Master’s Entry to the Profession of Nursing (MEPN) Program Handbook

2017-2018

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College of Nursing Overview

Welcome and Introduction
Welcome to the College of Nursing MS - Entry to the Profession of Nursing (MEPN) Program. The MEPN program is a hybrid program that uses many different teaching/learning methods. Content is provided through readings, face-to-face applied learning activities, lecture, simulations and games, online modules and discussion, etc. Some course content will be primarily application and involve face-to-face interaction (such as in your clinical management courses); other instruction will be online (such as your informatics and research courses). Students need to become comfortable with accessing information and taking tests online, as these skills will be required in their future profession. Each course provides the student with the knowledge and skills needed to pass the Registered Nurse licensure exam and become a master's prepared registered nurse in 15 months.

This MEPN Handbook provides information to students and faculty for advising MEPN students. Students have access to an advisor who guides the student throughout the program of study regarding degree requirements and access to University and College resources. Upon admission, a faculty member is assigned as the student's faculty mentor. This program is accredited through the Commission on Collegiate Nursing Education (CCNE), and achieves or exceeds all of the core essentials as set forth by the American Association of Colleges of Nursing (AACN). This program includes both AACN Master’s Essentials and Bachelors Essentials competencies. Additional information related to these standards can be found on the following websites:

AACN Master's Essentials
AACN Bachelors Essentials

General Information
This publication is for informational purposes. The College of Nursing reserves the right to change any provision or requirement for the program at any time with notice. This material supplements The University of Arizona Graduate Policies, The University of Arizona Catalog and the Schedule of Classes. Current students are required to know and adhere to the policies outlined on those sites as well as in this handbook. Additional information can be found at the following web sites:

University of Arizona
University of Arizona Graduate College
The University of Arizona College of Nursing
Arizona Board of Regents

The MEPN Program Handbook is a resource for MEPN students and faculty mentors. Relevant policies and procedures of the University of Arizona, Graduate College and College of Nursing are included in this handbook. Much of the information is online; therefore, the actual web sites listed are for the official information on policies and procedures. Where information is not available online, a brief description is provided. Additional information can be obtained from the Office of Student Support & Community Engagement (OSSCE) or from the faculty mentor within the College of Nursing. Students are responsible to know and adhere to all established policies and procedures.

Relationship to Other Documents
The Master’s Entry to the Profession of Nursing Program Handbook is to be used in conjunction with other UA documents such as The University of Arizona Graduate Catalog, The University of Arizona Catalog, and the Student Code of Conduct and Dean of Students policies. Students should first consult the Master’s Entry to the Profession of Nursing Program Handbook from the College of Nursing, and then consult additional resources should questions arise about policies or procedures. Assistance is available through the Office of Student Support and Community Engagement in the College of Nursing for students. The online Graduate Catalog contains essential information about University policies and procedures. Individual colleges and graduate programs may have more stringent requirements than those of Graduate College; therefore, some of the policies and procedures in the Master's Entry to the Profession of Nursing Program Handbook are specific to Master's Entry to the Profession of Nursing students.

Code of Ethics for Nurses
Students should know and abide by the ANA Code of Ethics for Nurses as approved by the ANA House of Delegates in June 2001. The nine provisions of the ANA Code of Ethics are available free of charge via the ANA web site.
Ethics will be discussed during your program of study. Violations of this ethical conduct standard is professional and academic misconduct and failure to meet clinical performance objectives, and are subject to review and censure.

**Mission**  
The mission of the College of Nursing is to provide baccalaureate and graduate education, generate and expand nursing knowledge, and provide service to the community.

The College conducts its educational mission by preparing professional nurses to assume various roles to meet the health care needs of the people of Arizona and society in general.

The College conducts its research and scholarship mission to generate and expand nursing knowledge by fostering and sustaining programs of research and scholarship directed toward advancing nursing science.

The College conducts its service mission by providing leadership in professional and health-related activities. The service mission incorporates nursing practice in meeting local, regional, national and global health needs.

**Vision**  
The College of Nursing is a learning community that is committed to excellence in teaching, research, scholarship, and service that enhances the health and well-being of the people of Arizona and society in general. The community values creativity and balance and promotes excellence through identity as nurses and recognition of social responsibility.

**MEPN Program Overview**  
The MEPN program is a 15-month accelerated Master of Science degree program to prepare graduates to take the NCLEX-RN licensure exam for Registered Nurses and enter the workforce after having achieved learning outcomes consistent with the AACN general Masters Essentials for Nursing. The MEPN program enrolls one cohort each year. Students attend on either the Tucson or Phoenix campuses.
Academic Policies and Procedures for MEPN Students

University of Arizona Non-Discrimination

The College of Nursing is committed to creating and maintaining a work and learning environment that is safe, inclusive and free of discriminatory conduct prohibited by the Nondiscrimination and Anti-harassment Policy.

The CON adheres to the University of Arizona’s policies regarding non-discrimination and sexual harassment. Policies are available on the Office of Institutional Equity’s (OIE) website.

University of Arizona Code of Academic Integrity

Integrity and ethical behavior is expected of all faculty and every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. The student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, apply to all University of Arizona students. This Code of Academic Integrity fulfills the requirement imposed by ABOR Policy 5-403.A.4 and otherwise to supplement the Student Code of Conduct as permitted by ABOR Policy 5-308.C.1. This Code of Academic Integrity shall not apply to the Colleges of Law or Medicine, which have their own honor codes and procedures.

UA Code of Academic Integrity

Student Code of Conduct

The goal of education is the intellectual, personal, social, and ethical development of the individual. The educational process requires an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct promotes this environment at each of the state universities. The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions to promote their own personal development, to protect the university community, and to maintain order and stability on campus.

The CON faculty also endorses the eleven (11) Standards of Professional Behavior set forth by American Nurses Association (ANA). These behaviors are congruent with safe and effective professional practice with specific competencies in: ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence-based practice and research, quality of practice, professional practice evaluation, resource utilization, and environmental health.

Student Code of Conduct
Student Code of Conduct Frequently Asked Questions

Nursing: Scope and Standards of Practice (ANA, 3rd ed, 2015) http://ahsl.arizona.edu/ (Maintained within The University of Arizona Health Sciences Library – go to AHSL link and search)

Use of Social Media

The College of Nursing adheres to the University of Arizona’s standards regarding the use of social media in the workplace. The University’s polices can be found linked via the Dean of Students and Human Resources.

Students in the College of Nursing should review the white paper produced by the National Council of State Boards of Nursing and the information provided by the American Nurses’ Association in an eBook format and the Social Media Toolkit. Additional information regarding the use of social media in the clinical setting is provided to students in the clinical handbook. Students are required to know and abide by all policies regarding the use of social media in each clinical setting and in particular should take care to understand their responsibilities regarding privacy and confidentiality.
Disruptive Behavior in an Instructional Setting
The University seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members and teaching staff have the authority and responsibility to effectively manage their classroom, laboratory and online environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom, laboratory and online behavior and decorum via the syllabus and discussion in the instructional setting. This policy is not intended to discourage appropriate student expression, discussion or disagreement, but to promote respectful interactions.

Policy on Disruptive Behavior in an Instructional Setting

Policy on Threatening Behavior by Students
The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. Threatening behavior can harm and disrupt the University, its community and its families.

Policy on Threatening Behavior by Students

Line of Communication
The CON has outlined a line of communication to resolve academic issues that may arise in the classroom and/or at the clinical site for open communication between students and faculty. Any student who has a complaint regarding a grade, treatment in class, or other concern, should bring the concern to the appropriate faculty or administrator following the line of communication outlined below. Students should expect that their concerns will be addressed promptly. Communication with the next person in the line of communication is needed only after the prior contact does not lead to resolution.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>College of Nursing course or clinical instructor</th>
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<td>Step 2</td>
<td>College of Nursing course chairs whose names and contact information are listed in the syllabi</td>
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| **Step 3** | Phoenix: Site Coordinator (Dr. Deb Gorombei) if the problem is not resolved at the course level, than the Program coordinator (Dr. Wanda Larson) in Tucson if the problem is not resolved at the course level  
Tucson: Program Coordinator (Dr. Wanda Larson) if the problem is not resolved at the course level |
| Step 4 | Division Director (Dr. Connie Miller) if the problem is not resolved at the program level |
| Step 5 | Dean of the College of Nursing (Dean Shaver) if the problem is not resolved at the Division level |

Students should email or telephone the initial person in the line of communication (Step 1) for an appointment. Emails should be directed to the person the student wishes to make an appointment with. Do not copy the message or include names of other persons/faculty to preserve student confidentiality about the issue. To help resolve the issue as quickly as possible, students should come to the meeting about the concern with: 1) the problem clearly identified and 2) any
supporting documentation/evidence. Should the issue not be resolved, the student will make an appointment with the next person in line.

The Office of Student Support and Community Engagement (OSSCE) is available for student consultations about processes and procedures. The OSSCE cannot make decisions to resolve the issues. Students should contact their assigned faculty mentor or Academic Advisor for assistance. Students may contact the Office of Student Support and Community Engagement at 520-626-3808 or at 800-288-6158.

Petitions and Appeals
When a student wishes to file a grievance or petition a decision, the APS (Admission and Progression of Students) Curriculum and Instructional Support Committee may submit which is not covered by other policies in the MEPN Program Handbook the grievance or petition, for review.

