Welcome...

to the

University of Alaska

School of Nursing

The faculty and staff of the University of Alaska Anchorage (UAA) School of Nursing (SON) take this opportunity to welcome all new students. We are pleased you have chosen to attend our school and we hope your educational experience with us will be rewarding.

We provide equal education and employment opportunities and to provide service and benefits to all students and employees without regard to race, color, religion, national origin, sex, age, disability or status as a Vietnam era or disabled veteran. This policy is in accordance with the laws enforced by the Department of Education and the Department of Labor, including Presidential Executive Order 11246 as amended, Title VI and Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, the Public Health Service Act of 1971, the Veterans' Readjustment Assistance Act of 1974, the Vocational Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Equal Pay Act of 1963, the 14th Amendment, EEOC's Sex Discrimination Guidelines and Alaska Statutes 18.80.220 and 14.18. Inquiries regarding application of these and other regulations should be directed to the University’s Affirmative Action Director, the Office of Civil Rights (Department of Education, Washington, DC) or the Office of Federal Contract Compliance Programs (Department of Labor, Washington, DC).

This handbook has been divided into two parts. Part I applies to all students in all programs and Part II is specific to your program. The handbook is designed to assist you in becoming familiar with various aspects of your chosen degree program. Please take the time to familiarize yourself with the contents so that you will know where to locate specific information as it is needed. Use this handbook in conjunction with the UAA Course Catalog. In addition, please take advantage of interacting with the SON faculty.

The UAA School of Nursing programs offer both challenges and rewards. We wish you success in advancing your nursing career.

The School of Nursing Faculty

Note:  Updates to the 2017-2018 Student Handbook may periodically be made and will take precedence.

All updates will be posted on:  http://www.uaa.alaska.edu/schoolofnursing/studenthandbooks.cfm
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Accreditation

The Associate of Applied Sciences, Baccalaureate, and Master's programs at the University of Alaska Anchorage School of Nursing are fully accredited by the Accreditation Commission for Education in Nursing (ACEN). Date of last review approval 2017 (can we add for how long?)

Contact Information:
Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020
Email: info@acenursing.org
Web: www.acenursing.org

The Post-Masters DNP program at the UAA SON is fully accredited by the Commission on Collegiate Nursing Education (CCNE) through September 2021.

Contact Information:
Commission on Collegiate Nursing Education
One Dupont Circle, NW Suite 530
Washington, DC 20036
Phone: (202) 887-6791
Fax: (202) 887-8476
Web: http://www.aacn.nche.edu/ccne-accreditation

All University of Alaska Anchorage nursing programs are reviewed and accredited by the Alaska Board of Nursing, contingent on obtaining and maintaining national nursing accreditation.

Contact Information:
Alaska Board of Nursing
550 West Seventh Avenue, Suite 1500
Anchorage, AK 99501-3567
Phone: 907-269-8160
Fax: 907-269-8156
E-mail: boardofnursing@alaska.gov
Web: https://www.commerce.alaska.gov/web/cbpl/professionallicensing/boardofnursing.aspx
PART 1: School of Nursing Information

SECTION I – INTRODUCTION

MISSION
The mission of UAA School of Nursing is to promote health and well-being of people and communities by fostering excellence and innovation in nursing education, research and health care.

VISION
The vision of the School of Nursing is to be a leader in the transformation of nursing in Alaska dedicated to improving local and global health outcomes.

CORE VALUES
The core values held by the SON include:
- Excellence – We strive for the best, to continually improve ourselves and our endeavors.
- Respect – We treat each person in a manner that recognizes their intrinsic value as a human being.
- Integrity – We demonstrate unwavering honesty and decency.
- Caring – We display kindness and concern for all, especially for those in need.

CULTURE STATEMENT
Organizational culture is defined as the integration of patterns of human behavior that include language, thoughts, communications, actions, customs, beliefs and values within an organization. Culture encompasses the customary way of thinking and behaving that is shared by members.
- A collaborative culture is sustained and student success is fostered. Individual and collective behaviors incorporate positive communication, collegiality, support, trust, respect and celebration of diversity.
- Organizational goals are accomplished through a participative leadership/management style that fosters safety, openness to ideas and input from members. All ideas and opinions are valued.
- Individual and collective behaviors reflect organizational core values of excellence, respect, integrity and caring.
- Leadership sets agendas with input of members and functions as coach and team builder. Leadership expects results and holds members accountable. Membership expects results and holds leaders accountable.

NURSING PROGRAM PHILOSOPHY
The following are the beliefs of the faculty regarding professional nursing, health, client systems, academic integrity, nursing education and learning; these beliefs guide the graduate nursing education program at UAA.

PROFESSIONAL NURSING
Nursing is a caring profession; it is learned as a science and an art, which synthesizes theoretical and empirical knowledge from science with the practice of the humanistic disciplines. The professional nurse provides care directed toward health maintenance and promotion, health restoration, and rehabilitation that is based on knowledge derived from theory and research.

Professional nursing care for individuals, families, groups, and populations is structured by the application of critical thinking skills in a variety of settings. The role of the professional nurse is designed to meet emerging health needs of the public in a changing society; inherent in this role is the application of nursing research to practice and the exercise of leadership and
management skills. The professional nurse is liberally educated and prepared to responsibly challenge the status quo by anticipating and adapting to change.

Attributes of professional nursing practice include accepting accountability and responsibility for the evaluation of nursing practice, collaboration with other health care providers and the public in promoting health, and the incorporation of professional values into the therapeutic milieu. This is done with consideration of the ethical and legal implications and dilemmas that affect health care and nursing practice.

HEALTH
Health is a dynamic state of being that varies on personal dimensions such as the presence or absence of disease or disability, ability to fulfill roles, ability to cope and adapt, a sense of wellbeing, and spirituality. Health is contextual and is influenced by social, political, economic, and cultural environments. The assumption that values and beliefs about health differ is inherent in this conceptualization.

CLIENT SYSTEM
Professional nurses interact with client systems, which may refer to individuals, families, groups or populations. Each individual is a unique and holistic being with intrinsic worth whose characteristics reflect interrelationships among internal and external environments comprised of physiological, psychological, sociocultural, developmental, and spiritual factors. Individuals are capable of rational thinking and have the capacity to think, know, and make choices that affect their lives.

ACADEMIC INTEGRITY
The profession of nursing holds its members to high standards of conduct. Nurses are expected to be knowledgeable, honest, ethical, responsible, accountable, respectful, and trustworthy. As licensed and practicing RNs, individuals admitted to the graduate nursing program should possess these core attributes. Faculty expect students to demonstrate professionalism in all aspects of their academic work. Academic integrity violations clearly show a lack of core professional values and will not be tolerated in any form. Faculty have a responsibility to the school, to the profession, and to our clientele to graduate advance practice nurses with the highest moral, ethical, and professional standards. As such, any proven occurrence(s) of academic dishonesty will result in severe consequences (approved by faculty 9/2009).

NURSING EDUCATION
Nursing education prepares nurse generalists at the associate degree level for practice in structured care settings, nurse generalists at the baccalaureate level with experiences in community, population-focused care and evidence-based practice, nurse specialists at the master’s level prepared for advanced practice and leadership, and advanced clinical practitioners at the doctoral level with a focus on improving health care outcomes through evidence-based practice and leadership. At each successive level of nursing education, knowledge and skills in practice, interprofessional collaboration, scientific evidence, and management/leadership increase both qualitatively and quantitatively.

At the baccalaureate level, the educational process is designed to provide the student with opportunities to develop the knowledge, understanding, and competencies necessary for entry into beginning professional practice and graduate study. The general education requirements are designed to support nursing practice and development as an educated, productive citizen in society. They serve as the foundation upon which professional education builds. Professional baccalaureate education is based on theoretical constructs drawn from nursing and related disciplines. It is designed to assist the student in development of critical thinking, affective, and psychomotor skills. The curriculum is designed to prepare students to use nursing therapeutics to adapt care to meet the health needs of client systems from diverse populations and to develop a framework for ethical decision making. The curriculum prepares students to recognize, analyze, and affect trends in health care, in the profession, and within Alaska.
At the graduate level, the educational process builds on the undergraduate baccalaureate degree in nursing. The goals of graduate education are to prepare the student for advanced professional practice with populations of varying complexity and from a variety of sociocultural contexts. It emphasizes the analysis and application of nursing theory, the development of skills in conducting, evaluating and applying research to practice, and expanded management and leadership skills. Graduate study at the master's level serves as the foundation for further study at the doctoral level.

Continuing education in nursing and in related fields is a lifelong expectation for the professional nurse. As a professional, it is the responsibility of the nurse to maintain currency and competence in the chosen arena of practice.

Graduates of the University of Alaska nursing education programs are prepared to practice in a variety of settings and particularly in settings characterized by the demographic, geographic, climatologic, and cultural diversity that are found in Alaska.

**LEARNING**

Learning is expected to influence the values, beliefs, and behaviors of the individual. Within the context of professional nursing education, learning is a primarily goal directed activity that is promoted when the individual has a clear understanding of the objectives of learning opportunities and when the individual takes responsibility for the accomplishment of identified learning objectives. Developing maturity as a professional is demonstrated by the in-creasing ability of the individual to become an active participant in defining the objectives of learning experiences.

Learning is enhanced when it begins at a point that is congruent with the learner’s expectation of what is to be learned, when educational experiences are organized in a logical sequence, that promotes continuity, and when the unique needs and strengths of individual students and groups of students are recognized and built upon.

Learning becomes professionally relevant when it is applicable to one’s experience and when it provides tools that are applicable in diverse situations. It is futuristic and therefore must be transferable to new and different situations.

The responsibility of the faculty is to assist individual students to acquire the knowledge and competencies needed for entry into beginning (at the baccalaureate level) or advanced (at the master's level) nursing practice. In the socialization of the student to the professional nursing role, the faculty member participates with the learner in the teaching learning process and acts as a critically thinking role model who is both accountable and responsible for professional actions. Faculty also assists students to develop skills in evaluating their need for continuing learning and in meeting those needs through planned activities.

