than 80%

Take pharm/math Exit Quiz—Score less than 80%

Pass Class

Fail course. Continue tracking on master list if repeat or continue in program.
Clinical Simulation Algorithm

Missing critical criteria**
OR Unsatisfactory/Fail
on (1) clinical simulation.

Clinical Tracking Form initiated: Documentation on clinical tracking master sheet-maintained in the didactic instructor’s files and nursing office. Mandatory remediation through skills labs, DVDs, practice quizzes. Must present documentation that remediation has begun prior to returning to clinical setting or next clinical simulation.

Satisfactory rating on future clinical simulation in semester.

Pass course.
Continue tracking on master list.

Individual Exit Clinical Simulation

Failure to show documentation, or repeat critical criteria** violation or unsatisfactory/fail on (2) clinical simulations in semester

Fail course.
Continue tracking on master list if repeat or re-entry into program.

**Critical Criteria
- Hand-washing
- Patient Identification
- Previously learned medication administration error
- Consistent inattention to detail
Clinical Performance Algorithm

Unacceptable performance rating on midterm clinical evaluation OR the clinical instructor and/or faculty can initiate clinical tracking after an unsatisfactory clinical at any time as deemed by the clinical instructor.

Clinical Check Up (CCU) Initiated.

Remediation recommended. Documentation on immunization/clinical tracking master sheet-maintained in the nursing office.

Unacceptable performance/CCU continued on clinical evaluation in same semester

Mandatory remediation documented in skills labs, DVDs, practice quizzes. Must show proof of methods of remediation prior to returning to clinical setting.

Satisfactory rating on future clinical experiences.

Pass course. Continue tracking on master list.

Failure to complete remediation per the clinical tracking document or repeat unsatisfactory during a CCU, or per clinical instructor during clinical, or final evaluation

Fail course. Continue tracking on master list if repeat or re-entry into program.
Clinical/Skills Lab/Clinical Simulation Absence

Clinical/Skills Lab absence not meeting clinical requirements – for any reason
(examples: illness, family emergencies, personal, tardiness, leaving early or lack of preparedness).
Students **MUST** make up clinical hours. Clinical tracking form initiated. If there is an extended illness or death in the family, documentation will be required for absences.

Students may be reassigned to clinicals if available in their class or added to other classes and will be required to pay a $50 fee (or $35/hr) for clinical make up time. Students will pay in fiscal and provide a receipt to the nursing office prior to the next clinical.

Students continue to miss or fail to make up clinical absences (2nd offense). Students must meet with the didactic instructor and nursing director to form a student success plan. **Continue Clinical Tracking Form.**

Students continue to miss or fail to make up clinical absences (3rd offense). Students must meet with the didactic instructor and nursing director to form a student success plan. Continue Clinical Tracking Form. **Fail course.** Continue tracking on master list if repeat or re-entry into program.

**Clinical/Skills Lab/Clinical Simulation Absence**

- **Students who do NOT submit changes in requirements into MyClinicalExchange at least **TWO** weeks prior to their clinical experience.**
- **Pay fee of $100, initiate clinical tracking and submit requirements at least one week prior to clinical experience.**
- **Attend clinicals with clinical partner.**
- **Make up hours and meet scheduled clinical hours.**
- **Pass course.**
- **Do not submit paper work or pay fee within one week prior to clinical experience.**
- **3rd absence or failure to make up hours and DO NOT meet scheduled clinical hours.**
- **Fail course. Continue tracking on master list if repeat or re-entry into program.**
ASU/EAC Concurrent Enrollment Policy

Students enrolled in the ASU/EAC Concurrent Enrollment Program (CEP) will be on probation if they fail one of their EAC Nursing classes. If they get a grade of 65% or lower, they will have to take a leave from the ASU CEP for a 12 month period. If they fail a second semester at EAC, they will have to take a 12 month leave (see algorithm below).

Student enrolled in the ASU/EAC Concurrent Enrollment Program (CEP) receive a grade less than a “B” in their EAC course.

Students with a grade higher than 65% are placed on probation for the concurrent program but may continue in the program.

Students receive a grade of 65% or lower in their EAC nursing course.