Process
1. Students should consult their Academic Advisor (in the Office of Student Support and Community Engagement - OSSCE) about the procedures for submission of a grievance, petition, or appeal.
2. The student will submit a written account of the circumstances and any relevant supporting documentation to the OSSCE, within 6 months of the circumstance in question.
3. The OSSCE representative will gather any additional information requested by the APS committee and place the submission on the agenda of the committee’s next meeting.
4. The APS Committee will review submitted information and vote on a decision. Decisions require a majority of voting eligible members be present. Please note that additional time may be requested by the committee to seek additional information or to reach majority attendance. In these circumstances, the decision will be made at the next available regular meeting.
5. The APS Committee will notify the student of the outcome in writing within two weeks after making the decision, copying the student’s academic advisor & faculty mentor.

Appeal of Committee Decisions
All students have the right to appeal a committee decision. In the event of an appeal, each individual or committee has two weeks to review the appeal and notify the student of a decision. Given the accelerated nature of the MEPN program, deadlines have been adjusted so that this process can be handled promptly to ensure the student timely decisions.

1. Appeals of committee decisions must be submitted by the student directly to the MEPN Program Director within five business days of the decision notification.
2. Appeals will be reviewed and investigated. Notification of decision made by the MEPN Program Director within five business days of receipt.
3. A student may appeal the decision of the Program Director to the Division Director.
4. A student may appeal the decision of the Program and Division Director to the Dean of the College. The decision of the Dean is final.

In instances where the issue has not been settled within the College of Nursing and if there is evidence that policies have been violated, the student may file a grievance with the Graduate College. Procedures are outlined on the Grad College website grievances page.

College of Nursing MEPN Program Communication Policy

Students enrolled in the College of Nursing’s MEPN Program are expected to conduct all communication (electronic and otherwise) in a professional manner. In addition to the policies outlined in the Essential Qualifications for Nursing Students document and the University of Arizona’s Student Code of Conduct, the faculty of the College of Nursing has outlined the following expectations:

Email communications are important and encouraged. For general emails, students may expect faculty and staff to respond within 2-3 business days, Monday through Friday, during business hours (8:00AM-5:00PM MST). Emails received after 5:00PM MST may not be responded
to until the next business day. Emails will not be responded to on the weekend. Please note: Arizona remains on Mountain Standard Time (MST) and does not participate in Daylight Saving Time. Students who receive an automated ‘out of office response’ should follow the instructions for alternative contact. Students should pay particular attention to the specific instructions regarding emails and other communication policies for a particular instructor.

All students are expected to read and respond promptly to email sent to their University of Arizona email accounts and to adhere to the University of Arizona’s Official Student Email Policy. This policy applies to messages from faculty, staff and all college or university officials. Timely review and response to email messages is vital to student success. The Official Student Email Policy states “students are expected to check their email on a frequent and consistent basis to stay current with University-related communications.” Students have the responsibility to recognize that certain communications may be time-critical. “I didn’t check my email,” error in forwarding mail, or email returned to the University with “Mailbox Full” or “User Unknown” are not acceptable excuses for missing official University communications via email.

The College of Nursing expects that students will reply to emails from faculty and staff within 2-3 business days, Monday thru Friday, during business hours (8:00 AM - 5:00 PM) unless time sensitive. For time sensitive emails (e.g., your clinical has been reassigned to another facility), please respond as soon as the email is read. Please note that all emails sent using the official University of Arizona email system are considered the property of the State of Arizona, and may be subject to a subpoena during legal action.

![Image](image_url)

**Students are expected to use appropriate etiquette when communicating with faculty and staff in the College of Nursing.** This applies to in person, telephone or electronic communications (emails, discussion board posts in D2L for coursework, etc.). **Manners matter in professional communication.**

Appropriate etiquette should adhere to the guidelines below:

1. Open with a respectful salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address faculty and staff more formally (Dear Dr. Smith or Hello Ms. Jones) unless the faculty or staff member has given permission to use their first name. It is appropriate to include a simple, “What would you like me to call you?” or “Is it ok to call you X?” question.
2. Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
3. Be careful with humor and sarcasm; in written form humor does not always translate well. Sarcasm should be avoided.
4. Avoid typing a message in CAPSLOCK—this conveys anger or frustration just as raising one’s voice conveys such emotions over the telephone or in person.
5. Do not use swear words or pejorative terms (e.g., calling someone stupid or other negative term)
6. Maintain a professional tone; remain neutral when discussing an issue or problem. This helps to engage the reader in finding a solution by avoiding negative emotions. Using the terms “please” and “thank you” are appropriate, and another way to engage the reader.
7. Include complete information about the question or concern at hand. Emails should be brief; if it takes more than three paragraphs to communicate about the issue or topic, an appointment to discuss on the telephone or in person is a more appropriate action.
8. Avoid sending email in anger or frustration. **Walk away from the computer and wait at least 24 hours.** Email communications cannot be “taken back” and the damage caused by an ill-advised email can be permanent. In high-stress or emotional situations, ask a trusted friend or colleague to provide feedback before hitting “send.” Messages sent in anger may be interpreted as disruptive, abusive or threatening, making the sender subject a Student Code of Conduct violation.
9. Everyone makes mistakes. If an email was sent in frustration or anger, email an apology as soon as possible. A simple, “I am sorry and should not have sent that email. I apologize for my wording …” will go a long way to repair the damage to the relationship.
10. Proofread! Reread each email message to ensure it is clear and without grammar or spelling errors. Remember that email is simply another professional behavior. A poorly crafted message is a negative reflection on one’s ability to communicate effectively.
11. Remember any email you send can be forwarded to others.
12. Use the “CC” and “reply all” functions sparingly. All students are expected to adhere to the chain-of-command communication tree outlined in the Program Handbook. Be mindful of creating excess email volume when adding additional faculty, staff or students to an email conversation.

For complaints, issues or concerns, use the follow checklist. Does the message:
- Reflect Appropriate Tone (respectful, using positive words)?
- Provide a Brief history or context of the problem?
- Outline steps already taken to try and resolve the issue?
- Explanation of why the matter is important?
- Indicate what help is needed?
- Provide suggestions for resolutions?
- Offer to meet in person/set a phone appointment discuss the topic further?

STUDENT SUPPORT SERVICES AND RESOURCES

UAccess Student

UAccess Student is a "self-service" portal for students which is password-protected and allows students to access personal information and transact university business via the Web. A UA NetID and password are required for login. UAccess Student enables students to view and make changes to their academic and personal information, obtain payment/refunds and check on financial aid status.

GradPath

GradPath is the Graduate College's nearly paperless process to track and monitor academic progress towards degree completion to graduation. Students will be able to fill in and submit forms online through UAccess Student. Forms have automatic checking built in that will prevent common errors (e.g., typos in course numbers, illegible faculty names, etc.). The automated workflow engine will route electronic forms to everyone who needs to see or approve each form (faculty advisor, program chair, etc.). Each approver is notified by email when a form is awaiting review and approval.

Students may log into UAccess at any time to review the status of individual forms. GradPath FAQ’s can be accessed here on the Graduate College’s Website.

Completing forms in GradPath is required to progress through the program and for ultimate awarding of the MS Degree.

Office of Student Support & Community Engagement, College of Nursing

The Office of Student Support & Community Engagement (OSSCE) provides support to prospective and current students in the College of Nursing. Academic Advisors and Graduate Coordinators assist students with questions and concerns throughout their program of study. OSSCE also coordinates College of Nursing Scholarship applications, and student-facing events each year: Orientation, Induction, Convocation, etc. A coordinator in the OSSCE will assist students with documentation related to clinical placements and rotations for applicable programs. OSSCE is located on the first floor of the College of Nursing in room 112, by phone at 520-626-3808 or via email at studentaffairs@nursing.arizona.edu.

Learning and HealthCare Technology Innovations (LHTI), College of Nursing

The Learning and HealthCare Technology department provides technology support and develops technologies for students, faculty and staff. Students may visit LHTI in room 351 in the College of Nursing, or submit an online request for support using their electronic ticketing system: http://help.nursing.arizona.edu/
Instructional Technology Requirements

Students are required to have basic computer knowledge prior to enrolling in the program. All students are expected to have:

- Basic familiarity with internet and email use
- Access to a dependable computer (iPads and tablets are not recommended) with video and webcam capabilities. It is recommended that the computer be less than two years old.
- Consistent access to broadband internet for course completion
- Windows 7 or newer or Mac OS X. 9 or higher
- Web browser that supports JAVA script
- Headset with boom mic

It is important that your computer meet these requirements because all courses use the online learning management system (Desire2Learn, D2L), may have content taught online or require taking your tests online. Upon admission, all students are given an official University of Arizona email address (@email.arizona.edu). Email sent to this address can be checked remotely, or forwarded to the student’s personal email or phone. This address must be checked daily during regular business hours, as it is the official source of communication between faculty, staff and students. Students are responsible for all program updates and requests sent to this address.