The primary responsibilities of the faculty in the teaching-learning process include the identification of the knowledge and competencies required of students at each level of nursing education, the establishment of minimum standards for demonstrating such, and the evaluation of student behaviors to determine the degree to which standards have been met.

**CONCEPTUAL FRAMEWORK**

The UAA SON has developed an organizing conceptual framework to serve as a model or map for building the curricula. A group of faculty from the Graduate, BS and AAS programs considered many current sources to discuss current initiatives and to formulate a single representative list of concepts that would be broad and applicable to all programs. The following sources were considered:

As a result of this process, the following unifying concepts have been developed:

- **Relationship-centered care** includes patient advocacy and caring for all clients regardless of where they receive health care. This is best accomplished as nurses communicate and collaborate interprofessionally within the broader healthcare community to form caring partnerships for the benefit of society.
- **Clinical Reasoning** is a practice-based form of reasoning that relies upon scientific and research-based knowledge, the ability to discern the relevance of scientific and technical knowledge, and the applicability of the information to a particular patient or clinical situation. Clinical reasoning occurs within the context of relationships or situations involving patient, family, community, and health care provider teams, and may encompass the patient's goals and preferences, concerns, co-morbidities, and previous responses to interventions and therapies.
- **Inquiry** is a process of continually augmenting knowledge through a commitment to seeking best practices and optimal outcomes. We are committed to constantly questioning, appraising the data/evidence, and incorporating clinical expertise and the patient/family values to solve problems and to enhance patient care. Inquiry refers to exploring all aspects of the health care domain to improve outcomes.
- **Quality** includes the processes and outcomes designed to promote, achieve, and maintain standards of excellence in nursing and health care. When quality of care is measured, it is compared to a 'standard'; quality addresses standards of "excellence" set by the profession and by the health care system. *We strive to be at the forefront in promoting, achieving, and maintaining standards of excellence in nursing and health care.*

**NURSING PROGRAMS**

**ASSOCIATE OF APPLIED SCIENCE PROGRAMS**

Graduates of the Associate of Applied Science (AAS) in nursing program are prepared to use the nursing process to provide effective nursing services to individuals receiving care in inpatient settings and in structured outpatient settings. The academic program provides students with a closely related mix of theory and clinical practice; students gain experience in hospitals, nursing homes, clinics and community agencies. The AAS program offers a standard four-semester option, as well as a three-semester option for individuals who hold a current Alaska license as a Licensed Practical Nurse. Graduates of the AAS program earn both the Associate’s degree and eligibility to sit for National Council Licensure Examination – Registered Nurse (NCLEX-RN).

In 1973, just prior to the graduation of its first class, the Program received the full approval of the Alaska Board of Nursing. Since then approval has been continuous. Initial accreditation by the Accrediting Commission for Education in Nursing (ACEN) was achieved in 1976 and has been continuous ever since. The most recent review by ACEN occurred in 2009 with a recommendation for full accreditation, with the next review to take place in 2017.

While the SON Faculty Association Bylaws have established a number of committees that include members of three nursing programs (AAS, BS and Graduate), the bylaws also ensure that decisions regarding AAS Nursing Program curriculum and student admission remain within the exclusive purview of the faculty of the AAS Program. Four committees exist for those purposes: AAS Program Committee, AAS Curriculum Committee, AAS Admissions, Progression and Retention Committee, and the AAS Program Evaluation Committee.
BACCALAUREATE PROGRAM

The Bachelor of Science (BS) Nursing Program offers the Bachelor’s degree with a major in Nursing Science. There are two options in the program, the Prelicensure Option with courses offered for students in Anchorage and Fairbanks to earn both the Bachelor’s degree and eligibility to sit for National Council Licensure Examination Registered Nurse (NCLEX-RN). There is also a RN to BS Option with courses offered for Registered Nurses to earn a Bachelor’s degree in nursing. Continuously approved by the Alaska Board of Nursing since the graduation of its first class in 1978, the BS Program received initial accreditation by the ACEN. Continuing full accreditation was granted in 1986, 1994, 2002, 2009, and 2017 for eight-year periods, with the next accreditation review occurring in 2025.

Participation on the Baccalaureate Program Committee, Baccalaureate Curriculum Committee, Baccalaureate Admissions Progression & Retention Committee, and Baccalaureate Program Evaluation Committee is restricted to program faculty.

GRADUATE PROGRAMS

Nursing Master’s Degree Programs. Graduate studies at the master’s level place primary emphasis upon advanced professional nursing practice, theory, research, and health care delivery systems. Students may develop a specialized practice focus in nursing leadership (NLDR) with a concentration in nursing education (NLDR-EDUC) or administration (NLDR-ADMIN), as a family nurse practitioner (FNP) or psychiatric-mental health nurse practitioner (PMH-NP). The master’s program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 975-5000. Graduates of the FNP option are eligible to write the national certification examination for advanced professional practice as a family nurse practitioner. Graduates of the PMH-NP option are eligible to write the national certification exam for advanced professional practice as a psychiatric-mental health nurse practitioner. NLDR-EDUC graduates are eligible to take the National League for Nursing (NLN) Certified Nurse Educator Exam. Graduates of the NLDR-ADMIN option, with two years of executive nursing experience, are eligible to take the American Organization of Nurse Executives (AONE) exam for certification in Executive Nursing Practice.

Nursing Graduate Certificates are designed for individuals who have previously acquired a Master’s or doctoral degree in nursing and wish to expand their practice. Graduate certificate programs are offered in several specialty areas: FNP, PMH-NP, and EDUC. The graduate certificate curriculum builds on the student’s prior graduate degree in nursing by integrating content from that degree with theory-based advanced practice nursing courses and specialty clinical practice. To be eligible for either the FNP or PMH-NP graduate certificate programs, the individual must already be certified as a nurse practitioner in another specialty. The graduate certificate programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 975-5000.

The Doctor of Nursing Practice (DNP) is the first doctoral degree offered solely at UAA. Study at the doctoral level places primary emphasis upon advanced professional nursing practice, theory, research and leadership roles in advancing health care delivery systems and application of research into practice. The Doctor of Nursing Practice (DNP) represents the highest degree in nursing practice. The Post-MS DNP program is available for those who currently hold an advanced practice registered nurse (APRN) license and who wish to expand their knowledge and skills to interpret research, apply best practices, and incorporate clinical knowledge and leadership skills to influence health care policy. The Post-MS DNP program at the UAA SON was accredited in September 2016 by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. The first cohort graduated in fall 2016.

To manage the graduate programs, participation on the Graduate Program Committees is restricted to faculty teaching in graduate courses and working with students on graduate projects. The following Graduate Committees are in place: a) Graduate Program Committee, b) Advisory Committee on Graduate Projects, and c) Graduate Curriculum, Admission, Retention, Recruitment and Progression Committee.
CURRENT STRUCTURE

The School of Nursing (SON) is a department within the College of Health (COH). The College was formed in July 2011 when the College of Health and Social Welfare was restructured. In addition to the COH, other major units at UAA include the College of Arts and Sciences, the College of Business and Public Policy, the College of Education, the Community and Technical College and the College of Engineering.

The SON is one of many academic and research units in the COH. They are listed below:

- Alaska Center for Rural Health - Alaska’s AHEC
- Center for Human Development (CHD)
- Department of Health Sciences
- Department of Human Services
- Institute for Circumpolar Health Studies
- Interprofessional Health Sciences Simulation Center
- Justice Center
- National Resource Center for American Indians, Alaska Natives and Native Hawaiian Elders
- Occupational Therapy Program
- Office of Health Programs Development
- Pharmacy Program
- Physical Therapy Program
- School of Allied Health
- School of Nursing
- School of Social Work
- Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) School of Medical Education

The COH is administered by Jeffrey Jessee, Vice Provost of Health Programs and Dean of the College of Health. Jeffrey Jessee reports directly to the Provost. The Director of the School of Nursing is Dr. Marianne Murray, who reports to the Vice Provost/Dean and is responsible for the day-to-day operations of the School, as well as for planning with the faculty to meet future nursing education needs throughout the State. Assisting the SON Director in administration of the nursing programs are the Associate Director (Maureen O’Malley, PhD, RN), the Chair of the Graduate Nursing Program (Jill Janke, PhD, RN), the Chair of the Baccalaureate Program (Christine Michel, PhD, RN) and the Chair of the Associate of Applied Sciences (AAS) Nursing Program (Pamela Grogan, DNP, MN, RN).

SECTION II – ESSENTIAL BEHAVIORS

ESSENTIAL BEHAVIORS FOR ADMISSION, CONTINUATION, AND GRADUATION, FOR GRADUATE STUDENTS

In addition to the University of Alaska Anchorage Student Conduct Code, Board of Regents’ Policy and University Regulation, students must abide by the following specifications for academic behaviors and abilities in order to be admitted, to continue, and to graduate from the Master of or DNP in Nursing Science program.

COMMUNICATION

Students must communicate effectively and professionally with other students, staff and faculty members, professionals, and others relevant to their programs of study. Expression of ideas and feelings must be clear and appropriate for a professional setting. Students must demonstrate a willingness and ability to give and receive feedback.
COGNITIVE

Students must be able to adequately reason, analyze, integrate, synthesize, and evaluate in the context of the activities of their programs of study.

BEHAVIORAL/EMOTIONAL

Students must have the emotional ability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs of study. Students must possess the emotional ability required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs of study. Further, students must be able to maintain mature, sensitive, and effective relationships with study subjects, students, faculty and staff members, and other professionals, under all circumstances including highly stressful situations. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team academic relationships. Students must demonstrate effective and respectful relationships with the diverse academic, professional, and community environments relevant to their programs of study.

PROFESSIONAL CONDUCT

Students must demonstrate the attributes of compassion, integrity, honesty, responsibility, and tolerance. Students must possess the ability to reason morally and conduct their discovery and/or application of knowledge relevant to nursing science in a manner consistent with ethical scientific and scholarly conduct and guidelines for the protection of human subjects. Nursing students must adhere to the UAA Student Code of Conduct, the SON program/course policies, and the Code of Ethics for Nurses.