Student enrolled in the ASU/EAC Concurrent Enrollment Program (CEP) receive a grade less than a “B” in their second EAC course.

Students receive a grade of 80% or higher in continuing EAC nursing courses.

Students must take a 12 month leave from the CEP program while they are enrolled in EAC nursing courses. Students should seek advisement from ASU and EAC nursing advisors and instructors to determine whether to enroll in summer ASU coursework.

Students continue in the CEP and graduate with their BSN.
Making up Missed Clinicals

1. Clinical make up hours are the student’s responsibility and should be arranged with the lead instructor.
2. Agency clinicals cannot always be rescheduled so alternative solutions may be necessary and are at the discretion of the didactic instructor with input from the clinical instructor.
3. Students may be responsible for clinical instructor reimbursement at $35-40/hour if the $50 make-up clinical is full or not available.
4. Failure to attain the clinical hours scheduled for that semester may result in an incomplete or failure of the course.

Dress Code Requirements/Professional Attire

Nursing students participating in clinicals or obtaining clinical assignments are required to dress in a professional and modest manner. If ever in doubt about what is appropriate, check with the lead or clinical instructor.

1. White, purple, or black pants and purple uniform top with embroidered logo are acceptable and according to the individual facility policies. Purple scrub tops with logo may be purchased from Abacus Embroidery, Inc. Students may also purchase plain purple scrub tops from another manufacturer and then have Abacus apply the logo. Only students who are officially enrolled in the ADN Program at EAC may purchase and wear the scrub tops with embroidered logo. Abacus Embroidery’s telephone number is 928-428-9565.
   a. Uniform clothing must fit properly and be in good condition. Pants must be long enough to touch the lateral malleolus.
   b. Appropriate undergarments must be worn.
   c. White or black solid colored T-shirts in good condition may be worn under scrubs.
   d. A white lab coat may NOT be worn over the uniform by students.
2. Clean white or black shoes. Laces must be clean and neat. Socks or hose to match shoes are acceptable.
3. EAC Nursing name-tag securely fastened and visible to read. NUR120 students will be given the opportunity to have their picture taken and receive name tags during a regularly scheduled skills lab or lecture towards the beginning of the semester. Students will be responsible for replacing lost or damaged name tags. There may be an additional charge for this. Some clinical partners require an additional name-tag for that facility.
4. A watch with second hand, bandage scissors, a good quality stethoscope, penlight, and black and red ballpoint pens.
5. Hair is to be clean, off the collar and controlled at all times. Beards and mustaches must be short and neatly trimmed. Hair must be a natural color and styled in such a way as to not distract or draw attention.
7. No jewelry except watch, wedding band and posts for pierced ears (one per earlobe). All other visible jewelry from piercings (tongue, nose, eyebrow, etc.) must be removed while in the clinical setting and during professional/nursing program sponsored activities. Nose piercings required for cultural or religious purposes are allowed according to facility policy. Visible tattoos must be covered while in the clinical setting.
8. Bathing and use of unscented deodorant is required before clinicals. No perfume or after-shave lotion is permitted.
9. Student uniform will only be worn for EAC student nursing clinical activities.
10. The above standards are required and failure to comply may lead to dismissal from the clinical experience. Lead and clinical instructors reserve the right to make exceptions to the above.
11. Use of cell phones is restricted in the clinical setting to privately calling clinical instructor or emergencies and facility standards.