SofTest Windows - PC Requirements:

- Operating System: 32-bit and 64-bit Versions of Windows Vista, Windows 7, Windows 8, and Windows 10
- Only genuine, U.S.-English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported
- ExamSoft does not support Tablet devices other than Surface Pro as detailed below
- CPU Processor: 1.86Ghz Intel Core 2 Duo or greater CLICK HERE for a list of supported processors
- RAM: highest recommended for the operating system or 2GB
- Hard Drive: highest recommended for the operating system or 1GB of available space
- For onsite support, a working USB port is required (Newer devices may require an adaptor)
- Internet connection for SofTest Download, Registration, Exam Download and Upload
- Screen Resolution must be 1024x768 or higher
- Adobe Reader (Version 9, 11, or DC) is required for exams containing PDF attachments
- Administrator level account permissions (Click Here for instructions)

For instructions on how to check your computer’s specifications, click here!

For more information or you have questions about technology or computer products, please see technology resources for online students in D2L or contact LHTI directly. Use the Help button located on the main webpage in the upper right corner to send a request.

Desire2Learn (D2L)

Desire2Learn (D2L) is a Learning Management System that is used to deliver online courses and enhance hybrid and face-to-face courses. D2L course sites allow “anytime, anywhere” access to syllabi, readings, multi-media files, electronic drop boxes, online quizzes, grading, etc.

The MEPN program is a hybrid program that uses many different teaching/learning methods. Didactic content may be provided through readings, face-to-face applied learning activities, lecture, simulations and games, online modules and discussion, etc. Each course is designed to provide the student with the knowledge and skills needed to pass the Registered Nurse licensure exam and become a master's prepared registered nurse in 15 months.
Financial Aid & Scholarship Information

MEPN students in the College of Nursing are eligible for financial aid and scholarships. The College of Nursing offers scholarships on a yearly basis, and requires students to submit an application. An email is sent to all newly admitted and current students during the spring term with relevant information. Students are encouraged to submit a Free Application for Federal Student Aid (FAFSA) that is required for financial aid. In addition, students may use loans or grants to cover tuition and fees expenses. The following is a list of university resources for students with financial aid questions:

Office of Scholarships & Financial Aid: [http://financialaid.arizona.edu/](http://financialaid.arizona.edu/)

Students in the College of Nursing are assigned alphabetically (last name) to counselors in the Office of Scholarships & Financial Aid. Students with questions or concerns should use the contact information on OSFA’s website to reach out to the appropriate individual for questions related to financial aid.

Scholarship Universe: [https://scholarshipuniverse.arizona.edu/suha](https://scholarshipuniverse.arizona.edu/suha).

The University of Arizona maintains a comprehensive database of scholarships available to students in all programs and majors. Students may log in with their NetID to search for opportunities and complete applications.

The Graduate College: [http://grad.arizona.edu/financial-resources](http://grad.arizona.edu/financial-resources)

The Graduate College maintains a list of resources for graduate students, including opportunities for employment, grant writing and other types of support.

The Graduate College’s Office of Fellowships and Community Outreach publishes a monthly newsletter with funding opportunities. [https://grad.arizona.edu/ofce/gradfunding-opportunities-newsletter](https://grad.arizona.edu/ofce/gradfunding-opportunities-newsletter)

Students with Disabilities

For students with disabilities who anticipate issues related to the format or requirements of the program should meet with the course chair or MEPN program coordinator as early as possible to determine if accommodations are necessary or the program is a fit for student learning. If formal, disability-related accommodations are necessary, students will need to complete the accommodations request form online to register with the Disability Resource Center (520-621-3268). To arrange for reasonable accommodations, students are also responsible for immediately notifying the course chair(s) of each course regarding eligibility for reasonable accommodations. Early notification ensures the most effective accommodation and support. Students may also wish to take advantage of the Strategic Alternative Learning Techniques (SALT) program for additional support services.

MEPN Student Organization (MSO)

MSO is a student organization for Master’s Entry to the Profession of Nursing (MEPN) professional program students that is focused on philanthropy, skills enhancement, professional and career development for future nurses. Its members serve as student representatives of the College of Nursing at events.

College of Nursing Alumni Council

The College of Nursing Alumni Council was organized in 1982 and is comprised of graduates of the College of Nursing. One baccalaureate and one graduate student are chosen each year to represent the student body as members of the Executive Committee of the Council. The Alumni Council presents an award each year to selected students at graduation and all students are eligible to participate in the alumni council upon graduation.
Honor Societies
Sigma Theta Tau International

Sigma Theta Tau International, Honor Society of Nursing, is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Beta Mu Chapter of Sigma Theta Tau International was charted at the College of Nursing on April 5, 1974. Membership in Sigma Theta Tau is an honor conferred annually on students in the baccalaureate and graduate programs who have demonstrated outstanding academic and professional achievement. Students selected to join will participate in the annual banquet each spring.
MEPN Program Curriculum

Academic Progression

Course Registration
Course registration is self-managed using UAccess. Students will self-enroll for all regular coursework throughout the program. Students may contact OSSCE if any errors are encountered during registration.

Faculty Mentor Role & Assignment
Upon admission to the Master's Entry to the Profession of Nursing program, the student is assigned a faculty mentor who will serve in this capacity throughout the student's program. The faculty mentor who is an expert in the profession of nursing will coach and guide the student with student progression, nursing profession and career mentoring.

Plan of Study (POS)

DON'T MISS THE DEADLINE! Master's Entry to the Profession of Nursing students need to submit a Plan of Study to the Graduate College. The Plan of Study form is available through GradPath. Instructions are emailed to students at the beginning of the fall term and this form is due September 30th. Please Note: Master's students can only use up to 20% of the required number of units as transfer credit. Transfer units from outside of the university MUST be approved and included in the Plan of Study.

Class and Clinical Attendance
Regular punctual attendance in class, laboratory, and clinical experience is required. Students are expected to maintain a perfect attendance record. Absence from class, laboratory, or clinical experience will result in an evaluation to determine if the student is able to meet the course student learning outcomes. There is no opportunity for make-up of absences. Tardiness and/or failure to report to class, laboratory, or clinical experience can result in a reduced final course grade or an administrative withdrawal from the course. In the event of absence, it is the student's responsibility to notify the faculty member or course chair prior to the beginning of the day's class, laboratory, or clinical experience. Exceptions to this policy will be considered only in case of catastrophic events, with approval by the Course Chair, the appropriate Division Director and the Office of Student Support and Community Engagement. Students should refer to their specific course syllabi for additional information or requirements.

Grading and Program Progression

Grading
The College of Nursing uses the standard grading rubric unless otherwise noted in the syllabus. Per College policy, grades cannot be rounded up (e.g., 69.x is 69%).

A=90%-100%
B=80%-89%
C=70%-79%
D=60%-69%
E=<60%

Program Progression
A high level of performance is expected of graduate students in the College of Nursing at the University of Arizona. Courses are sequenced in the program and courses in the previous levels (semesters) must be successfully passed to proceed to the next level. In Levels 1-3, courses with an “A” after the number are the knowledge and skills component
of the “B” or clinical management courses. The following diagram outlines the progression required. Student must pass courses in the previous levels (or semester) to proceed to the next level.

MEPN Program Curriculum

Level 1
- **NURS 500A** - Pathophysiology Across the Lifespan (3 units)
- **NURS 507** – Health Assessment Across the Lifespan (2 units)
- **NURS 509A** – Concepts and Competencies Across the Lifespan I (4 units)
- **NURS 509B** – Provider of Care I: Practice Competencies (3 units)

Level 2
- **NURS 572A** – Nursing Pharmacology (3 units)
- **NURS 519A** – Concepts and Competencies Across the Lifespan II (5 units)
- **NURS 519B** – Provider of Care II: Altered Health Conditions (7 units)

Level 3
- **NURS 510** - Professional Nursing Seminar (1 unit)
- **NURS 511**- Nursing Informatics: From Concepts to Practice (2 units)
- **NURS 512** - Nursing Research for Evidence Based Practice (3 units)
- **NURS 610A** – Concepts and Competencies for Complex Health Problems (5 units)
- **NURS 610B** – Provider of Care III: Complex Health Problems (5 units)

Level 4
- **NURS 513** – Leading and Managing in Organizational Systems (3 units)
- **NURS 611** – Population and Community Health Nursing (4 units)
- **NURS 614** – Provider of Care IV: Management and Leadership (6 units)

NCLEX
- Successful Completion of Program and Graduation
Grading & Progression Policy

A student must be making satisfactory progress toward completion of the degree to remain enrolled in the program. The College of Nursing enforces the university’s policies on [Graduate Academic Standing, Progress and Probation](#) and the Graduate College’s requirements for graduation.