REASONABLE ACCOMMODATION FOR DISABILITIES

The School of Nursing is committed to ensuring that students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities. The School works closely with UAA Disability Support Services (DSS) in this process. DSS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students must follow the established policies for requesting and receiving reasonable accommodations. Students who wish to request reasonable accommodations are encouraged to contact DSS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations will not be implemented retroactively, so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. For distance students, DSS can conduct many facets of the process by phone. To learn more about the process for establishing services through DSS, please contact the DSS office:

Disability Support services
Rasmuson Hall 105
3211 Providence Drive
Anchorage, AK 99508
Phone (907) 786-4530
Fax (907) 786-4531
aydss@uaa.alaska.edu
All students, including students with disabilities, are expected to perform all the essential functions of the program including meeting all program outcomes with reasonable accommodation. The School of Nursing will work with the student and DSS to provide reasonable and appropriate accommodations. It is important to note that the School of Nursing is not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

SECTION III - GENERAL POLICIES

ACADEMIC CALENDAR
The AAS program is offered in two semesters (Fall/Spring) following the UAA Academic Calendar. The BS, MS and DNP programs are offered in three equal trimesters each year with a two to three-week period of no-classes at the end of each trimester. This results in trimester start and end dates for these programs that are different from those posted in the UAA Academic Calendar. The trimester calendar is designed to ensure that the required class sessions meet and that holidays are observed; however, there may be days when trimester classes are in session when semester students are not (e.g., the day before or after a standing holiday). Students enrolled in these programs must verify the course dates on the program Blackboard site and check the course schedule when registering as the dates may change for short courses.

INFANTS AND CHILDREN
Infants and children are not permitted in classes, audio conferences, laboratories or clinical settings, even when a parent is present and involved in a scheduled learning experience. Children should not be left unsupervised in university or clinical facility hallways or lobby areas. Students who bring children to class will be asked to leave with the absence being treated as unexcused. When this policy creates a special hardship, the student should discuss the problem with his/her advisor or with the relevant program chair.

PETS AND SERVICE ANIMALS
According to the UAA Catalog, “Anyone wishing to bring pets onto campus must first contact the University Police Department. Pets are not permitted in any of the campus buildings without prior permission”. To be consistent with UAA policy, pets will not be permitted in SON classroom or laboratory settings. Students who bring pets to class will be asked to leave, with the absence being treated as unexcused.

Service animals are not pets and are not subject to the rules and policies pertaining to pets. Individuals with disabilities may bring their service animals with them anywhere they would allow the individual to go without the animal unless doing so would pose a danger to health or safety or cause undue burden. See the Disability Support Services website for clarification.

ELECTRONIC COMMUNICATION DEVICES
Cellular phones and audible electronic devices should be turned off during classes, audio conferences, laboratory and clinical laboratory sessions, unless use of the device is permitted explicitly by the instructor and/or clinical agency. If audible communication devices ring against the existing policies, during scheduled learning experiences, the student will be required to leave the setting and not return for the remainder of the day; absences resulting from violating the policy are treated as unexcused. When this policy creates a special hardship, the student should discuss the problem with his/her instructor or with the program chair.

SUPPORT FOR NURSING MOTHERS
The SON will make every attempt to support students who are breastfeeding their babies. When requested, the SON will provide a private space for students who would like to use a breast pump or to nurse their baby. While a space for
pumping/nursing will be provided, SON policy indicates that students should not bring their infants and/or small children into classes. The space for pumping/nursing should have comfortable seating and a hand cleanser. A “Do Not Disturb” notice will be placed on the door. The SON will not refrigerate or store breast milk.

Students who would like to request a private room to use a breast pump should inform the SON at the beginning of the semester/trimester. Students will be expected to schedule times for breast pumping/nursing in advance to allow staff to arrange for space and to minimize disruptions to staff and faculty activities. Students must insure that the condition and contents of the room are not disturbed.

This policy applies to students on the Anchorage campus. The SON does not have control over the facilities at clinical agencies. In some cases, the space in facilities outside of Anchorage may be limited. Students will be expected to insure that breast pumping/nursing does not interfere with their own clinical/educational activities or the clinical/educational activities of any other students.

TRANSPORTATION
Students are required to provide their own transportation to and from campus and assigned clinical agencies. Students assigned to clinical learning experiences on military bases are required to carry identification and provide proof of automobile liability insurance.

SELECTION OF CLINICAL EXPERIENCES
Students will often register or sign-up for clinical experiences. We make every attempt to honor the sections/experiences that students select; however, there will be times when a student will need to be reassigned to a different clinical agency. A need to reassign can occur for various reasons related to the student, faculty or clinical facility. If the assignment was selected using the registration system, then we will use the registration date to select the student to be moved. The last student registered will be reassigned.

DISTANCE CLASSES
Students may be able to complete certain clinical learning experiences at a site distant from the primary learning site and/or to participate in required classroom sessions via distance (if available/supported in the course). The student must have sufficient computer and internet capacity to access online course resources. When this occurs, the student is responsible for the cost of additional long distance charges or technology fees incurred in relation to such participation.

COMPUTER COMPETENCIES
Students are strongly urged to gain basic skills in keyboarding, computing, and in using key software programs (e.g., Word and PowerPoint) prior to beginning the clinical nursing major as well as use of the UAA e-mail system and Blackboard. Competence in Microsoft Word will enable the student to utilize the word processing software that has been loaded onto the computers located in the Nursing computer lab. Use of UAA e-mail and Blackboard will be required for all nursing courses.

PERSONAL COMPUTERS
Access to a personal computer with Internet access is strongly encouraged for all students enrolled in any of the clinical nursing majors. Home computer access required for those students taking courses that are delivered via distance. UAA has wireless internet available, which allows students to use a personal computer on campus. Students should be aware of computing policies that will be helpful in using your computer and submitting your work without difficulty.

*Students should use the current version of Microsoft Office for course work and assignments.*
The supported versions of Office at UAA are Office 2010 (Windows), Office 2011 (Mac), Office 2013 (Windows) and Office 2016 (Windows and Mac). Using the most current version allows you to use templates posted on Blackboard and submit assignments in the correct format that allows the instructor to post feedback without difficulty. UAA now provides access to Office 365, which gives students the ability to install the full version of Microsoft Office for PC or Mac free of charge.

Mac users can still use Office 365 to install Office for Windows. Contact the Information Technology staff if you have questions.

How do I get started with Office 365?

To get started, click the link Getting Started with Office 365: https://www.uaa.alaska.edu/about/administrative-services/departments/information-technology-services/#

We have experienced several instances where campus computers have been infected with viruses that greatly impacted our operations. Students must help us to minimize this risk and make every attempt to keep their home computer free of viruses and malware. If a personal computer is infected and documents are being shared the entire UAA network is vulnerable.

What do I need to do to keep my home computer secure?

If you use a personal computer for your university assignments you must install and maintain current antivirus and anti-malware software. Make sure you update anti-virus and anti-malware software and scan frequently.

New viruses and malware surface continually. Insure your external drives are also scanned. At minimum everyone should install Symantec, anti-virus program and Malwarebytes, which are available from UAA. Go to UAA Software Downloads to access these programs.

In addition, you have the option of installing supplementary anti-malware software. For a Windows-based personal computer (PC) consider installing Avira Free, an anti-malware program. For an Apple Macintosh (Mac) personal computer consider installing Sophos, another anti-malware program.

What if my personal computer needs to be repaired?

The University manages a Help Desk to assist you with technical questions. When your home computer needs more service (e.g., when a home computer has become infected with a virus or is malfunctioning in some way), then the computer will need to be serviced. The UAA IT Services department is an Apple and Dell authorized service provider and they charge students for this service. Go to the UAA website, Service and Repairs for more information.

UAA provides student access to multiple software programs for download free of charge. There are software options for you to reduce the susceptibility of your personal computer to malware and viruses. You also have access to Office 365, which gives you the ability to install the full version of Microsoft Office for PC or Mac. Click the link below for more information. https://www.uaa.alaska.edu/about/administrative-services/departments/information-technology-services/our-services/hardware-software/software/index.cshtml

EQUIPMENT IN CLASSROOMS

SON classrooms throughout the State have equipment installed to improve the learning experience for students. The equipment includes computers, smart boards, projectors, document cameras, videoconferencing cameras, microphones, and assorted cables. Because of the specific requirements to properly maintain equipment and the cost of repairs, only
faculty and UAA/SON technical staff are permitted to access and use the classroom equipment. Students are prohibited from using or tampering with any equipment in HSB classrooms or SON classrooms throughout the State. Technical difficulties should be addressed to the SON or local technical staff.

CLINICAL SIMULATION
SON students participate in simulated clinical scenarios. Clinical simulation is an important teaching method, which supports student learning in a variety of scenarios and settings. Some scenarios use manikins and others use standardized patients or actors. Students may care for the patient and family in a controlled setting where a manikin or an actor reacts to the nursing actions provided (or not provided). Some key aspects of clinical simulation are described below.

- **Course Requirement.** Clinical simulation time is the same as time spent in a clinical agency. An assigned clinical simulation is a required course activity. Students should follow procedures for a missed clinical day if they are ill on the day of an assigned clinical simulation.

- **Taping/observation.** The scenarios may be observed by an instructor, simulation technician, and/or fellow students. The scenarios may be taped for further viewing and more in depth critique. The taped simulation sessions are used only for educational purposes, in the assigned course, during the assigned semester/trimester. Students need to feel secure in their ability to make mistakes and learn. Course faculty will determine the number of guest viewers that will be permitted to observe clinical simulations. The tapes will not be used outside of the course without the express permission of all involved in the simulation.

- **Confidentiality.** You will be expected to keep individual student learning activities confidential, similar to the confidentiality expected regarding patients. It is essential that students do not discuss simulations outside of the assigned group. Do not discuss the patient, the medications, or any of your fellow student's behavior. This is an exercise to apply your learning in an unexpected patient situation. Keep it unexpected for all.