Guidelines for the Protection of Patient and Student Safety

1. Students will be required to meet academic and clinical criteria for the nursing program.
2. All students must maintain a current:
   a. American Heart Association (AHA) Health Care Professional Basic Life Support card
   b. Two-Step TB skin test/ or T-spot test; then subsequent annual TB skin test
   c. Yearly influenza (flu) immunization
   d. Immunizations and Statement of Current Health Status (urine drug screens may be repeated as needed, randomly and if there is a “for cause” reason).
   e. Valid Department of Public Safety Fingerprint Clearance Card.
3. All students will complete HIPAA training and documentation of such will be stored in their online hospital orientation file.
4. Students must complete hospital orientations as required by the individual institutions.
5. Students must complete all on-line hospital requirements (On-Line-Clinical Orientation System or MyClinicalExchange)
6. Students must practice within their scope of practice (the level of knowledge and skills permitted by the student’s current level in the nursing program).
7. Students must have at least eight hours off from employment prior to the beginning of clinicals. Violation of this policy will result in the student being dismissed from the clinical for unsafe practice.
8. In circumstances of student illness, injury, or other health limitations, both the clinical agency and the college health policies must be upheld. The lead or clinical instructor will assess a student’s ability to give adequate nursing care and will determine if the student can return to the clinical rotation.
9. Students are closely monitored and evaluated on patient and personal safety during their clinical practices.
   a. Clinical instructors will supervise all medication administrations unless prior arrangements have been made between the staff nurse/agency and clinical instructor. Not adhering to basic medication administration principles, such as, but not limited to, checking name-bands/allergies and applying the seven rights, may be reason for immediate removal from the clinical setting, and subsequent discipline.
   b. Students must avoid any performance that could jeopardize life, impede recovery, or interfere with the maintenance of the patient’s current health status.
   c. Facility incident reports involving any student and patient are to be described in full and signed by the student and the clinical instructor. A copy of the incident report shall be given to the lead instructor as well as the Nursing Department Director as soon as possible after the event.
10. Students must be aware of and maintain patient confidentiality at all times.
   a. No patient identifying information may be included in care plans or work sheets.
   b. The student may not photocopy any portion of the client’s chart for clinical preparation nor may they audiotape staff or client interviews or take photos of clients or client records with cell phones or electronic devices.
   c. If copies of MARs, etc. are used during clinicals they must be placed in the shred box before leaving the unit or be subject to dismissal from the program.
   d. No patient information may be posted in any type of social media setting.
11. If the above standards are not followed, a conference will be held as soon as possible with the nursing student, clinical instructor, and the lead instructor. Based upon the outcome of the conference, written recommendation(s) may include, but are not limited to: warning, increased supervision with clinical tracking, temporary exclusion, probation, or dismissal.
12. Students may not disclose their student EMR sign in or password, and/or facility username/password.
13. If there is a suspicion of a student being impaired, the drug and alcohol screening policy will be followed.

**Immediate Dismissal from the Nursing Program**

Circumstances that may lead to immediate dismissal of a student from the program include, but are not limited to the following:

1. Failure for students enrolled in NUR 130, NUR 240 and NUR 250 to have the requirements for MyClinicalExchange completed prior to the first day of class.
2. Performance or negligence, which may cause physical or emotional jeopardy to a patient.
3. Failure to immediately report a patient care error to the clinical instructor and/or responsible staff.
4. Being under the influence of beverages containing alcohol, drugs which impair judgment (antihistamines, muscles relaxants, etc.), or illegal drugs while in lab/clinical/practice.
5. Any verbal or written communication that is fraudulent, untruthful, and/or dishonest. This includes fabricating charting and written assignments.
6. Academic dishonesty (e.g. stealing from the college or clinical agency, plagiarism, cheating on exams, falsification of class assignments, knowingly assisting others to cheat, witnessing cheating and failing to report it to the instructor, doing individual assignments as a group).
7. Unprofessional conduct (e.g. failure to show respect for patients or their significant others/families, peers, staff, and instructors, physically or verbally abusive/threatening behavior, etc.).
9. Failure to improve unsatisfactory clinical performance after counseling.
10. Failure to demonstrate appropriate behaviors already demonstrated or learned, with consistency, while incorporating new skills and theory.
11. Failure to follow college or agency policies.
12. HIPAA violation, including disclosure of student EMR password, or any hospital issued username and password, or social media violation.
SPECIFIC GUIDELINES FOR STUDENT CONDUCT

The nursing program follows Eastern Arizona College’s Academic Standards policies in issues involving student misconduct. (See Addendum)

STUDENT HEALTH

Health Insurance
The nursing program may place students at risk for illness and injury. Students are required to carry health insurance.

Pregnancy
Pregnant students may want to take special precautions due to the physical requirements and possible exposure to harmful diseases or substances during clinicals. If a student develops pregnancy complications, they must provide a written note from their health care provider describing restrictions and limitations.