1) A student must earn an overall grade point average of 3.0 or better to be awarded the Master in Science (MS) degree.
2) Students achieving less than a 3.0 GPA will be placed on Academic Probation. Per university policy, graduate students have one semester to raise the GPA above 3.0. Students who are unable to return to good academic standing after a semester of remediation are subject to dismissal from their program.
3) If a student is placed on probation:
   a) The student must meet with their [faculty mentor](#) to devise a written action plan.
   b) An Academic Advisor or Graduate Coordinator in the OSSCE will save a copy of the written action plan to the student’s file and forward it to the Graduate College.
4) Graduate students in the College of Nursing are expected to earn grades of “A” (4.0) or “B” (3.0). Grades below a “B” (3.0) are viewed as unsatisfactory academic performance.
   a) [Students enrolled in programs with clinical requirements may not receive a grade of “C” in any clinical management course](#). Grades of “C” in clinical courses are considered less than proficient and below clinical performance competency standards. Students with a grade of “C” in clinical management courses will be unable to proceed to the next level without repeating the course.
   b) Students may not include any course with a C or D on the plan of study for the degree. A student shall be recommended for dismissal from the program if more than two grades of “C” or “D” (i.e., 3 grades of “C”) are earned as a final course grade ([Please note that this is an exception to the graduate college policy](#)). All instances of “C” or “D” grades are considered, including all attempts of repeated courses.
   c) [Students who receive a “D” in a theory course that is prerequisite to the clinical practice course will not be allowed to progress to the clinical course until the course is repeated successfully](#).
5) Graduate students may repeat courses to demonstrate competency, providing there are seats (or applicable clinical spots) available per [university policy](#). Any graduate student seeking to repeat a course must contact the appropriate program director, in writing, to request enrollment. A course may not be repeated more than twice. Note that given the accelerated nature of the MEPN program, the course will not be available to repeat until one year later.
6) The College of Nursing may recommend that the Graduate College dismiss a student from the program if:
   a) A grade of “C” or “D” or “E” is earned in a graduate clinical course and if the student is ineligible to re-take the course.
   b) Any student recommended for dismissal will receive notification from the Graduate College regarding their status.
7) The College of Nursing may recommend that the Graduate College dismiss a student for unsafe clinical practice and/or unethical conduct at any time, and without the student having been previously warned.

Unsatisfactory Grade Notification Procedure

Students will be notified of unsatisfactory grades using the policies outlined below.

Midterm Notification

At mid-course, the course chair shall report to the MEPN program coordinator and Division Director each student who is achieving below a “C” grade in a course. If the course is a two-week course, notification will occur after the first week, if five weeks, notification will occur at two and one-half weeks and so forth.

End of Term Notification

At the end of term, the course chair shall report to the MEPN program coordinator and Division Director each student who earned a grade of “C” or less in a course.

Grade Appeal

All graduate students at the university may appeal a grade. Per [university policy](#), the basis for filing a grade appeal in any course is limited to fundamental fairness in treatment of the student by the instructor, as specified by the syllabus supplied to students at the beginning of the course. When considering a grade appeal, a student should meet with an Academic Advisor or a Graduate Coordinator in the OSSCE to review the required steps and timelines. All appeals must be initiated no later than the first five weeks of the regular semester after the semester in which the grade was awarded (e.g., to appeal a Spring 2015 grade, the student must initiate the appeal no later than the 5th week of Summer 2015).
Given the accelerated MEPN program, MEPN appeals should be filed within five business days of receiving the disputed grade from the instructor. The College of Nursing follows the established line of communication outlined in the university's policy:

1. The student must first discuss the concerns with the course chair or clinical instructor. The student must provide the rational for questioning the awarded grade. After this discussion, the student will determine whether to file a formal grade appeal.
2. If the student determines that a formal grade appeal is necessary, they should meet with their Academic Advisor or Graduate Coordinator to review the process and timeline for filing the grade appeal.
3. After meeting with the advisor or coordinator, the student must inform the instructor, in writing, that the student intends to file an appeal.
4. The student will communicate, in writing, the appeal to the course instructor, copying the program director on the email. The instructor has two weeks from receipt of the appeal to inform the student of their decision.
5. If the concerns are not resolved by the instructor, the student shall email the program coordinator, requesting a review of the appeal. The program coordinator has two weeks from receipt of the appeal to inform the student of their decision.
6. If the concerns are not resolved by the program director, the student shall email the division director, requesting a review of the appeal. The division director has two weeks from receipt of the appeal to inform the student of their decision.
7. If the division director does not resolve the concerns, the student shall contact the Dean of the College of Nursing, requesting a review of the appeal. The Dean will review the student’s appeal, university policy and provide a written recommendation.

Failure to follow the proper line of communication and university guidelines may result in a delay or dismissal of the appeal.

The College of Nursing has the following significant modifications to the university’s policies:

1. A student who has been awarded a failing grade in a course or has been withdrawn from a course based on failing to provide safe patient care may not attend either the theory or clinical portions of the course while appealing the grade.
2. College of Nursing clinical programs (MEPN) require completion of a sequence of courses, requiring demonstrated competencies that build from level to level. Courses in the sequence serve as prerequisites to the subsequent courses in the curriculum. Therefore, students must pass each level to proceed to the next level. Students with a grade of “C” in clinical management courses will be unable to proceed to the next level without repeating the course in which the student received a C, D or E grade. Having to repeat a clinical management course will delay graduation by one year.
3. Following completion of the appeal process:
   a. A student who successfully appeals the grade will be allowed to continue in subsequent courses.
   b. A student who is unsuccessful in their appeal will be withdrawn from courses requiring the failed course as a pre-requisite.

Withdrawal Grades
Withdrawal (dropping a course or from the university) processes are controlled by the university. Complete policies are available in the current university catalog. Requests for complete withdrawal from the University are initiated through the Registrar’s Office. Students leaving the University without a statement of formal withdrawal will be awarded a failing grade in each course. Students in good standing who withdraw from a course will be required to apply for readmission to the program, and cannot continue in the program until the required course is completed. Students should apply for a Leave of Absence as outlined below.

Grades of Incomplete

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when all but a minor portion of the course work has been satisfactorily completed and when the student and professor have completed a formal agreement outlining the conditions that must be met to complete the course. MEPN students should discuss with the instructor whether their circumstances allow them to receive an Incomplete grade. This should be done at least two weeks before the end of the semester. Instructors will document what course work must be completed by the student for the “I” grade to be removed and replaced with a grade.
Documentation should include:

- Which assignments or examinations should be completed and when
- How this work will be graded?
- How the student's course grade will be calculated?
- Date all incomplete requirements must be met
- How the work should be submitted

The instructor will use the University’s Report of Incomplete Grade form to document the agreement. Both the instructor and student sign this agreement and forward the agreement to the OSSCE. If the course in which the student received an "I" is prerequisite to other courses, all work, the minimum grade for that course must be completed, and the grade awarded prior to progressing in the program. Incompletes will not be given for required clinical days, as it is not possible to make up clinical days.

Per University policy, students have a maximum of one calendar year to remove an Incomplete; however, given the accelerated nature of the program, the College of Nursing has made significant modifications to this policy. Incompletes should be resolved before the beginning of the next semester or the start of the next course in the program's sequence for satisfactory progress. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the student's grade-point average. If the coursework cannot be completed within one year, the student may petition to extend the Incomplete. This petition must be submitted before the grade converts to an “E.” A Leave of Absence does not extend the one calendar year period for Incomplete replacement. The student cannot be awarded a degree while an incomplete is on the transcript.

Leave of Absence

Students may request a Leave of Absence (LOA) from the College of Nursing and the Graduate College. Students on LOA do not retain their privileged access to university resources; only academic services or facilities available to the general public can be used during the LOA.

Requests may be considered for the following types of leaves:

A. Academic Leaves: Requests for Academic LOAs (i.e., leaves to take course work at another university, to conduct research or field work, to accept an internship, or for professional development) are reviewed and handled on a case-by-case basis by the College of Nursing and the Graduate College.

B. Medical Leaves: With appropriate documentation from their medical provider, graduate students may be granted a Medical Leave of Absence by the Dean of the Graduate College. Under extraordinary circumstances, LOAs may be granted retroactively for up to one year. Students will be readmitted without reapplying to the College of Nursing and the Graduate College. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester.

C. Personal Leaves: Graduate students may be granted a LOA for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College. LOAs are granted on a case-by-case basis for compelling reasons, including for the birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students may continue their program without reapplying to the College of Nursing and the Graduate College at the expiration of the LOA. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester.

D. Provisos. LOAs may affect the status of a MEPN student's financial aid. Students are responsible for determining the requirements of their funding provider prior to applying for a LOA. Failure to obtain a Leave of Absence or remain in continuous enrollment will result in penalties, as described in the Graduate College's Continuous Enrollment policy requirements.

Students who seek a medical LOA/medical withdrawal from the university through Campus Health will be required to provide Campus Health with a "release to return" letter from their provider prior to re-enrolling in the program. The letter must be submitted directly to Campus Health, not to the College of Nursing. Campus Health will review the letter and (if necessary) request/review additional documentation from the student's provider. After review, Campus Health will provide the College of Nursing with notification that the student is cleared to return to studies.
All students who step out of a program with clinical components (MEPN, CERT, DNP) will be required to re-affirm that they meet the college’s Technical and Essential Qualifications document prior to re-enrolling.

Students who take an LOA must communicate with their Academic Advisor 6 months in advance of their desire to return to the program to ensure clinical space is available at the appropriate level. Return from LOA to the MEPN program is based on clinical space availability.

The process for requesting an LOA from the College of Nursing is as follows:
1. Students desiring a LOA should first discuss their intent with their faculty mentor and propose an updated Plan of Study to complete their coursework.
2. If the faculty mentor supports the request, the student should thoroughly complete the Graduate College Leave of Absence request form.
3. The form should be forwarded to the OSSCE via email to entry@nursing.arizona.edu. The student will notify the program coordinator of the requested LOA.
4. A member of OSSCE will assist the student with gathering signatures to complete the required form for submission to the Graduate College. This includes the written approval of the Program Coordinator & Division Director.
5. The student will receive confirmation from the Graduate College if the request is approved.