- **An Evolving Teaching Tool.** The lab staff and the course instructors are continually learning about this teaching tool and the associated technology. Clinical simulations will be continually changing and adapting. Students should be honest and constructive in providing feedback to help staff and faculty improve this teaching tool.

**Distribution of Simulation Resources.** In the Graduate programs, students come to Anchorage for any required clinical simulations.

**LOCKERS**
Lockers and locks are available for students in the HSB in Anchorage to provide additional space for issued lab supplies. Students in the Baccalaureate and AAS programs will be assigned lockers during the early clinical courses when they use the nursing labs frequently. Other nursing students may request a locker/lock, which will be assigned on a space-available basis. Students with lockers must:

- Remove all food items from the locker at the end of each week to prevent rodent infestation.
- Empty the locker and return the lock at the end of the semester/trimester.

If the locker is not emptied and/or the lock in not returned, the stored items will be discarded and the student account will be charged a fee.

**SOLICITING FUNDS, DONATIONS AND USE OF THE UAA LOGO/PATCH**

There may be times when the SON encourages students to approach members of the community to solicit funds or in-kind donations to obtain support for SON-sponsored events (e.g., SON Recognition Ceremony, Student Nurses’ Association charity events, or other program activities). If an individual student or group of students is working with a faculty advisor and has received the express permission of the SON, then a student or group of students may use the name and logo of the SON when soliciting funds or in-kind donations. All funds/items donated for SON activities must be coordinated with a faculty advisor and used for the specific purpose indicated to prospective donors.

If a student is engaged in an activity that has not been requested or endorsed explicitly by the SON (e.g., a class party, student travel or tuition expenses, etc.), then students may not wear a UAA ID badge or patch when approached members
of the community, nor can students use the SON patch, logo, or the name of the SON on a mailing/flyer/document or e-mail without express permission from the Director of the School of Nursing.

**REQUESTING A REFERENCE FROM A FACULTY MEMBER**

There are times when students would like a faculty member to serve as a reference or to write a letter referencing their performance as a student. Before the faculty member can prepare or send the letter, students need to complete the UAA Reference Letter Request – FERPA Release and Release of Liability form. The form must be completed, signed and received by the faculty member before any student information is released.

**SECTION IV - CONDUCT POLICIES**

**UAA STUDENT CODE OF CONDUCT**

Students are expected to adhere to the UAA Student Code of Conduct (Code), which outlines standards for students to act honestly and responsibly, showing respect for others. Violations of the Code will result in referral to the UAA Dean of Students for judicial review and disciplinary action according to the Code.

The Code is available on the UAA website: [https://www.uaa.alaska.edu/students/dean-of-students/student-conduct/code.cshtml](https://www.uaa.alaska.edu/students/dean-of-students/student-conduct/code.cshtml)

Procedures related to enforcing the Code of Conduct are found in the UAA Fact Finder Student Handbook: [https://catalog.uaa.alaska.edu/handbook/](https://catalog.uaa.alaska.edu/handbook/)

UAA faculty members have developed a web page, which includes UAA policies and student resources regarding Academic Integrity and Honesty: [http://www.consortiumlibrary.org/blogs/ahi/uaa-apu-policies-and-procedures/](http://www.consortiumlibrary.org/blogs/ahi/uaa-apu-policies-and-procedures/). The site includes material designed to help students understand what plagiarism means and how it can be avoided. Students are encouraged to complete the tutorial, which provides more detail.

**CHEATING, PLAGIARISM, OR OTHER FORMS OF ACADEMIC DISHONESTY**

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student found responsible for committing, attempting to commit, or intentionally assisting in the commission of academic dishonesty. Academic dishonesty applies to examinations, assignments, laboratory reports, fieldwork, practicums, creative projects, or other academic activities.

The following examples constitute forms of academic dishonesty prohibited by the Student Code of Conduct and are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior:

a. presenting as their own the ideas or works of others without proper citation of sources;
b. utilizing devices not authorized by the faculty member;
c. using sources (including but not limited to text, images, computer code, and audio/video files) not authorized by the faculty member;
d. providing assistance without the faculty member’s permission to another student, or receiving assistance not authorized by the faculty member from anyone (with or without their knowledge);
e. submitting work done for academic credit in previous classes, without the knowledge and advance permission of the current faculty member;
f. acting as a substitute or utilizing a substitute;
g. deceiving faculty members or other representatives of the university to affect a grade or to gain admission to a program or course;

h. fabricating or misrepresenting data;

i. possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of assessment in advance of its administration;

j. altering grade records of their own or another student’s work;

k. offering a monetary payment or other remuneration in exchange for a grade; or

l. violating the ethical guidelines or professional standards of the nursing program.

Students are expected to meet course and program academic expectations for functioning safely, responsibly, professionally, and ethically in the didactic and clinical setting. Failure to meet University and/or course standards for ethical and professional behavior may result in grade penalty, course failure and/or program dismissal.

Cheating and plagiarism are grounds for dismissal from the School of Nursing (SON). It will be the student’s responsibility to maintain the moral standards of academic honesty.

SON faculty define cheating and plagiarism as defined in the Student Code of Conduct and in the UAA Fact Finder Student Handbook: https://www.uaa.alaska.edu/students/dean-of-students/student-conduct/code.cshtml

STUDENT RIGHTS, FREEDOMS AND RESPONSIBILITIES

For a discussion of student rights, freedoms and responsibilities see the UAA Fact Finder Student Handbook on the website of the Dean of Student’s office.

https://catalog.uaa.alaska.edu/handbook/

PROFESSIONAL/ACADEMIC ETHICS

SON faculty and students will perform in an ethical and legal manner as set forth by the American Nurses’ Association (ANA) and the Alaska State Board of Nursing Statutes governing nursing practice. SON supports the moral value of caring as a foundation for nursing practice. This ethos of care guides the nurse and nursing student in protecting and enhancing the dignity and wellbeing of all clients or patients (Holmes and Purdy, 1992; Noddings, 1984). The UAA SON expects all faculty and students to follow the ANA Code of Ethics (http://www.nursingworld.org/codeofethics). Consequences for unprofessional or unethical behavior on the part of nursing students may result in more serious consequences than recommended by the Dean of Student’s office because of the high standards of the nursing profession.

Course work will be provided to help students make ethical decisions. Students will be expected to make a commitment to these ethical standards and sign the necessary ethical documents as required by each clinical facility.

SOCIAL MEDIA POLICY

SON faculty and students will perform in an ethical and legal manner as set forth by the American Nurses’ Association (ANA) and the Alaska State Board of Nursing Statutes governing nursing practice. SON

PURPOSE:

The School of Nursing supports the use of social media to reach audiences important to the University such as students, prospective students, faculty and staff. The University presence or participation on social media sites is guided by university policy. This policy applies to School of Nursing students who engage in Internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.
GENERAL INFORMATION:

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to ensure that one is protecting personal, professional, and university reputations.

As students you will want to represent the University and the School in a fair, accurate, and legal manner while protecting the brand and reputation of the institution.

When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, “If you wouldn’t put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don’t broadcast it via social media channels.”

Be aware that you can be held personally and legally responsible for your publicly made opinions and comments, even on personally maintained sites and pages. This not only applies to the confidential information covered by HIPAA and FERPA, but also to any proprietary information from either the University, its community clinical stakeholders, or other organizational partners.

POLICY:

I. Do not post proprietary information or content about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a University of Alaska Anchorage School of Nursing student.

   Do not use copyrighted photos or written content without properly citing the source or gaining permission form the source prior to use. Remember, people’s images require permission to use; you may not video record, audio record, or photograph professors or fellow students for personal or social media use without their permission.

II. It is your responsibility to protect confidential, sensitive, and personally identifiable information. Do not discuss your clinical experiences outside of the academic setting and follow HIPAA and FERPA guidelines at all times.

   Confidential or personally identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage. Students must not video record, audio record, or photograph patients/clients without written permission of the patient/client and of the facility. Remember, even if you do not post a name or a photo, others may recognize the patient characteristics.

III. Be aware of your association with University of Alaska Anchorage in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers.

   Identify your views as your own when creating a personal site or commenting on other sites. When posting your point of view, you should neither claim nor imply you are speaking on University of Alaska Anchorage’s behalf, or that of our clinical sites and partners, unless you are authorized to do so in writing. We recommend you use
your personal e-mail account, rather than your University account or one provided by a community partner, when you create social media accounts.

IV. Do not use University of Alaska Anchorage or School of Nursing or community partner marks, such as logos and graphics, on personal social media sites. Do not use University of Alaska Anchorage’s name, or those of community partners’, to promote a product, cause, or political party or candidate.

Use of the School of Nursing marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration. Do not use marks of community partners for any reason unless you obtain permission in writing from their Administration.

V. Do not identify your connection to the University if you plan to disparage the University or its community partners. If your online activity or posts will disparage the University or its community partners’ reputation, brand, sponsors, leadership, employees or their services, do not refer to or identify your connection with the University. Be aware of libel and slander laws and seriously weigh the risk of engaging in online activities that might cross those legal lines and leave you vulnerable to a civil lawsuit. Many (almost all) organizations are prepared to vigorously defend their reputations and your status as a student contains no inherent legal protection.

VI. Adhere to standards of professional conduct at all times when engaging online as a School of Nursing student. Understand that perception is reality. In online social networks, the lines between public and private, personal and professional, are blurred. By identifying yourself as a SON student, you are creating perceptions about your expertise and about SON. Ensure that all content associated with you is consistent with your work and with SON’s values and standards. Do not use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct, such as bullying, that would not be acceptable in the professional workplace. Ultimately, you have sole responsibility for what you post.

Be smart about protecting yourself, your and others privacy, and confidential information.

CONSEQUENCES:

I. FERPA violations will go to the University for review, while HIPAA violations will be documented and reported to the clinical agency. Students will be subject to all disciplinary actions recommended by the University and/or clinical agency.