Medical Restrictions/ Disabilities
Students are expected to fully participate in activities required by the program. Physically this includes, but is not limited to, lifting patients, standing for several hours at a time and bending. Students must also exhibit stable mental processes by being able to function appropriately under stressful conditions. Any student having a temporary medical condition inhibiting or restricting their activities must supply a written explanation from their health care provider. In the event a student is restricted from class or clinicals, a written release will be required to return. Should a student become unable to participate fully in the program’s activities, they may be withdrawn from the program.

Students with disabilities are encouraged to contact the EAC Counseling Office on the Thatcher campus at the beginning of the admission process to discuss service needs. Support services include personal counseling, academic and career advising, registration and financial aid application assistance. Students requesting accommodations must document the need with the appropriate student services.

Communicable Diseases
“The Graham County Community College District places a high priority on the need to prevent the spread of communicable diseases on its campuses. It is the intention of the District to promote the health and regular school attendance of students to the extent that said attendance does not jeopardize the health and safety of others. The determination of whether and in what manner a student with communicable disease may attend college shall be made in accordance with procedures implemented by the College President” (Graham County Community College District Policy #5950).

Substance Abuse
1. If the nursing instructor and/or clinical facility staff have reasonable cause to suspect a student is mentally or physically impaired due to alcohol or substance abuse immediately prior to or during the student’s performance of clinical duties, perceives the odor of alcohol,
or observes behavior such as, but not limited to, slurred speech, unsteady gait, or confusion, the following steps will be taken:

a. The student will be asked to submit to a urine drug screening test(s)
b. The student will be removed from the patient care assignment pending results of the test(s). If the results indicate a positive drug screen for alcohol or other illegal substances or for non-prescribed legal substances, the nursing director will withdraw the student from the program and the Arizona State Board of Nursing will be notified.

2. If the results of the test indicate a negative drug screen for alcohol or other illegal substances or for non-prescribed legal substances, the student shall meet with the lead instructor and nursing director within 24 hours of the test results to discuss the circumstances surrounding the impaired clinical behavior. Based on the information obtained further actions will be determined such as medical follow-up, permission to return to clinicals with clinical tracking, or dismissal from the program.

3. If a student refuses to submit to a urine drug screen, the student will be required to leave the clinical area until the investigation is completed and a decision is finalized. The nursing director may recommend the student be dismissed from the program for failure to conform to policy guidelines.

4. All incidents involving actual or suspected drug or alcohol misuse in the clinical setting will be handled with strict confidentiality. All records related to such incidents will be kept in a separate locked file in the nursing director’s office.

5. The nursing program reserves the right to request random urine drug screening.

**ADMINISTRATIVE ASPECTS**

**Affirmative Action**

Graham County Community College District does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, creed, color or national origin, sex, handicap, or age. If you believe that you have been discriminated against on the basis of any of the above, contact the District EEO Coordinator in Room 105 of the Administration Building on the Thatcher Campus in person or by telephone: 428-8915.

**Faculty Requisites**

1. All faculty members are approved by the district governing board.
2. Faculty who teach didactic hold a minimum of a master’s degree in nursing in compliance with district hiring qualifications. Nursing clinical instructors hold the baccalaureate degree in nursing, master’s preferred, as the minimum degree requirement. Nursing lab personnel hold an RN license as the minimum degree requirement.
3. Each member of the faculty has functioned in a clinical area prior to faculty appointment and has demonstrated competencies as a clinician.
4. Faculty who work in the clinical setting must present documentation verifying having met the same immunization, Tb, CPR, urine drug screen clearance, and DPS fingerprint clearance card requirements as students.
Faculty Advisors

Full-time nursing faculty and the nursing director act as faculty advisors to students enrolled in the program. Students should meet with an advisor at least once during the semester and specifically when enrolling for the next semester’s courses. It is recommended that students seek help at the earliest indication of an academic problem. The instructor of the nursing course is always willing and eager to assist students to remediate problems. The nursing director is also available for advisement. Please make an appointment during office hours signified by the instructor. Program completion audits will be required at the beginning of the program, prior to NUR240, and prior to program completion.