Non-Enrollment & Readmission to the College of Nursing MEPN Program

Students who have been granted an approved Leave of Absence, and who return within the approved time, do not have to apply for readmission. See additional details related to students who are granted a medical LOA/medical withdrawal from the university.

Students who were previously enrolled in the MEPN program and who have not been officially enrolled for one regular semester/level will be automatically discontinued and must then re-apply for admission. Readmission requires that student submit a new application to the Graduate College. Only students considered in good academic standing according to university policy will be recommended for readmission.

Students who do not enroll before the 5th week of courses may be withdrawn from the University's systems because of non-enrollment. The Graduate College will attempt to contact any student not on an approved Leave of Absence who does not enroll for the next term via email during the first five (5) weeks of the term via email. If no response is received, the student may be automatically dismissed from the program. Given the accelerated nature of the MEPN program, students who have not enrolled by the 2nd week of classes will be administratively dropped.

Readmission to the MEPN Program

Students who are on an approved LOA will be readmitted to the program in the appropriate level (2 through 4) if clinical space is available. Students who obtain an approved LOA during Level 1 will be guaranteed a seat with the next cohort.

Returning to the student’s original site cannot be guaranteed – students returning from LOA may need to complete the program at the opposite campus (Tucson or Phoenix) location as clinical space needs dictate.

A student who does not return from LOA within one calendar year will be required to re-apply to both the university & program with all other applicants.

Students who return from LOA should contact their academic advisor in the OSSCE no later than the 1st day of class in the semester prior to their return. As an example, for a student who plans to return to Level 3 (spring term), the notification should arrive no later than the first day of classes for the fall term (mid-August). Returning students must also meet with the Program Coordinator (Dr. Larson) prior to the first day of classes for the fall term. Returning students may need to enroll in a 1 unit independent study to refresh clinical skills before proceeding to the next level. Returning students may also request access to the D2L shells for the preceding level for review.
Satisfactory Student Progress and Student Progress Report Guidelines
Satisfactory Student Progress Milestones

MEPN students successfully progress in the plan of study by exhibiting professionalism consistent with the ethics and academic policies outlined in this handbook throughout the program. Successful students achieve learning outcomes, sequentially within each course or level in their plan of study according to the requirements in their syllabi. Syllabi will specify minimum standards of performance that are necessary or applicable in the course.

Course syllabi may identify six (6) categories of competency required to pass the course with a “C” or higher. The competencies identified as learning outcomes include achieving:
(1) an average of 70% on theory examinations for the course, (2) established benchmarks in the Kaplan standard diagnostic examinations administered in the course, (3) learning outcomes in skills laboratory, (4) learning outcomes in clinical performance, (5) defined behavioral and professionalism competencies, and (6) learning outcomes in additional written or academic assignments. Students must achieve minimum standards of competency in each of the applicable six (6) categories of student learning outcomes independent of achievements in the other categories in order to pass the course with a “C” or higher. Students will be provided opportunities for remediation to demonstrate competencies within the course. Additional applicable policies for each course will be listed in the syllabi.

Course Format and Delivery
Students are responsible for course content regardless of the delivery method: face-to-face lecture, textbooks and readings, online presentations and content modules, audio-visual assignments, and any other assignments. Additional details about course content delivery will be found in each syllabi.

Examinations
Students are required to take exams when scheduled. If an emergency arises, students must contact the course chairperson no later than the exam start time on the day of the examination. If unable to contact the course chairperson, the student should call the College of Nursing office and leave a message and telephone number. Examination make-ups must be scheduled with the course chairperson. The time frame for making up an examination is limited to a one-week period following the regularly scheduled test day, except under extenuating circumstances. In Incase of catastrophic events exceptions to this policy may be considered and require the approval of the course chair. Students should always refer to specific course policies concerning exams.

Proper Use of Electronic Devices in Academic and Clinical Settings

Classroom
Visible and audible use of cell phones and paging devices is prohibited in classrooms. Students are expected to inform friends and family members not to call during class times, except for emergencies. Students may have their cell phones on vibrate or silent mode in case of emergency. Text messaging during class is prohibited.

Computer use during class time should be for academic-related purposes only. Use of computers for personal communication, personal entertainment, or non-academic Internet use is strictly prohibited. Working on academic assignments, which are not designated as “in-class” assignments, is also prohibited.

Inappropriate in-class use of any electronic device may result in dismissal from the classroom setting. Repeated use may result in a lowering of the grade for unprofessional or disruptive behavior or failure to meet the course requirements or student learning outcomes.
Clinical

In general, students may not use cell phones, pagers, recording devices, or other electronic communication devices in the clinical area, except with the direct permission of their clinical faculty and only in designated areas within the clinical practice site. Students must adhere to all specific institutional policies and procedures and professional behaviors pertaining to the use of electronic devices during clinical lab time (including clinical conference times).

Computer use during clinical time should be restricted to clinical care activities only. Use of computers for personal communication, personal entertainment, non-academic, internet use, and to work on academic assignments is strictly prohibited.

Inappropriate use of any electronic device during clinical work may result in dismissal from the clinical setting. Inappropriate use of electronic devices within the clinical setting constitutes unprofessional behavior and can result in a code of academic integrity violation leading to legal ramifications such as a violation of HIPAA (Health Insurance Portability and Accountability Act) regulations. Violations may result in unsuccessful completion of the clinical portion of the course.

Unsatisfactory Student Performance

Students will be assessed regularly for satisfactory progress. The following performance benchmarks have been developed to determine satisfactory progression and provide early warning of unsatisfactory performance and/or required remediation. Examples of assessment strategies to determine student achievement of learning outcomes include, but are not limited to statistical analysis of knowledge demonstrated in examinations, evaluation of successful demonstration of clinical skills.

Student Progress Reports & Remediation Plans

The Student Progress Report provides a means for monitoring satisfactory performance in the College of Nursing and notification of potential risk of failure. The report identifies student behaviors that need immediate improvement for satisfactory progress through the program. The report provides students with information to improve their own growth and development. Course faculty are expected to document and contact students, within 48-72 hours during regular business days, of any clinical risk or theory deficiencies that could lead to an unsatisfactory grade in the course. Students will be given results of any examination or paper evaluation as quickly as possible. During clinical courses, students will be contacted verbally and in writing weekly about any deficiencies. If students are at risk of failing, faculty should schedule a face-to-face meeting with the student to review the written progress report.

After meeting with the student, a copy of the Student Progress Report will be sent electronically to the student as a summary. The Office of Student Support and Community Engagement, the student’s faculty mentor and program coordinator and will be copied on the email.

Progress reports may identify behaviors, deficiencies and remediation plans related to the student’s cognitive (knowledge), affective (professionalism or attitude), or psychomotor (skills) domains of learning outcomes. Student Progress Reports are a permanent part of a student’s file and can be used to evaluate a student’s overall performance in the College of Nursing, including when reviewing applications for readmission or student appeals. Student progress reports are confidential, and will not be shared outside of the University of Arizona within the limits of the law.

Guidelines Related to Remediation and Successful Progression

The course chair, the MEPN program coordinator and the student will create a written remediation plan to address issues that are contributing to the student’s unsatisfactory academic performance. Either faculty or student may identify deficiencies in performance. The remediation plan will be included as a component of the written Student Progress Report and must include specific remediation activities and dates for completion. This progress report will be discussed with the student during a student-faculty conference. Students must engage in remediation activities to correct deficiencies and completion of these remediation activities will be documented by the professor issuing the report.

Examples of remediation activities include, but are not limited to,
- test taking workshops offered through the College or University,
- extra study sessions conducted by College faculty,
open labs or additional time for reviewing and practicing skills and simulations,
workshops to prepare for diagnostic examinations (Kaplan standardized exams) and other types of knowledge exams,
referral to an educational specialist or activity in the College or University, recommendation to obtain a personal subject matter tutors, and
participating in professional development activity about: working in teams, communication, resilience, etc.

Non-Academic Guidelines Related to Remediation and Successful Progression

Non-academic factors that may be considered appropriate for remediation include:
- Failure to meet the standards outlined in the Technical Qualifications for Nursing Candidates at any time throughout the program.
- Unethical or unprofessional conduct.
- Dishonest scholastic work (Academic Integrity).
- Unsafe patient care as determined by the College of Nursing.

The course chair, the MEPN program coordinator, the student, and possibly the Dean of Students, will collaboratively create a written remediation plan to address any relevant non-academic issues.

Unsafe Patient Care

In addition to completing a Student Progress Report, the course chair will immediately report to the Division Director and MEPN Program Coordinator any student who is at risk for not providing safe patient care. The Student Progress Report will outline that the student has either provided unsafe patient care, or that the student unable to demonstrate the knowledge and skills associated with providing safe patient care. Students thus identified must engage in immediate remediation and show evidence of competency prior to returning to the clinical practice site. The report will also outline the remediation activities to address the concerns along with a timeline for completion.

The College of Nursing may recommend dismissal from the program for any student who engages in unsafe practice or illegal or unethical conduct. Procedurally, students will be given a progress report, a code of conduct or academic integrity violation report may be filed and the student may be removed from classes depending on the parameters of the act. Students who have had previous remediation for unsafe patient care and whom commit a second act of unsafe patient care are at risk for immediate dismissal.