II. Students who violate patient/client privacy or share confidential or unprofessional information will be subject to disciplinary action including failure in a course and/or dismissal from the program.

III. Students who do not adhere to standards of professional conduct will be subject to disciplinary action.

IV. Each student is legally responsible for their actions and for their individual postings. Students are subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students are also liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

PROFESSIONAL CONDUCT PROBATION
Nursing students must adhere to the UAA Student Code of Conduct, the SON program/course policies, and the Code of Ethics for Nurses. In addition, nursing students must adhere to the policies and procedures of the assigned clinical agencies and function professionally during course-related clinical experiences. If a student does not follow pertinent policies and codes, or if their behavior is considered disruptive in the clinical setting, then they may be placed on Professional Conduct Probation. Professional Conduct Probation notifies a student that their behavior has been unacceptable, that they must reflect to understand their behavior, seek guidance, and, most importantly, they must change the behaviors associated with the documented infraction(s). If the behavior does not change and there are additional infractions of a similar nature, then the student could face course failure and/or program dismissal.
Behavior in Clinical Agencies. Students are guests in clinical agencies, who are expected to follow the policies and procedures of the agency, to follow the direction of the supervising nurse or preceptor, to engage cooperatively and professionally on a clinical unit, and to follow the direction of the UAA instructor. If problems arise, clinical agencies have the right to ask a student to be removed from the agency. If a student is asked to be removed from a clinical agency for cause, for unprofessional or unethical behavior, disruptive behavior, ineffective communication, or any behavior that has the potential to reduce the safety of others, then the student could be placed on Professional Conduct Probation. The SON will attempt to find another placement for the student; although, the student may need to complete the course the next time it is offered.

GIFTS TO AND FROM STUDENTS
Students are strongly discouraged from accepting gifts from clients and families. Health care agencies have ethical guidelines for their employees regarding the acceptance of gifts and students should follow these guidelines. Although not strictly forbidden in the ANA Code of Ethics, the concern for professional boundaries, appropriate relationships with clients and provision of professional nursing care support the non-acceptance of gifts from clients. Students should consider cultural norms and the unique situation to decide the correct course of action when presented with a gift. Generally, a thank you card, a small treat, or token of appreciation is acceptable, but any monetary gift or gift of value should not be accepted.

Gifts to instructors are discouraged using the same ethical principles that guide the student-patient relationship. Appreciation can be expressed to instructors through very small tokens or most appropriately, through thank you cards or letters of appreciation, which can be added to faculty evaluation files, which are used for promotion and tenure review for faculty.

References:

SUBSTANCE ABUSE
On April 21, 1989, the University Of Alaska Board Of Regents adopted Policy 04.02.040 concerning a drug-free workplace. The following points will further explain the position of the School of Nursing on this important issue.

- Students are expected and required to report to class in appropriate mental and physical condition. It is our intent and obligation to provide a drug-free, healthy, safe and secure learning environment.
- The manufacture, distribution, dispensation, possession or use of illegal, controlled substances on University premises or clinical sites is absolutely prohibited. Violations of this policy will result in disciplinary action.
- The University recognizes drug dependency as a major health problem. The University also recognizes drug abuse as a potential safety and security problem.

Additionally, students must, if they are also employed by UAA, abide by the terms of the above policy and report any conviction under a criminal drug statute for violations occurring on or off University premises while conducting University business. (A report of a conviction is mandated by the Drug-Free Workplace Act of 1988). The SON policy for dealing with substance abuse by students begins below.

POLICY AND PROCEDURE FOR SUSPECTED SUBSTANCE ABUSE BY STUDENTS
Abuse of chemical substances, including alcohol, marijuana, and illegal drugs, is incompatible with success as a nursing professional. This may include drugs that have been obtained with a prescription.
Engaging in clinical nursing practice activities or coming to class, the workplace, computer laboratory, or the simulation laboratory while impaired constitutes unprofessional nursing practice and will not be tolerated. Possessing and/or using alcohol, marijuana, or controlled substances on campus violates UAA policy (described in the UAA Catalog, Student Life Section) and may subject a student to University discipline.

SIGNS OF SUBSTANCE ABUSE

A positive drug-screening test indicates substance abuse. In addition, any of the following behaviors may indicate substance abuse by a student:

- Change in behavior.
- Chronic lateneness.
- Missed assignments.
- Erratic or uneven performance in clinical or classroom settings.
- Chronic alibiing (excuse making).
- Possible odor of alcohol on breath.

A faculty member who suspects substance abuse by a student is advised to discuss the behavior that led to the suspicion with the Program Chair/SON Administrator.

When indicated, the SON will initiate a conference with the student. At the conference:

- The suspicion or evidence of substance abuse will be conveyed to the student.
- The potential and professional consequences of substance abuse will be conveyed to the student.
- The student will be given the opportunity to respond verbally and in writing.
- Options for substance abuse treatment or, if indicated, other forms of counseling will be discussed with the student.

A summary of each conference with the student regarding the possible or actual substance abuse will be written and kept confidential. The SON representative and the student shall sign the original. The student's signature shall be construed to mean that the conference occurred and that the summary accurately describes the conference content and outcomes.

PROCEDURE WHEN STUDENT APPEARS UNDER INFLUENCE

Procedure when a student appears to be under the influence of a chemical substance in the clinical setting:

- The instructor/preceptor will confront the student with the suspicion that s/he is under the influence of a chemical substance (drugs or alcohol). The instructor/preceptor will share the specific observations that led to the suspicion with the student.
- If the student admits that s/he is under the influence of a chemical substance, s/he will be required to leave the clinical setting immediately.
- If the student denies being under the influence of a chemical substance and the evidence is strong (e.g., odor of alcohol on breath or use of a drug observed by an instructor, preceptor, a staff member or another student), the student will be immediately requested to undergo toxicology screening. Refusal to undergo a toxicology screening will result in the student being required to leave the clinical setting immediately.
- If the student denies being under the influence of a drug and the evidence is unclear, the student will be allowed to remain in the clinical setting unless, in the instructor's/preceptor's judgment, safety would be compromised.
- When arriving at a decision regarding the safety of allowing the student to remain in the clinical setting, the instructor/preceptor may consult with the nurse/manager at the clinical agency (if this occurs in a clinical agency) or with the SON Administration. Prior to the next class/clinical day, the student will be required to meet with the instructor/SON Administration to discuss the behavior that led to the suspicion and to develop a plan for preventing similar behavior in the future.
If a student has been under the influence of a controlled substance in a clinical setting, the student will not be permitted to return until a satisfactory plan for preventing future occurrences has been achieved.

**Student Ride Home When Under Influence**

Students required to leave the clinical setting for being under the influence of a chemical will not be permitted to drive themselves home. The process for ensuring that the student arrives home safely will be as follows:
- The student will call someone to come to drive him/her home. If there is no one to call:
- The student will contact a taxicab to drive him/her home.
- If the student cannot pay for a cab, the instructor/preceptor will call a taxi cab and pay the cab fare in advance. The receipt for the "in-advance" cab fare should be turned in to the School of Nursing Office Manager for a petty cash reimbursement.
- If the three options above are not feasible, the instructor/preceptor shall contact the Program Chair or SON Director for assistance.

**Plan for Preventing Future Occurrences with Confirmed Substance Abuse**

The plan for preventing future occurrences will include the following elements:
- Requirement that the student withdraw from all clinical courses for at least one semester/trimester.
- Requirement that the student undergo a substance abuse evaluation by a qualified counselor approved by the Director of Nursing or designee.
- Requirement that the student comply with counseling recommendations resulting from a substance abuse evaluation. Documentation of participation in counseling and compliance with the treatment plan must be provided by the counselor to the School of Nursing.
- Requirement that the student agree to undergo an immediate toxicology screening when requested to do so "for cause" in the clinical setting. "For cause" is defined as exhibiting behaviors suggestive of being under the influence of a chemical substance.

The cost of the substance abuse evaluation, recommended counseling and required toxicology screening shall be the responsibility of the student.

Refusal to agree to a plan including the elements described above will result in the student being dismissed from the nursing major. Readmission shall be on a space-available basis and shall be contingent upon agreement to cooperate with a treatment plan that contains the elements described above.

**Student’s Continued Presence in Clinical Setting**

A judgment that the student's cannot continue to practice in the clinical setting is justified if any of the following factors exist:
- The clients to whom the student is providing care may be harmed by that care
- The student is disrupting the clinical environment for others
- The student requires such close supervision by the instructor/preceptor that other students and/or patients cannot be adequately managed
- The clinical agency does not accept the student.

**Conference Summary**

In all cases involving admitted or suspected substance abuse in the clinical setting, a Conference Summary will be written. The Conference Summary will include the following:
A description of the behavior that resulted in the need for a conference.

A description of the conference and its outcomes, including any plan that is developed to prevent similar situations in the future or a refusal by the student to participate in the development of such a plan.

The original Conference Summary will be signed by the faculty member, the supervising preceptor (if applicable), the student and, if appropriate, the Program Chair/Administrator. The student's signature shall be construed to mean that the conference occurred and that the summary accurately describes the conference content and outcomes (original to be placed in the SON Director's confidential file with a copy going to the student). Conference Summaries regarding possible substance abuse are not included in the Student’s advising file that reflects academic performance.

**DRUG SCREENING**

Nursing students are entering a profession where they will be handling controlled substances and therefore will be subject to drug screening. No one should take any controlled medication without a prescription. Do not ever take a medication that was prescribed to another. Marijuana can stay in the system for months, yet the need to take a drug test may come up with little notice.