LICENSURE

In order to be eligible to take the national board’s exam for professional licensure after graduation, a student must have a high school diploma or the equivalent thereof, complete all nursing studies and complete all degree requirements. No exceptions are made to this procedure. Completion of the nursing program does not guarantee passage of the NCLEX-RN.

Computerized NCLEX-RN Review for Licensure Exam

Resources are available to facilitate the preparation of the graduate for the professional licensure examination. These include but are not limited to:

- NCLEX Review Course
- Computerized NCLEX-RN review CD
- Several NCLEX-RN review books and review cards are also available.
- Review content DVDs available to check out. Check with the office on your campus for availability.

NCLEX-RN Computerized Adaptive Testing Administration

The National Council Licensure Examinations for Registered Nurses are administered via computerized adaptive testing (CAT). The NCLEX uses standard NCLEX multiple-choice questions. With CAT, each candidate’s test is unique: it is assembled interactively as the individual is tested. As the candidate answers each question, the computer calculates a competence estimate based on all earlier answers. The questions, which are stored in a large item bank and classified by test plan area and level of difficulty, are then scanned and the one determined to measure the candidate most precisely in the appropriate test plan area is selected and presented on the computer screen. This process is repeated for each question, creating a test tailored to the individual’s knowledge and skills while fulfilling all test plan requirements. The examination continues in this way until a pass or fail decision can be confidently made. CAT provides greater efficiency in measurement, as it administers only those questions, which will offer the best measurement of the candidate’s competence.

Every candidate will answer at least 60 real and 15 tryout items in the NCLEX-RN administered via CAT. This is the minimum number of questions required to complete the examination. Two hundred sixty-five questions, 250 “real” plus 15 “tryouts,” is the maximum number to be answered by any RN candidate. The NCLEX administered via CAT will take a maximum time of six hours.
The NCLEX will be administered at Pearson Technology Centers. The testing centers will have up to ten candidates testing at the same time. The facilities will be small, modern, comfortable, and not as intimidating as a large convention hall. All centers will provide access and other accommodations for people with disabilities.

After the Board of Nursing has approved a candidate’s application in the jurisdiction where he or she wishes to be licensed, the candidate will receive an Authorization to Test. Candidates will call the testing center of their choice, Monday through Saturday, to schedule an appointment to test. First-time takers who have been found eligible to test shall be scheduled within 30 days of their call to request an appointment for the examination (if they wish), at a site in the same examination district as their first choice. Eligible repeat candidates will be scheduled within 45 days of their call. Testing will be available for two months and on Sundays when needed to meet peak demands. Candidates will know if they pass/fail within 24-48 hours online after testing.

**Legal Limitations for Nursing Licensure**

The nursing faculty assumes the responsibility for making available to applicants of the Nursing Program the following information regarding legal limitations for licensure:

**The Arizona State Board of Nursing may deny any license applied for under this chapter if the applicant commits an act of unprofessional conduct.** “Unprofessional conduct” includes the following whether occurring in this state or elsewhere:

a. Committing fraud or deceit in obtaining, attempting to obtain, or renewing a license or a certificate issued pursuant to this chapter.

b. Committing a felony, whether or not involving moral turpitude or a misdemeanor involving moral turpitude, in either case, conviction by a court of competent jurisdiction or a plea of no contest is conclusive evidence of the commission.

c. Aiding or abetting in a criminal abortion or attempting, agreeing, or offering to procure or assist in a criminal abortion.

d. Any conduct or practice that is or might be harmful or dangerous to the health of a patient or the public.

e. Being mentally incompetent or physically unsafe to a degree that is or might be harmful or dangerous to the health of a patient or the public.

f. Having a license, certificate, permit or registration to practice a health care profession denied, suspended, conditioned, limited or revoked in another jurisdiction and not reinstated by that jurisdiction.

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

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

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

j. Violating a rule that is adopted by the board pursuant to this chapter.

k. Failing to report to the board any evidence that a professional or practical nurse or a nursing assistant is or may be:

   1. Incompetent to practice.

   2. Guilty of unprofessional conduct.

   3. Mentally or physically unable to safely practice nursing or to perform nursing related duties. A nurse who is providing therapeutic counseling for a nurse who is in a drug
rehabilitation program is required to report that nurse only if the nurse providing therapeutic counseling has personal knowledge that patient safety is being jeopardized.