Appeal of Dismissal for Unsatisfactory Progress

In accordance with College of Nursing, the University of Arizona Graduate College, and University of Arizona policy, the student has a right to initiate a written appeal for a dismissal based on unsatisfactory progress. The written appeal must be delivered during the 5-week period following written notification of the decision. Given the accelerated MEPN program, students should file the appeal with five (5) business days to ensure timely review. Students should appeal to the Program Director for Graduate Studies (Dr. Badger) as the first step in communication.
COLLEGE OF NURSING CLINICAL POLICIES

Heath-Related, Fingerprint Clearance and Background Check Policies

Students are required to have proof of health insurance coverage, current immunizations and titers, CPR completion and a fingerprint clearance card (FCC) to be recommended for admission to the Graduate College for admission to the MEPN program. These requirements are essential to participate in clinical site experiences to complete the degree. The student will upload health information and FCC into designated compliance websites throughout the program (for example, “Castlebranch.com” and “My Clinical Exchange”).

Health Related Policies
The requirements listed below are to ensure that students enter the clinical nursing courses in good health. Required immunizations can be obtained at Campus Health for a nominal fee. For information and pricing visit http://www.health.arizona.edu or call the Billing and Claims office at 520-621-6487.

The College of Nursing OSSCE manages all immunization and screening results, as necessary for clinical work, through a records clearinghouse website, CastleBranch.com. Students will submit all requirements to Castle Branch. Depending on clinical placement, students may also be required to submit requirements into My Clinical Exchange.

Health Insurance
Students are required to carry personal health insurance due to partnership contracts with our clinical agencies. All international students are required by law to have health insurance and, per University policy, and must purchase the insurance through Campus Health. In case of illness or injury, the student must pay the cost of care not covered by insurance, including emergency and inpatient services.

Immunization Requirements
All immunization requirements are necessary for a student to proceed to clinical work.

**MMR (Measles, Mumps, Rubella)**
All students are required to have proof of measles, mumps and rubella immunity on file with Castle Branch and Campus Health prior to beginning the first course at the College of Nursing. Proof of immunity for measles and rubella is a University of Arizona requirement, regardless of your age. The immunization requirement form is provided to the students upon admission and can be found on the Campus Health website.

**Hepatitis B**
All students are required to have immunization against Hepatitis B virus and serological proof of immunity. If not immune, verification of the first injection must be submitted to Castle Branch prior to beginning the first course at the College of Nursing. Upon receipt of each injection, a copy of the immunization record should be submitted Castle Branch. Serological proof of immunity (titer) is to be submitted after the third injection.

**Chicken Pox**
All students are required to provide proof of immunization against chicken pox (2 doses) or serological proof of immunity. Verification must be submitted to Castle Branch prior to beginning the first course at the College of Nursing.

**Annual Flu Shot**
All students will be required to receive the annual flu shot by August 31st of each year. This should coincide with the availability of the current seasonal flu shot.

**Tuberculosis Skin Test**
All students will be required to receive a tuberculosis skin test. Verification must be submitted to Castle Branch prior to beginning the first course at the College of Nursing.

One of the following is required:
- Two separate TB skin tests dated 1 – 3 weeks apart or within 6 months of each other, the most recent being administered within the past year
• quantiFERON Gold blood test (lab report or physician verification of results required) OR
• If positive results, provide a clear Chest X-Ray (lab report or physician verification of results required).

Renewal date will be set for 1 year for TB Skin test and Blood tests OR 2 years for Chest X-ray results. On renewal, one of the above will be required with the exception that it is only a 1-step TB test not a 2-step TB.

Cardiopulmonary Resuscitation (CPR)

All students are required to be certified as a Healthcare Provider in CPR by successfully completing the BLS (Basic Life Support for Healthcare Providers or Professional Rescuers) CPR course. Information regarding classes can be found on the American Heart Association website at http://cpr.heart.org. Certification must be kept up-to-date throughout the student’s enrollment in the College of Nursing. Proof of certification is to be submitted to Castle Branch upon admission and following each renewal. Please note the HeartSaver CPR AED course is not accepted.

HIPAA/OSHA

The University requires that all students who access or use health information take the HIPAA and Blood borne Pathogens exams once a year through UA learning. Each exam must be passed with a 100%. UA Net ID will be required to access the exams at https://learning.uaccess.arizona.edu

Unusual Occurrence

Each student will be issued a student exposure procedure card at orientation. Except for exposure to blood and body fluids, the following procedure is to be followed when a student is injured in the College of Nursing building or at a clinical agency:

1. Arrange for immediate care of the student as necessary through UA Campus Health and ASU Campus Health. The student may elect to seek care through any other provider besides Campus Health, but will be responsible for any charges.
2. Complete an Incident Report according to agency policy.
3. Complete a University of Arizona Non-Employee Incident Report Form. The form is obtained from the College of Nursing OSSCE or the Risk Management website at https://www.health.arizona.edu/student-exposure-bloodbody-fluids. This is completed by the student and instructor, and submitted to the OSSCE. OSSCE will make a copy of the Report and forward the original copy to Risk Management as indicated on the form.

Fingerprint Clearance Card

All students as a condition of final acceptance in an educational program in which they are required to participate in clinical training rotations, must obtain a valid fingerprint clearance card, in accordance with A.R.S. § 15-1881 as amended. Students must provide a copy of such card to the College of Nursing, Office of Student Support and Community Engagement. A student who does not possess a fingerprint clearance card at the time of conditional acceptance shall provide a signed copy of their application to the Arizona Department of Public Safety - AZDPS.

Effect of Failure to Obtain Fingerprint Clearance Card or Revocation of Fingerprint Clearance Card

The University of Arizona may rescind the admission of a student who fails to obtain a valid fingerprint clearance card prior to enrollment, and may dismiss a student whose fingerprint clearance card is revoked, upon notification of revocation. Students who are unable to obtain a fingerprint clearance card will be unable to enroll at The University of Arizona College of Nursing. Maintaining a valid fingerprint clearance card will be required to retain good standing within the College of Nursing.

Agency/Clinical Placement Screening Procedures

In addition to the Department of Public Safety Fingerprint Clearance Card required by the College of Nursing, separate agencies and clinical sites may require screening procedures such as background checks, resumes, references,
influenza (flu), drug screens, and/or fingerprinting prior to permitting student clinical placements in the agency or clinical site.

Students are expected to bear the expense of these requirements. Students who fail to comply with these requirements may be unable to fulfill their academic requirements and may be dismissed from the program.

Policy on Drug and Alcohol Use and Urine Drug and Alcohol Screening

Purpose/Rationale

This policy is in accordance with The University of Arizona Statement on Drug Free Schools and Campuses, which prohibits the use of alcohol or a controlled substance not prescribed by a health care provider while on duty. This includes the improper use of a prescribed substance or over-the-counter (OTC) substance in any manner in which it is not prescribed or directed on the label. The University of Arizona College of Nursing has a responsibility to provide for the safety of patients. Presence of drugs/alcohol could interfere with a student's judgment, cognitive abilities, and motor skills causing risk to the patient, the clinical agency, and the University. Additionally, there are significant health risks associated with the use of illegal substances and alcohol, or the improper use of prescribed and over-the-counter substances.

Urine Drug/Alcohol Screening

The University of Arizona College of Nursing maintains a no tolerance policy regarding substance use. If required by a clinical agency, students must pass a urine/alcohol test. Failure to submit test results, a positive test, or a tampered with urine sample will result in (permanent) dismissal from the program. Students taking a valid prescription medication, which causes the drug screen to be positive, must provide proof that they are under the current treatment of a licensed medical provider and have a valid prescription. The medical provider must indicate in writing that the prescribed drug will not interfere with safe practice in the clinical area.

Safe and Professional Performance in Clinical Laboratory Settings

All students in the College of Nursing are expected to demonstrate safe professional behavior, which includes promoting the actual or potential well-being of clients, health care workers, and self in the biological, psychological, sociological, and cultural realms. In accordance with the American Nurses Association (ANA) Nursing Scope and Standards of Practice and Code of Ethics for Nurses, the student is expected to demonstrate accountability in preparation for and provision, evaluation, and documentation of nursing care according to expected individual student learning outcomes for clinical practice.

The purpose for setting safe and professional performance clinical standards is to:

a. identify expectations of the College of Nursing
b. to comply with licensure regulations and agency agreements
c. to identify and help students who need assistance and support to succeed in the nursing program.

Implementation of Policy

Unsafe or unprofessional behavior(s) related to the student's performance must be clearly described and documented in writing, in a student progression report, and in final course clinical evaluations if there are unresolved, ongoing, or multiple offenses. Confirmation with supporting observation of clinical staff should be included in the documentation of the performance issues, if possible. The student has a right to provide input and/or data regarding his/her clinical performance and to consult with the clinical instructor, the course chairperson, faculty mentor, and/or MEPN program coordinator. The clinical instructor will document unsafe or unprofessional behaviors and take appropriate action, which may include one or more of the following:

a) A conference between the student and clinical instructor; or
b) Discussion of appropriate action by student; or
c) Consultation by faculty member and student with the course chairperson(s) and/or MEPN program coordinator; or
d) Referral to the Campus Health Service for physical health assessment to determine if there are any factors impacting the student's performance, and any recommendations for health care; or
e) Referral to Counseling and Psychological Services for psychological or drug/alcohol assessment to determine if there are any factors impacting on student performance and any recommendations for health care; or
f) Consultation by student with own health care provider and written evidence of ability to perform safely in the student nurse role; or

g) Removal from the clinical practicum with appropriate action, e.g., with a failure to meet clinical course student learning outcomes, leading to possible suspension or dismissal from the nursing program.