Students may be required by the assigned clinical agency to undergo a drug-screening test on or before the first day of their clinical experience. The test may be at the student’s expense. Students should be aware of the following:

**Avoid Poppy Seeds before Drug Screening.** There have been several instances when students ingested poppy seeds (e.g., Costco or Sam’s poppy seed muffins) prior to a drug screening test that resulted in a positive test. When this happens, the individual must go to a commercial lab for further testing (at the individual’s expense). The test can cost $75.00 and it can take an additional 3 to 5 days to obtain the results. We recommend the following:

*Avoid any product containing poppy seeds for four (4) days prior to a drug screening test. This includes poppy seeds contained in bagels, muffins, breads, cakes and poppy confectionary bars.*

If a drug test is positive and the student does not have a verifiable, current prescription to justify the positive test, then the student will be denied access to the clinical setting and withdrawn from clinical courses for at minimum the remainder of the current semester. The SON will follow the SON Substance Abuse Policy in this Handbook, as well as the policies of the clinical agency.

**SECTION V - CLINICAL POLICIES**

**DOCUMENTATION OF HEALTH STATUS**

Students wishing to be enrolled in clinical nursing courses are required to provide documentation of having met the following health requirements before the first clinical experience:

**INITIAL REQUIREMENTS**

- **Rubeola, Mumps and Rubella** immunity must be demonstrated by one of the following:
  - MMR 2 shot series
  - Blood test showing immunity to Rubeola, Mumps, and Rubella

- **Varicella (Chicken pox)** immunity must be demonstrated by blood test **OR** documentation of the varicella two-shot immunization series.

- **Tdap** (Tetanus, Diphtheria, Pertussis) immunity requires proof of one dose of the Tdap vaccine as an adult
Pregnant healthcare workers need to get a dose of Tdap during each pregnancy.

- **Tuberculosis** testing or documentation of freedom from active tuberculosis must demonstrated by initial negative 2-step tuberculin skin test (TST) (also known as the Purified Protein Derivative or PPD test) OR the Quantiferon Gold TB Test.

- **Hepatitis B** – immunity

   The following recommendations are based on recommendations from the Center for Disease Control and Prevention.

   If it has been **less than 5 years** since the completion of the three dose hepatitis B series, you should:
   - Have a hepatitis B titer drawn
     - If the titer comes back positive (immune), then submit official documentation. You have met the requirement.
     - If the titer comes back negative (not immune), then
       - Start a second hepatitis B series of three additional vaccine doses
       - Dose #4 – immediately
       - Dose #5 – One month later
       - Dose #6 – Five months after dose five
       - 1-2 months after dose six, receive a titer
     - If titer is positive (you are immune), then submit official documentation. You have met the requirement.
     - If titer is negative after six total doses, you are considered to be a non-responder and not immune. Submit official documentation. No further hepatitis immunizations or titers are needed. Although you must accomplish the following:
       - Healthcare Provider Counseling. Those who have not demonstrated immunity must see the Compliance Coordinator in the Anchorage Student Affairs Office. You will be referred to a health care provider with a specific form to guide the provider. You will discuss precautions required in the clinical setting, as well as any further treatment or testing. You should also understand any prophylaxis, follow up for bloodborne exposure. The form must be signed by the provider and returned to the Compliance Coordinator in Student Affairs.

   If it has been **more than 5 years** since you completed the three dose hepatitis B series, you should:
   - Receive one dose (4th dose) of hepatitis B vaccine followed by a hepatitis B titer 1-2 months later
     - If titer comes back positive (immune), then submit official documentation of the results. You have met the requirement.
     - If titer comes back negative (not immune), then
       - Receive dose #5 right away, and
       - Receive dose #6 five months after receiving dose #5
       - Receive a hepatitis B titer 1-2 months after dose #6
     - If titer comes back positive (immune), then submit official documentation of the results. **You have met the requirement.**
     - If titer comes back negative after six total doses, you are considered to be a non-responder and are not immune. Submit official documentation. No further hepatitis immunizations or titers are needed. Although, you must accomplish the following:
       - Healthcare Provider Counseling. Those who have not demonstrated immunity must see the Compliance Coordinator in the Anchorage Student Affairs Office. You will be referred to a health care provider with a specific form to guide the provider. You will discuss precautions required in the clinical setting, as well as any further treatment or testing. You should also understand any
prophylaxis, follow up for bloodborne exposure. The form must be signed by the provider and returned to the Compliance Coordinator in Student Affairs.

- **HIV Test** – students provide documentation of having had an HIV test within 6 months of starting nursing classes (results are not required and should not be turned in).

**RECURRING REQUIREMENTS**

- **Annual Tuberculosis Skin Testing (or PPD)** must demonstrate tuberculin status.
  - TST/PPD is negative no further action needed
  - TST/PPD is positive, then the following is required:
    - Proof of negative chest x-ray followed by annual health examination by an approved health provider (medical doctor, osteopath, nurse practitioner or physician’s assistant).

- **Annual Influenza (Flu)** vaccination must be documented.

- **10-year booster Td** (Tetanus, Diphtheria) a booster is required every 10 years after the initial vaccine (must remain current throughout the nursing program)

**DECLINING IMMUNIZATIONS**

Clinical agencies develop and enforce polices regarding required vaccinations that are applied to all faculty and students working their facilities. The clinical agency experience is a necessary component of the nursing program and all of the immunizations listed are required. Some agencies will allow students to decline an influenza vaccine, others will not. If you have strong feelings about immunizations, you should check with the program chair or track coordinator EACH SEMESTER before registration so you can register for a section or request placement in an agency that will accept you without an influenza vaccine. If the clinical agency will accept you without the influenza vaccine, the agency may require certain accommodations (e.g., signing a declination form, wearing a mask whenever providing care to a patient, avoiding certain specialty areas/patient groups, etc.).

Clinical agencies expect that our faculty and students will advise their patients in accordance with current best practices.

*Faculty and students must advise patients consistent with current CDC immunization recommendations.*

**SUBMISSION DEADLINES FOR CLINICAL REQUIREMENTS**

1. The deadline for submission of health requirements documentation is:
   - July 15 for fall courses.
   - November 15 for spring courses
   - March 15 for summer courses.

2. Forms are available on the SON website … Current Students … Clinical Requirements.

3. To be considered valid, health requirements must extend through the entire semester; health requirements that expire midway through the semester are considered as non-current.

4. Students for whom the submission deadline imposes undue hardship may file a “Request for Extension of Deadline” to the Program Chair. A form for this purpose is located on the SON website under Current Students … Clinical Requirements. Such requests must be filed at least one month prior to the deadline (shown above). If approved, a temporary extension of the submission deadline is granted. However, all health status documentation requirements must be met prior to the student actually beginning clinical learning experiences (including clinical orientation).
4. Students who do not meet the specified deadline and who do not have an approved deadline extension will be administratively dropped from clinical nursing courses and will be required to provide the necessary documentation before re-enrolling. Seats in particular clinical courses/sections will not be held for students who are administratively dropped because of failure to meet documentation submission deadlines.

5. Students may be able to obtain the necessary immunizations or tests to meet health requirements through the UAA Student Health Center (or possibly the distance campus Student Health Center if there is one available) during the summer months even if they are not enrolled in summer course work. An additional fee may apply. If unable to obtain immunizations on campus, then the immunizations must be obtained from a private clinic.

**DOCUMENTATION REQUIREMENTS**

Transition to a new tracking system. Students should be advised that the SON is transitioning to the Typhon system to track clinical requirements. You will be informed whether you will use the web-based system to submit OR the paper system. If submitting paper, the documentation should be in the form of a photocopy rather than the original. Whether submitting paper or online documentation, acceptable documents may include:

- The School of Nursing Health Requirements Checklist signed or stamped by the health provider (form on the SON website)
- Official Alaska Immunization Record Card.
- Copies of blood test results. OR
- Copies of actual health records signed by provider

In the paper system, documentation is maintained in a separate and secure health documentation file in the School of Nursing offices. In the online system, documentation is maintained in a secure online system overseen by a contracted vendor. In either case, after receiving a request from a student, documentation can be either returned to the student or deleted when they complete or leave the program.

**BASIC LIFE SUPPORT**

Students must provide documentation of current certification in infant, pediatric and adult basic life support (BLS), one- and two-man rescue and automatic external defibrillator (AED). Certification as a BLS instructor is acceptable. Heart Saver courses and American Red Courses for the general public are not acceptable. Courses approved by the American Heart Association are preferred.

- Certification must remain current throughout the entire semester.
- Submission deadlines are:
  - July 15 for fall courses.
  - November 15 for spring courses
  - March 15 for summer courses

If needed, a “Request for Extension of Deadline” may be submitted. However, even if approved, such extensions are only temporary and may not extend into the time that the student is actually participating in course-related clinical learning experiences. Go to your advisor to complete the Request for Extension form. Upon request, documentation will be returned to graduating students at the end of the final semester of course work.
CRIMINAL BACKGROUND CHECKS

GENERAL INFORMATION AND PURPOSE

Students enrolled in the School of Nursing (SON) programs either have or are seeking a professional license as a registered nurse or as an advanced-practice nurse. In the interest of patient safety, State Boards of Nursing are guided by statutes and regulations that govern the licensure requirements for nurses.

The State of Alaska has a list of barrier crimes that may impact a student’s ability to obtain a nursing license or prevent a student from pursuing a nursing degree.

Nursing students provide care to vulnerable individuals in clinical agencies that must ensure the safety of patients. Therefore, the criminal background check is required for two reasons:

- To identify students who have committed crimes that could preclude their eligibility for a nursing license or the pursuit of a nursing degree. And
- To meet the requirement of clinical agencies that provide clinical learning experiences for students.

A student who is denied access to clinical agencies because of their criminal background will be dismissed from the nursing program. If charges are dropped or their background status changes, they may reapply to the program.

The background checks must be obtained and reported to the School of Nursing prior to beginning clinical courses. Students should note the following policy:

**POLICY:** Students are not eligible to participate in clinical courses until the SON receives the provisional approval of the criminal background check from the State of Alaska.

FAILURE TO OBTAIN A CRIMINAL BACKGROUND CHECK

It is the student’s responsibility to obtain the criminal background check as directed by the School of Nursing. If the provisional approval is not available, prior to clinical orientation and/or clinical activities, the student will be administratively dropped from the course and may be dismissed from the nursing program. If there are extenuating circumstances as to the reason the background check was not completed on time, a student may appeal to re-enroll in a future semester, being placed on a waiting list to take the course when space is available.