I. Failing to self-report a conviction for a felony or undesignated offense within ten days after the conviction.

   Source: Arizona State Board of Nursing Statues, Chapter 15 Article 1 section 32-1601(Section 16) Definition of Unprofessional Conduct (8/1/09).

**Student Evaluation of Program**

Students are provided with opportunities to evaluate the nursing program throughout their education. During the program, students evaluate each course, the clinical facilities, and instructors. Additional program evaluation is provided by student exit surveys, alumni and employer surveys.

**Student Records**

Student records will be kept in the Nursing Secretary’s office for a three-year period of time after program completion.
Addendum

EASTERN ARIZONA COLLEGE CAMPUS-WIDE CODE OF ACADEMIC INTEGRITY

Academic Integrity

Academic integrity is a vital part of the culture of all successful institutions of higher learning. The value of the degrees, certificates, and coursework offered by Eastern Arizona College greatly depends, now and in the future, on its reputation as an institution dedicated to academic honesty. This Academic Integrity Policy provides guidance in helping students and faculty understand the meaning and importance of academic integrity; defines academic dishonesty; and outlines the procedures for handling infractions of academic integrity. No provision or section of this policy shall be construed as infringing upon the academic freedom of any member of the EAC community to pursue and participate in any academic endeavor ordinarily considered appropriate. Each member of the EAC community is charged with honoring and upholding the policies and procedures governing academic integrity as set forth below.

Student Responsibilities

Students are responsible for understanding the College’s policy regarding academic integrity and academic misconduct as well as the sanctions that may be imposed as a result of academic misconduct. Students are also responsible for understanding their appeal rights associated with findings of any policy violation.

Students shall practice the provisions of the College’s Code of Academic Integrity and uphold integrity in their academic pursuits.

Code of Academic Integrity

Students at Eastern Arizona College are expected to:

- Conduct themselves in accordance with principles of academic integrity
- Behave so as to foster an atmosphere of honesty and fairness
- Avoid plagiarism and other forms of academic misconduct
- Give truthful information to any College professional educator to any other College employee regarding issues concerning academic integrity or academic misconduct, or suspected academic misconduct
- Not alter, misuse, or forge any College document, record, or instrument of identification.

Students are not excused from these provisions because of any failure or inability on the part of the professional educator to prevent other instances of academic misconduct.

Academic Misconduct

Academic misconduct includes any act that improperly affects the evaluation of a student’s academic performance or achievement, or any act designed to deceive a professional educator. Specific infractions include, but are not limited to, the following:

1. **Cheating on Examinations:** Cheating includes the use of crib sheets, “cheat sheets,” or discarded computer programs; aid from other persons; copying from another student’s work; and soliciting and giving or receiving unauthorized aid orally, electronically, or in writing. The
student will not consult books, notes, calculators, or other materials of any kind during an examination or assignment without the express permission of the instructor. If calculators, spellers, or other hand-held electronic devices are permitted to be used during an examination or assignment, no information may be programmed into or retrieved from the device other than that expressly permitted by the instructor.

2. **Inappropriate Collaboration:** Permission from an instructor for students to “work together” on homework, an assignment, or paper is not permission for one student to present another student’s work as his or her own. Unless the professional educator specifies otherwise, all work submitted for a grade or credit toward completion of a course will be the product of the student’s own understanding, expressed in the student’s own words, calculations, computer code, etc. One form of inappropriate collaboration involves having another person significantly alter either the content or grammar of the student’s written work. A student may seek feedback from another student or individual concerning a document’s content, grammar, and spelling, but to avoid this type of inappropriate collaboration, the student must fix problems himself or herself.

3. **Submitting the Same Assignment for Different Classes:** Submitting the same assignment for a second class violates the assumption that every assignment advances a student’s learning and growth. Unless instructors of both classes involved expressly allow it, submitting an assignment already submitted for another class is a breach of academic integrity.