The student may initiate the appeal process according to the procedures outlined in the College of Nursing Student Handbook. In such case, that the behavior violates the Arizona Board of Regents’ Code of Conduct charges will be brought under this Code.

Transportation

Attendance at clinical practice sites is required to successfully complete the MEPN program. These clinical sites are held in a variety of health care settings throughout the greater Tucson or Phoenix community. Students are to provide their own transportation to whichever clinical or instructional sites they are assigned within these metropolitan areas. Failure to arrive to instructional or clinical practice site rotations because of lack of transportation is considered an unexcused absence, and repeated instances may lead to failure in the course. Should a student encounter an unexpected challenge with transportation, the student should contact their clinical supervising faculty member immediately. The notification should occur via email, text message or phone call, and should include a short summary of the situation, how the student will resolve the challenge, and when the student will arrive at the clinical practice site.

Student Uniform Policy

The uniform policy is designed to protect the personal safety of students and patients in the clinical setting and to protect the professional image of nursing. It also is a means of identifying students as University of Arizona College of Nursing students when they are in the clinical setting. No part of the uniform, including the name pin, should be worn except in the clinical setting or for special College of Nursing sponsored activities. The uniform is not to be worn in non-clinical public settings unless given approval from the College of Nursing. This policy must be observed by all nursing students.

When in uniform, students must follow this policy. In certain clinical settings, clinical faculty will provide students with special instructions concerning exceptions to this policy. Students must adhere to all additional requirements of their clinical sites regarding dress code, identification badges, and specialized scrubs for specific units. Students may never post images or photographs to any form of electronic communication or social media while wearing the College of Nursing uniform.

1) The College of Nursing uniform is worn:
   a) When engaged in skill acquisition and clinical practice both inside and outside the College.
   b) When representing the College in designated activities.

2) Uniforms must be clean, neat, properly fitted, and worn with appropriate undergarments. Uniforms need to be properly fitted to prevent exposure during bending, lifting, and other activities. An optional V-neck or crew neck undershirt that is 100% navy or black in color may be worn. Undershirts must not have any visible decoration or logos of any kind. No other color of undershirt may be worn, including white.

3) While giving direct care, no outer covering other than the approved uniform jacket may be worn over the uniform – unless otherwise approved.

4) Additional coats or jackets may be worn to and from a clinical facility and must be removed upon entering the building. These jackets must be stored in a tote bag or backpack.

5) Uniform components are:
   a) Navy scrub top (College of Nursing approved brand in style numbers only) embroidered with the approved "University of Arizona College of Nursing" logo on the top left side of the front. The uniform top must include the University of Arizona College of Nursing patch attached securely to the uniform.
   b) Navy scrub pants (College of Nursing approved brand and styles only).
   c) Optional navy scrub jacket (College of Nursing approved brand and styles only) may be worn over the scrub top. The jacket must be embroidered with the approved "University of Arizona College of Nursing" logo on the top left side of the front. The scrub jacket must also have the CON patch attached, if worn in the clinical setting.
   d) Shoes must be 100% white or 100% black, clean and worn with plain white or black socks. Open-toed shoes, sandals, clogs, mesh, or canvas shoes are not permitted for safety purposes. All shoes must have a non-slip bottom, a heel strap or closed heel, and must be professional work shoes intended for long periods of standing and walking. Logos or additional colors in the shoe are not permitted.
e) Name pins must include the UA Nursing logo, the student's first name and last initial on the first line, and the words "Nursing Student" on the second line. Students will wear the name pin on the right front of the exterior garment level with the embroidered logo. The pin must be visible during all assigned clinical experiences. Students will wear the name pin in a health care facility only for assigned clinical experiences. The pin must also be worn in clinical settings where street clothes are required. A name pin will be provided upon admission and students may elect to purchase additional or replacement pins from approved vendors.

6) Hair
a) Hair must be clean and neat. Shoulder length or longer hair must be pulled back and secured to the head in a tight, clean bun, braid, or ponytail to keep it secured above the shoulder and from impeding vision or creating an infection control hazard. Hair may be secured with neutral color elastic or a plain headband that is 100% black or navy. Bangs or shorter strands of hair that hang in the face must be restrained with bobby pins, hair clips, or headbands.

b) Male facial hair must be neatly trimmed or cleanly shaved.

7) Jewelry
a) Watches that display seconds are required. Watches are recommended to be plain, solid color, with minimal decoration, and be of a small/moderate size as not to impede with patient care.

b) Jewelry is not allowed with the following exceptions:
   i) One plain (without stones) wedding or personal ring
   ii) One small, non-dangling post earring in each ear. Earrings must be neutral color and professionally appropriate. No hoop, gauge, cuff, bar, or spiked stud earrings may be worn.
   iii) All body piercing jewelry and ankle jewelry must be covered or removed during clinical experiences. No body piercing jewelry may be visible. No facial or tongue jewelry is permitted. Gauges or holes in ears must be covered with a skin tone bandage.

8) Personal Hygiene, Fingernails and Skin
a) Daily bathing and regular oral hygiene are required to reduce the possibility of patient sensitivities to body and mouth odors.

b) Fingernails must be clean, short, and smooth to ensure student and patient safety. In accordance with the Center for Disease Control Guidelines, only natural nails may be worn during assigned clinical experiences.

c) Nail polish or gel coatings of any kind are not permitted.

d) No heavily scented perfumes, aftershaves, body sprays, powders, lotions, and/or colognes should be worn in patient care areas. This includes no strong scents from tobacco or laundry detergents. This is restricted to avoid the possibility of patient sensitivity.

e) All body art and tattoos must be completely covered during clinical experiences. A long sleeve undershirt, fragrance-free make up, or skin-tone bandages are authorized coverings for exposed tattoos.

Graduation
College of Nursing Commencement

MEPN graduates attend the College’s Convocation ceremony in August each year. At this ceremony, the students are recognized individually for their achievements, hooded and presented with a College of Nursing Pin. At this ceremony, students will be awarded their degrees.

College of Nursing Pin
Students in the College of Nursing in the first graduating class in May 1961 selected the pin. The medallion was designed in 1960 to celebrate the 75th anniversary of the founding of The University of Arizona. The year 1957 was added to reflect the date when the first students were enrolled in the nursing program. While the original pin was made of copper to represent Arizona is the Copper State, the pin is also available in gold or silver. Students wishing a pin must purchase it through the Arizona Health Sciences Center Medical Bookstore well in advance of graduation. Traditionally, students receive their pins during the College of Nursing Convocation at graduation during a special pinning ceremony. Only the official College of Nursing pin can be used.
Records & Information Post-Graduation

After graduation, graduates may have access to transcripts of their academic and clinical achievements and upon their request have verified copies furnished a destination of the student's choice is the University of Arizona Registrar. A fee may be charged for photocopying or processing of all transcripts and records.

Records retained by the program after graduation may include grades, certification examination applications, special awards or honors, licenses and certifications (RN, ACLS), etc.

Graduates have the right to expect that a complete, accurate transcript of student educational experiences will be forwarded to the appropriate certification body upon graduation. It is the student's responsibility to arrange to take any post-graduation certification exams.

Registered Nurse Licensure to Practice (NCLEX)

Successfully completing the National Council Licensure Examination for Nursing (NCLEX-RN) is essential for the MEPN graduate to begin a professional nursing career. Students graduating from the MEPN programs are required to complete and pass diagnostic tests each level in preparation for taking the NCLEX upon graduation. Each student must establish and implement a comprehensive study plan in the review of specific nursing content areas to prepare for taking the NCLEX.

During the final semester, students apply for licensure to practice as a registered nurse. The College of Nursing Office of Student Support and Community Engagement provides information regarding the NCLEX-RN and assistance in preparing the application. The examination may be taken at any designed testing site and will be administered via computerized adaptive testing (CAT).
Appendices

Appendix A: Transfer of Courses from Other Institutions

Students who wish to transfer coursework must abide by both Graduate College and College of Nursing requirements. Per university policy, master’s degree students may transfer no more than 20% (6 units) from an outside institution toward completion of the program. Students who wish to transfer units must submit an evaluation of transfer credit form to the Graduate College before the end of their First level of study. Transfer units must be at the graduate level (500 level or higher), with a grade of “A” or “B”. Undergraduate coursework, including 400 level coursework will not be accepted. Master’s students can only use up to 20% of the required number of units as transfer credit. Transfer requests must be completed prior to the submission of the Plan of Study.

The process for transfer coursework is:

1. The student must obtain the following documentation for each course: syllabi & course description. This information should include a list of textbooks, assignments and learning outcomes. The Office of Student Support and Community Engagement will assist the student in gathering this information as needed.
2. Once the student has obtained the proper documentation, the Office of Student Support and Community Engagement sends the materials to the appropriate Course Chair and Program Director for evaluation. The faculty course chair reviews the materials to assess if they meet UA requirements (refer to the Graduate College website: http://grad.arizona.edu/)
3. The faculty course chair informs the Office of Student Support and Community Engagement if the course has been approved or denied for transfer.
4. The Office of Student Support and Community Engagement informs the student if the course has been approved or denied for transfer.
5. If the transfer request is approved, the Office of Student Support and Community Engagement assists the student in filling out the appropriate Graduate College form.
Appendix B: Technical & Essential Qualifications for Nursing Students

The following qualifications are required of all students for undergraduate and advanced practice nursing programs for successful admission, continuance, and graduation.