RESULTS OF INITIAL BACKGROUND CHECK

If a student has a barrier crime restriction in place, the student will be denied access to clinical agencies and will be dismissed from the nursing program.

Students with concerns about infractions/crimes that may impact their ability to attend SON clinical experiences should contact their Program Chair. Students with concerns about their eligibility to obtain/maintain licensure as a registered nurse or advanced practice nurse should contact the Alaska Board of Nursing.

RESULTS OF ONGOING CRIMINAL BACKGROUND CHECKS

Criminal background check information will be reported to the SON on an ongoing basis by the State of Alaska.

- If a student commits a crime while in the nursing program, that crime will be reported.
- If a student has committed a felony or other serious crime, the student will be dropped from clinical courses and may be dismissed from the nursing program.
- If a student commits a crime while enrolled in the nursing program and as a result is denied access to clinical agencies, the student will be dismissed from the program.
Depending on the seriousness of the crime, students may or may not be considered for re-admission to the nursing program at a later date.

HEALTH INSURANCE AND STUDENTS ILLNESS OR INJURY
It is strongly recommended that students maintain personal health insurance throughout their enrollment in the nursing programs. There is information on the UAA website about governmental and lower cost options.

https://www.uaa.alaska.edu/studenthealth/eligibilitybillinginsurance/insurance.cfm

Some clinical agencies require that students present documentation of health insurance in effect for the duration of the clinical experience. Students will be notified of this requirement with sufficient time to purchase and provide documentation of health insurance.

Expenses incurred as a result of injuries or illnesses sustained or contracted during clinical learning experiences are not covered by either the University or the clinical agency. Such expenses are the responsibility of the student.

Students are encouraged to go to their local Student Health Center, if available, for minor injuries or illnesses sustained during clinical learning experiences. An assigned clinical agency cannot mandate that a student go to their emergency department.

PROFESSIONAL LIABILITY INSURANCE
All students enrolled in clinical courses are covered by student professional liability insurance through University of Alaska Statewide Risk Management. The cost of this insurance is covered by fees for the clinical courses.

STUDENT IDENTIFICATION BADGES
All UAA nursing students are required to wear conspicuously a UAA School of Nursing student identification badge at all times in any clinical area. One identification badge will be issued to each student in the first clinical course. Validation stickers will be provided to indicate the date of the current semester. The UAA SON identification badge with current validation sticker is required for entry into any facility as part of any UAA sponsored/sanctioned event or course. Students should contact the SON receptionist to report a lost badge or to turn in a damaged badge. A fee will be charged to replace a damaged or lost student identification badge.

ATTIRE GUIDELINES
Student appearance is a reflection of the individual and of the SON. A professional, neat and well-groomed appearance must be maintained during clinical experiences. All students must adhere to the dress code in the assigned clinical agency, to include displaying the UAA student identification badge at all times.

Students should also be aware of the UAA SON attire guidelines and adhere to them as directed by program/course faculty. The UAA attire guidelines include:
- For undergraduate prelicensure students only – clean pressed forest green scrubs
- For undergraduate prelicensure students only - a separate dress code may be required for clinical experiences in the community (outside of the hospital) that includes khaki slacks and a forest green golf-style collared SON cotton shirt.
- A white laboratory coat (when required by the clinical agency), fingertip length, with UAA patch over street clothes (not jeans) when visiting a clinical agency. UAA SON name badges are to be worn in a visible location with the lab coat.
- Appropriate footwear. Tennis shoes and open sandals are not considered appropriate footwear.
- Hair should be clean and arranged neatly. Long hair should be pulled back and secured.
- Beards/mustaches must be short and neatly trimmed.
Nails should be kept clean and short. Nail polish, if worn, should be light-colored or neutral. Artificial nails are not allowed.

- Extreme styles of dress, hairdos and makeup are not permitted.
- Tattoos should be unobtrusive in the clinical setting. Tattoos of a nature that could be found offensive to others must be covered while in clinical. (Note that some clinical agencies required that all tattoos be covered)
- Jewelry should be limited to post-type non-dangling earrings and rings that do not pose a safety risk to the student or patient. Students should keep in mind that rings with stones may be difficult to keep sufficiently clean as bacteria may be harbored in the settings.
- Strong scents (e.g., perfumes, colognes) are discouraged to show consideration for those with sensitivities and allergies.
- Wearing jewelry on other exposed pierced body sites may pose a safety risk to the student and/or patient and, therefore, should be removed. If a piercing cannot be removed, some clinical agencies require that it be covered.

Expressive body art (piercings and tattoos) and jewelry can project a personal message or value that may negatively impact the ability to establish a therapeutic relationship with a patient.

**Clinical Orientation – Consortium of Alaska State Healthcare Educators**

The Consortium of Alaska State Healthcare Educators (CASHE) is comprised of educators from clinical agencies in the state where students are assigned for clinical experiences. Nursing students working in an industry governed by numerous regulations. For a healthcare facility to be in regulatory compliance, students at all levels engaging in clinical experiences must participate in an orientation, which includes specific components. The CASHE Clinical Orientation has been developed to meet the following objectives.

1. Demonstrate professionalism.
2. Follow agency-specific policies.
4. Engage in proper clinical communication.
5. Engage in effective clinical activities.
7. Show sensitivity and respect for all.

This orientation has been standardized for all clinical agencies, to decrease duplication, thus saving you time, and to provide consistent documentation of the information presented to you in a self-study module. The self-study module must be completed by all students and is included on the Blackboard site for your program. Students cannot attend clinical experience until the CASHE orientation has been completed. The CASHE Clinical orientation includes modules on patient and personal safety, HIPAA, blood-borne pathogens and SON policies.

*The CASHE Clinical Orientation is an annual requirement.*

**Medication Administration**

All students are expected to exercise caution in administering medications and to adhere to clinical agency policies. Specifically, prelicensure nursing students (BS and AAS) must be directly supervised by a registered nurse in performing certain high-risk activities in clinical settings. Supervision will be accomplished by either the clinical instructor or a staff RN according to agency policy. At minimum, prelicensure students must adhere to the following standards.

a. All injectable medications will be verified by a registered nurse before the medication is administered.

b. All high-risk medications (e.g., insulin and anti-coagulants) will be independently double checked by two registered nurses before the medication is administered.
c. A registered nurse must supervise all direct IV push medications, verifying the dosage and accompanying the student to the bedside to supervise the administration of the medication.

d. Student nurses will never administer or document the administration of high-risk medications: IV antineoplastic agents, IV insulin infusions, opioid infusions, epidural medications, IV anticoagulants, thrombolytics, and magnesium sulfate continuous infusions.

**BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN**

**EXPOSURE DETERMINATION**

Persons with potential for exposure to Blood Borne Pathogens include:

- Nursing students
- Nursing faculty
- Persons emptying waste containers or handling contaminant waste

**TASKS AND ACTIVITIES WITH RISK FOR EXPOSURE TO BLOOD BORNE PATHOGENS INCLUDE:**

- Finger-stick, blood glucose monitoring practice
- Practice with injections
- Breaking of ampules
- Suturing
- Handling any sharp items

Gloves are the required personal protective equipment (PPE) for these activities.

**METHODS OF COMPLIANCE**

1. Universal precautions will be taught to AAS and BS students early in the first semester of nursing lab, prior to any practice or handling of blood or body fluids. All UAA nursing students will practice universal precautions at all times in the lab and/or clinical setting.
2. Puncture resistant, leak proof containers must be used for disposal of all sharp items, including needles and glass. The UAA SON will provide containers in the SON labs or as needed by instructors for student activities.
3. Needles used for practice will have protective sheaths or guards. Needles will be used only when required for practice of key nursing skills and will be disposed of in designated sharps containers.
4. Non-latex gloves will be worn at all times by students or faculty when there is any risk of exposure to blood or body fluids. Gloves are available in the SON if they are needed for student activities.
5. If blood or body fluid is spilled on any surface, it will be cleaned as soon as possible with disinfectant soap and water by an individual wearing the appropriate protective garb and equipment.
6. Hands are to be washed immediately after removing gloves that have had contact with blood or body fluids.
7. Non-sharp contaminated waste (used gloves, alcohol swabs, cotton, gauze, etc.) will be disposed of in regular trash cans which will be emptied using Universal Precautions.
8. Full sharps containers will be disposed of through local agencies that are in compliance with OSHA regulations. Sharps containers will be placed in large red container and the contracted outside agency notified when full.

**PROTECTIVE EQUIPMENT**

Students must follow clinical agency policies regarding the use of PPE (including protective eyewear) when in clinical settings where exposure to body fluids is possible.
**VACCINATION**

All UAA nursing students and faculty are required to show evidence of meeting health requirements, to include displaying the required immunity as discussed in the “Documentation of Health Status” section of this handbook. Vaccination records for each person are on file at the UAA SON.

**POST-EXPOSURE FOLLOW-UP**

Immediate steps to take in the event of a suspected exposure to body fluids:

- Apply first aid or arrange for emergency assistance (911) if needed. Allow affected person to self-administer first aid to him/herself if possible to reduce the potential for causing secondary infections. Always follow universal precautions when administering first aid.
- Allow a small amount of controlled bleeding, if wounded, being careful to capture fluids in a safe manner.
- All potentially contaminated material must be stored in red biohazard bags with the words “Biohazard” labeled on the bag or container. Refer to disposal guidelines for biohazards.
- Thoroughly wash the wound with disinfectant soap and running warm water.
- After immediate medical needs are attended, assume that you have incurred a true exposure and seek immediate post-exposure care from a qualified provider. Students are encouraged to go to the Student Health Center, or the local campus health center (if available).
- The cost of health care for injuries or illnesses sustained or contracted during clinical learning experiences is not covered by either the University or the health facility; such costs are the responsibility of the student. Health insurance at relatively low cost can be purchased through the University. UAA employees should contact Environmental Health and Safety at 786-1335 for further advice and action.