4. **Intentional Misrepresentation:** Misrepresentation occurs when a student claims that source materials contain information or phrasing that they do not. In addition, misrepresentation occurs when a student omits or inserts words, changes words, misquotes, or takes correctly quoted phrases out of context. If this is done with the intent to deceive a professional educator in any academic evaluation, the student has committed a breach of academic integrity.

5. **Plagiarism:** Plagiarism means presenting someone else’s ideas or words as one’s own. Plagiarism may involve some degree of intent or may be the result of carelessness or ignorance of acceptable forms for citation. Not knowing how or when to cite a source does not excuse an act of plagiarism. Each of the four kinds of plagiarism below is a breach of academic integrity.
   - Copying without citation, the most serious form of plagiarism, involves copying part or all of a paper from the Internet, from a book or magazine, or from another source without indicating that the work is someone else’s. To avoid this form of plagiarism, quoted material must be placed in quotation marks and one of the standard forms of documentation (APA, MLA, etc.) must be used to indicate where the material came from.
   - Copying from an external source and citing the source but failing to show (by the use of quotation marks, for example) that the material is a direct quotation is another form of plagiarism. Simply documenting the source does not indicate that the words themselves are someone else’s. Avoiding this form of plagiarism involves putting all quoted material in quotation marks or using the format designated by APA, MLA, etc. to indicate quoted material.
   - Incorrect paraphrasing is another form of plagiarism. Paraphrasing involves putting a lengthy phrase, sentence, or group of sentences written by another into one’s own words, thereby making it significantly different from the original. Changing a few words, or rearranging words, is not proper paraphrasing, and though the source is cited (as is always required
with paraphrased material), wording remains substantially that of another and cannot
rightfully be represented as original. Avoiding this form of plagiarism involves either
making the material a direct quote by using quotation marks and citing the source, or
paraphrasing properly by substantially changing the original to new words; again, making
sure to cite the source.

- Presenting arguments, lines of reasoning, or facts learned from someone else without citing
  the source, even if the material is paraphrased, is another form of plagiarism. The source
  must be properly cited.

6. **Improper Influence:** Attempting to influence a grade or to receive any other academic benefit
not earned through the normal exercise of academic effort by offering anything of value,
including the performance of services, to a professional educator, College employee, other
College student, or any other person, is academic misconduct.

**PROCEDURES, SANCTIONS, AND APPEALS**

**The Professional Educator**

The College respects and accepts the professional educator’s qualifications and rights to determine
academic standards. The professional educator is accountable for establishing and maintaining
appropriate academic standards for coursework and for informing students of any special rules or
practices for a particular class.

When a professional educator becomes aware of a possible violation of academic integrity by one
of his or her students, a confidential conference between the professional educator and the
student should be held to discuss the perceived violation and its consequences. If, following the
conversation, the professional educator is satisfied that a violation has occurred, he or she may
determine that one or more of the following consequences are appropriate and impose such
penalty:

- Issuing a verbal or written reprimand
- Requiring that the academic project or examination in question be repeated
- Assigning the academic project or examination in question a reduced grade
- Requiring that the academic project or examination in question be repeated for a reduced
  grade
- Assigning the academic project or examination in question a failing grade
- Assigning a reduced grade in the course
- Assigning a failing grade in the course
- Initiating the student’s involuntary withdrawal from the course

The professional educator will resolve most violations in the above manner.

The professional educator will report each violation and its disposition to the division chair within
five business days of the occurrence; the chair will report to the appropriate dean, who in turn will
report it to the Admissions and Academic Standards Appeals Committee. If the professional
educator feels that the violation in question was especially serious or repeated, he or she may
recommend that additional penalties be imposed.
The Admissions and Academic Standards Appeals Committee

The Admissions and Academic Standards Appeals Committee will be notified of all acts of academic misconduct. Such reports will be noted in the agenda and minutes of committee meetings. The committee may report the incidence and nature of these violations to the faculty and administration at appropriate intervals.

When, in the opinion of the committee, evidence of repeated or especially serious offenses exists, or upon the recommendation of the professional educator involved, the Admissions and Academic Standards Appeals Committee will consider the case and may decide to impose one or more of the following additional penalties against a violator:

- Placing a written reprimand in the student’s permanent file.
- Restricting the student’s access to certain college resources.
- Requiring the student to complete an academic integrity education program.
- Placing the student on academic probation.
- If the Admissions and Academic Standards Appeals Committee concludes that the violation is so serious as to possibly warrant the student’s exclusion from extracurricular college activities, or suspension or dismissal from the College, it will make that recommendation to the Judiciary Committee.