<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Standard</th>
<th>Examples of Required Activities</th>
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| Motor Abilities & Physical Strength | • Physical strength/abilities and mobility sufficient to perform full range of patient care activities including moving from room to room and maneuvering in small spaces, full range of motion to twist/bend, stoop/squat, reach above shoulders, and below the waist. Motor skills, physical endurance, and strength to provide patient care (lifting/moving patients, etc.). | • Physical strength and mobility sufficient to perform a full range of required patient care activities including assisting with ambulation of clients, administering CPR, assisting with turning and lifting patients, and providing care in confined spaces such as a treatment room or operating suite.  
• Move around in work areas and treatment areas. |
| Manual Dexterity                    | • Demonstrate fine motor skills sufficient for providing safe nursing care.                                               | • Motor skills sufficient to handle small equipment (e.g., an insulin syringe), and perform patient care skills, including medication administration by all routes, tracheotomy succioning, urinary catheter insertion. |
| Perceptual/Sensory Ability          | • Sensory/perceptual ability to monitor and assess clients.                                                                 | • Hearing sufficient to hear alarms, assess heart, bowel, and lung sounds, and respond to patient statements.  
• Visual acuity to read calibrations on 1 cc syringe, read and document on the computer, and assess for color (cyanosis, pallor, redness).  
• Tactile ability to feel pulses, temperature, texture, moisture, and masses.  
• Olfactory ability to detect smoke or noxious odor. |
| Behavioral/Interpersonal/Psychosocial| • Ability to interact with colleagues, staff and patients with honesty, civility, integrity, and nondiscrimination.  
• Capacity for development of mature, sensitive and effective therapeutic relationships.  
• Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, developmental, cultural, physical and intellectual backgrounds.  
• Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.  
• Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.  
• Provide care and relate to colleagues and staff in accordance | • Establish rapport with patients, clients, and colleagues.  
• Work in a professional manner with diverse teams and work groups.  
• Psychosocial skills sufficient to remain calm in an emergency situation.  
• Behavioral skills sufficient to demonstrate the exercise of good judgment and timely completion of all responsibilities attendant to the diagnosis and care of clients.  
• Adapt rapidly to environmental changes and multiple task demands.  
• Maintain professionalism in stressful and demanding situations.  
• Provide nursing care and work with others in all school and practice settings, complying with applicable standards, policies, rules, and procedures. |
| Maintaining Creating & Safe environments for Patients, Families and Co-workers | Ability to accurately identify patients.  
• Ability to administer medications safely and accurately.  
• Ability to operate equipment safely in the clinical area.  
• Ability to recognize and minimize hazards that could increase healthcare associated infections.  
• Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls. | Prioritizes tasks to ensure patient safety and maintaining standards of care.  
• Maintains adequate concentration and attention in patient care settings.  
• Seeks assistance when clinical situation requires a higher level or expertise/experience.  
• Responds to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner. |
| Communication | Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team.  
• Ability to communicate using spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language.  
• Ability to read, ability including computer systems literacy. | Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care.  
• Elicits and records information about health history, current health state and responses to treatment from patients or family members using electronic or paper systems.  
• Conveys information to clients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner.  
• Establishes and maintain effective working relations with patients and co-workers.  
• Recognizes and reports critical patient information to other caregivers.  
• Role model professional and civil communications with patients, families, instructors, peers and all members of the healthcare team. |
| Punctuality/ work habits | Ability to complete classroom and clinical assignments and meet applicable deadlines.  
• Ability to adhere to classroom and clinical schedules. | Attends all class and clinical sessions punctually.  
• Reads, understands, and adheres to all policies related to classroom and clinical experiences. Contacts assigned instructor or preceptor in advance of any absence or late arrival. |
| Cognitive/ Conceptual/ Quantitative Abilities | Ability to solve problems involving measurement, calculation, reasoning, analysis and synthesis.  
• Ability to gather data, to develop a plan of action, establish priorities, monitor, and evaluate treatment plans and modalities.  
• Ability to comprehend three-dimensional and spatial relationships.  
• Ability to perceive signs of an emergent situation and respond appropriately | Calculates appropriate medication dosage given specific patient parameters.  
• Analyzes and synthesize data and develop an appropriate plan of care.  
• Collect data, prioritize needs, and anticipate human reactions in the clinical setting.  
• Comprehend spatial relationships adequately to properly administer injections, start intravenous lines or assess wounds of varying depths and types.  
• Recognize an emergency and respond effectively to safeguard the patient and other caregivers. |
I have read the above Technical Qualifications for Nursing Students and verify the following:

☐ I am able to meet the College of Nursing’s Technical Qualifications for Nursing Students without accommodation, OR

☐ I may need an accommodation to meet the College of Nursing’s Technical and Essential Qualifications for Nursing Students. If so, I will contact the University of Arizona’s Disability Resources, 1224 East Lowell Street, Tucson, Arizona 85721 (Phone: 520.621.3268 V/TTY, Fax: 520.621.9423, Email: uadrc@email.arizona.edu), to explore whether reasonable accommodations may be available to me. I understand that I may need to provide supporting documentation to Disability Resources as part of the accommodation process.

ALL STUDENTS:

☐ If there is a change in my status, and I am unable to perform or meet the technical and/or essential qualifications above, I will notify my course instructor and the program director (BSN or MEPN) immediately, as soon as there is a known change of status. I understand that I may not participate in classroom, skills lab, or clinical experiences until the course instructor and program director are notified, and a determination is made as to my safe participation in the program.

______________________________  ______________________________
Signature of Student                Date

______________________________
Printed Name
Appendix C: Statement on Drug Free Campuses

Statement on Drug Free Schools and Campuses

Under Federal legislation entitled The Drug Free Workplace Act of 1988, and The Drug Free Schools and Communities Act of 1989, no institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. The Drug Free Schools and Communities Act requires the annual distribution of the following information to students and employees. In addition, the University of Arizona and the program clinical partners have restrictions on use of nicotine and may require drug testing.

Policy and Prohibition

To provide a drug free environment for all University students and employees, the University prohibits the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on its property or as part of any of its activities. The University prohibits employees while on duty from consuming or being under the influence of a) alcoholic beverages or b) a controlled substance not prescribed for the employee by their health care provider. University of Arizona students and employees are subject to all applicable drug and alcohol policies including policies set forth in the University’s Staff Personnel Policy Manual, University Handbook for Appointed Personnel, Arizona Board of Regents Code of Conduct, The University of Arizona Alcohol Policy and Regulations, or other applicable rules when adopted.

Sanctions

Local, state, and federal laws make illegal use of drugs and alcohol serious crimes. Conviction can lead to imprisonment, fines and assigned community service. To assure fair and consistent treatment of all students or employees who are accused of illegal use of drugs and/or alcohol, the University will handle all cases which come to its attention within the guidelines of the applicable policies and procedures of the University (e.g., Student Code of Conduct and Student Disciplinary Procedures, Staff Rules and Conduct and Disciplinary Action, ABOR Code of Conduct) and where appropriate, local, state, and federal regulations.

Sanctions will be imposed on students or employees who violate Arizona Board of Regents or University drug and/or alcohol policies. Sanctions may include suspension of expulsion for students and, for employees, disciplinary action up to and including discharge.

Health Risks

There are definite health risks associated with the use of alcohol and illegal substances. Alcohol or any other drug, including nicotine, used in excess over time can produce illness, disability, and death. The health consequences of substance abuse may be immediate and unpredictable, such as cardiac arrest with cocaine use, or subtler and long term, such as liver deterioration associated with the prolonged use of alcohol. Other concerns relating to substance abuse include the following:

- Regular users of alcohol and other drugs often have erratic life styles, which interfere with sleep, nutrition, and exercise.
- Alcohol and substance use and abuse may lead to financial difficulties, domestic violence, deterioration of the family structure, motor vehicle accident injuries, and reduced job performance.
- Repeated use of alcohol can lead to dependence.

Support Systems and Resources

Students who are experiencing problems with alcohol and/or other drugs have campus and community resources available. Students should contact the Office of Student Support and community Engagement or Campus Health for additional information and support. Additional resources may be site-specific. For example, reciprocal agreements with Arizona State University may support Phoenix site students.

The Campus Health Service provides programs, which can assist students with medical and mental health care. Counseling and Psychological Services (CAPS) offers confidential short-term counseling. For more information, please call 520-621-6490 or access their website.

Reporting Responsibility

Employees and students are obligated to report any criminal drug/alcohol statute conviction for a violation occurring in the workplace. Appointed personnel and classified staff employees should report such information to the Associate Vice President for Human Resources (520-621-1684); students and student employees should report to the Office of Student Support and Community Engagement (520-626-3808) as well as the Dean of Students Office (520-621-7060). These individuals are also available to answer any questions pertaining to legislation and/or the University’s compliance. Students should be familiar with the Healthcare Professionals’ Obligation to Self-Report.