The Judiciary Committee

The Judiciary Committee will resolve the most serious acts of academic misconduct. Only the Judiciary Committee has authority to suspend or expel a student from the College for academic misconduct.

After receiving recommendation from the Admissions and Academic Standards Appeals Committee that a violation of academic integrity may warrant the student’s dismissal from the college, the Judiciary Committee will consider the evidence and render a decision which shall be binding, subject only to student appeals as otherwise provided.

The Judiciary Committee may impose additional penalties against a violator, which may include:

- Censure and exclusion from extracurricular college activities, including student government, athletics, performances, or other activities of the college community
- Suspension for a specified period of time
- Expulsion from the College without expectation of readmission

A Student’s Right to Appeal

A student may appeal any decision to impose discipline as a result of academic misconduct through the established Grievance Procedure and Official Review Process for Academic Standards (GCCCD 5810.02).
DEFINITION OF TERMS USED IN THIS HANDBOOK

**Academic evaluation** refers to any assignment, project, test, essay, quiz, performance, or other task or instrument by which students demonstrate mastery of course content, thus earning credit toward a class grade.

**Academic integrity** means honesty and responsibility associated with study, learning, and scholarship.

**Academic misconduct** means any act contrary to Academic Integrity, such as cheating, plagiarism, and earning grades dishonestly.

**Academic standards** are the rules and principles by which grades, student conduct, professional educator conduct, and class materials are evaluated.

**Admissions and Academic Standards Appeals Committee** serves as the appeals committee for grievances concerning academic standards; compiles and considers reports on the nature and frequency of academic misconduct; hears charges and evidence of repeated or particularly serious academic misconduct; and imposes sanctions when such types of academic misconduct is determined to have occurred.

**College** means any and all Graham County Community College District (GCCCD) locations to which Eastern Arizona College delivers instructional services to students enrolled for credit.

**Dean** is the administrator who, under the direction of the Provost/Chief Academic and Student Officer, supervises several academic divisions and other specified college areas.

**District** refers to the Graham County Community College District.

**Division Chair** is the person who immediately supervises professional educators in the departments comprising a division and other programs relevant to the division function.

**Judiciary Committee** serves as the appeals committee for grievances involving non-academic standards, hears charges and considers evidence of academic misconduct in the most serious cases, and imposes sanctions when academic misconduct is determined in those cases.

**Plagiarism** is the use of another person’s words, materials, work, and ideas; and adoption of an actual document, including a document available electronically, without properly acknowledging and documenting the source.

**Professional educator** is employed by the College as the instructor of record, contributing/substitute instructor of record, proctor, GCCCD staff or employee responsible for delivering instructional services and or resources to students.

**Student** means a person who is registered in a college course.
EASTERN ARIZONA COLLEGE POLICIES

The following policies can be accessed through online EAC catalog. 
(http://www.eac.edu/Academics/Catalogs/Current/)

GRADE CHANGE
GRIEVANCE PROCEDURE – ACADEMIC STANDARDS
STUDENT CODE OF CONDUCT
GRIEVANCE PROCEDURE: NON-ACADEMIC STANDARDS
OFFICIAL REVIEW PROCESS: NON-ACADEMIC STANDARDS
GENERAL COLLEGE REGULATIONS REGARDING THE ILLEGAL USE OF A CONTROLLED SUBSTANCE
INTERFERENCE WITH PUBLIC ORDER AND PEACEFUL CONDUCT OF EDUCATION
I ____________________________, have received and fully understand the content of the Nursing Student Handbook and acknowledge that I am responsible for conforming to the rules and requirements as stated. I also understand that it is my responsibility to stay current with revisions as posted on the website.

Nursing student’s signature __________________________ Date ____________

Note: The nursing student handbook is intended to elaborate on the EAC catalog. The Nursing Program reserves the right to make changes to this handbook when deemed appropriate.