**COMMUNICATION OF HAZARD**

- For students: UAA faculty will clearly inform students in the first semester of the nursing skills lab of the hazards of exposure to blood and body fluids, including the potential for contaminated injury with sharps whether in the lab or the clinical setting.
- UAA nursing faculty involved in an exposure should complete the UAA Needle stick Mandatory Report Form within two working days. The form can be located at [http://ehsrms.uaa.alaska.edu/UAA%20Needlestick%20Report%20Form.pdf](http://ehsrms.uaa.alaska.edu/UAA%20Needlestick%20Report%20Form.pdf).

**INFORMATION AND TRAINING**

- The UAA School of Nursing has in place a mandatory training for all students and faculty, to be completed annually, which includes prevention of exposure to blood borne pathogens, body fluids and other biohazards and hazardous materials.
- Documentation of completion of this training by each student and faculty person is maintained in the School of Nursing at UAA.

**EXTENDED SITES**

- UAA students and faculty in extended nursing school sites outside of Anchorage will complete the UAA Needle stick Mandatory Report Form and will be referred to the emergency room or physician of their choice for appropriate follow-up of the exposure.
LATEX ALLERGY

UAA School of Nursing programs require students to participate in activities in skill laboratories and in clinical agencies where latex and other potentially allergenic substances are common components of many medical supplies (gloves, airways, intravenous tubing, syringes, stethoscopes catheters, bandages, etc.). Both the SON learning laboratories and clinical agencies in the community maintain policies and procedures for patients and health care workers who are allergic/sensitive to substances in the environment (e.g., latex, iodine, etc). The SON has an allergy/sensitivity policy that provides guidelines for the prevention, identification and management of allergic reactions to latex among nursing students and faculty. Faculty and students should be familiar with existing policies and immediately report any problems he/she may have in a learning lab or at a clinical training site related to an allergic reaction. It will not be possible for UAA or any clinical setting to remove every allergen from the environment. Signs advising of the potential exposure to latex are posted on the skills lab doors.

Natural latex products are manufactured from fluid derived from the rubber tree, Hevea brasiliensis. Latex proteins and chemicals used in processing of the rubber product have been determined to cause allergic reactions. A wide variety of products contain latex, including medical supplies, protective gloves and many household items (balloons, elastic on clothing, diapers, rubber bands, plastic storage bags, etc). Latex proteins fastened to the powder in powdered gloves can become airborne when the gloves are changed, resulting in inhalation as well as contact exposure to the latex proteins. Most individuals who have contact with latex household products have no health problems related to their use. However, reports of work-related allergic reactions to latex or chemicals used in the manufacture of latex have increased in recent years, especially among health care workers who frequently use latex gloves to prevent exposure to infectious organisms.

Individuals with allergies to certain foods (particularly avocado, potato, banana, tomato, chestnuts, kiwi and papaya) are believed to be at increased risk for developing a latex allergy. Several types of synthetic rubber gloves are available which do not release the proteins that cause true latex allergies.

The SON will attempt to minimize the exposure of students and faculty to latex by purchasing non-latex gloves for use in the nursing lab. Students and faculty, however, may experience exposure in clinical facilities that still utilize latex gloves.

If an allergy is suspected, it is recommended students see their personal health care provider for a complete evaluation. Those determined to be allergic to latex should wear a medical-alert bracelet, carry an “Epinephrine Kit” (Epi Pen), and notify their instructor prior to beginning their lab courses. hose determined to be allergic should wear a medical-alert bracelet and carry an “Epinephrine Kit” (Epi Pen).

PURPOSE OF THIS POLICY

- Educate nursing students and faculty about the sources, types and signs and symptoms of reactions to latex.
- Provide recommendations for prevention and management of latex reactions and allergy.
- Provide references for further information about latex allergy.

IMPLEMENT LATEX PRECAUTIONS IN UAA SON SKILLS LABS

- Purchase only low-allergen materials and powder-free gloves to the extent possible.
- Post signs in all SON skills labs warning of the presence of latex.
- Insure information is available in skills labs that describes the types, causes, and management of latex reactions.
- Assess anyone with symptoms of latex reaction, follow the management guidelines, and refer for prompt, medical treatment as appropriate.
Maintain rapid absorbing, over-the-counter anti-histamine (diphenhydramine/Benadryl) and offer to anyone who shows signs of an allergic reaction to latex. Do not allow an individual who has taken the diphenhydramine to drive home or to a medical facility.

- Track and evaluate all latex reactions and update policies with the goal of reducing future incidents.

**HAND CARE PROTOCOL**

Utilizing a proper hand care protocol will decrease the risk of skin irritation and the development of contact dermatitis due to contact with latex.

*Hand washing:*
- Wash hands thoroughly with an appropriate hand soap or cleansing agent
- Rinse thoroughly to remove residual soap (if applicable)
- Dry hands appropriately by gently patting (if applicable)

**LOTIONS**
- Use appropriate hand lotions, preferably those provided in the lab/clinical facility
- Products containing mineral oil, petroleum or lanolin should not be used when wearing latex gloves

**PROCEDURES FOR STUDENTS**
- Utilize the proper hand care protocol in both lab and clinical settings
- Monitor self for the signs and symptoms of irritant contact dermatitis, allergic contact dermatitis or latex protein allergy
- Inform your clinical instructor should you experience any of these signs or symptoms.
- Follow the management recommendations should you develop the signs and symptoms of chemical or latex reactions
- Read latex allergy policies in your assigned clinical facilities and follow agency guidelines

**SELECTED REFERENCES FOR FURTHER INFORMATION**

American Latex Allergy Association
http://www.latexallergyresources.org/

National Institute for Occupational Safety and Health, (800) 356-4674
"NIOSH Alert: Preventing Allergic Reactions to Natural Rubber Latex in the Workplace". June 1997 (request publication number 97-135).
http://www.cdc.gov/niosh/docs/97-135/

NIOSH Publications and Products
"Latex Allergy a Prevention Guide"
http://www.cdc.gov/niosh/docs/98-113/

American Nurses Association, (800) 637-0323
"Latex Allergy: Protect Yourself and Your Patients" (request item number WP-7).

**INUSUAL OCCURRENCES**

The SON has an unusual occurrence policy that provides a mechanism for the reporting of unusual occurrences involving students while in the clinical setting. Examples of unusual occurrences include medication or decision errors, patient falls and student injuries. Unusual occurrences are reported on the UAA SON Unusual Occurrence Form within 24 hours of the
occurrence. These reports are used to document the event and safety hazards as a basis for student counseling. Whenever an unusual occurrence form is completed at a clinical agency, the UAA SON unusual occurrence form should also be completed.

**PURPOSE**

The purposes of this policy are to:

- Provide a mechanism for unusual occurrences to be reported and according to the policies and procedures of the institution/agency in which UAA nursing students gain clinical experiences.
- Document a safety or environmental hazard that may result in injury, damage or loss to a client or an institution/agency.
- Preserve evidence in the event of legal action against the student and/or University.
- Provide a basis for counseling the student involved in the unusual occurrence.
- Allow for tracking of unusual occurrences to recognize patterns of individual behaviors or system/process limitations.
- Facilitate counseling, remediation, and decision-making related to unusual occurrences regarding student progression within the nursing program.
- Facilitate the implementation of corrective actions to foster a safe environment for patients, students, faculty and staff.

**DEFINITION**

An unusual occurrence is:

- Any situation that actually or potentially results in injury to persons or damage to property in the clinical settings.
- Any situation involving a student that is not congruent with operational or safety standards of the clinical agency.

**EXAMPLES OF UNUSUAL OCCURRENCES (THE FOLLOWING LIST NOT EXHAUSTIVE)**

- Medication errors (including errors involving lateness, omission or commission)
- Treatment errors
- Patient falls or injuries
- Student injuries - or potentially injurious events
- Instructor injuries
- Equipment damage
- Administrative errors
- Errors that may be "remedied" within the institution by obtaining a "covering" physician’s order

**APPLIES TO THE FOLLOWING PEOPLE**

- Students engaged in clinical practice within the context of their studies.
- Faculty members performing within the context of their UAA employment

**PHILOSOPHY**

Unusual occurrences provide opportunities to students, faculty and institution/agency staff to identify and prevent potentially dangerous situations in the clinical setting. They also present a learning opportunity to individuals involved in the occurrence.

The role of the faculty member is to promote and facilitate student learning. Additionally, the faculty member bears a responsibility for protecting clients from harm. When a conflict between the two responsibilities exists, the protection of the client takes precedence over the responsibility of teaching the student.

It is the responsibility of the faculty member to create an environment that encourages students involved in unusual occurrences to report those occurrences and participate in analysis and planning to prevent future occurrences of a similar
nature. It is the joint responsibility of the student and faculty member to demonstrate professional accountability in reporting unusual occurrences and in implementing the policies and procedures of the clinical institution/agency and the UAA SON regarding unusual occurrences.

Program Chairs have several responsibilities regarding unusual occurrences: to review occurrences, to track occurrences, and to work with program faculty to implement corrective actions.

**PROCEDURE FOR UNUSUAL OCCURRENCES INVOLVING STUDENTS**

When an unusual occurrence involving a student of the UAA SON is identified by the student, preceptor, or the faculty member, the following steps should be carried out.

1. The student and faculty member (and/or preceptor, if applicable) shall immediately implement the policy of the institution/agency regarding unusual occurrences.
2. Within 24 hours following the incident, the student and instructor (and preceptor, if applicable) shall jointly complete the “UAA SON Unusual Occurrence Form.”
   a. The original form shall be forwarded through the Program Chair to the Director of the SON and retained by the Director of SON indefinitely
3. Prior to the next clinical day the supervising faculty member shall review the form to determine whether a pattern of unusual occurrences is developing.
   a. If it is apparent that such a pattern is developing, the supervising faculty member, the student and the Program Chair shall meet to:
      1) Develop a plan for interrupting the pattern and for preventing future unusual occurrences; plans will be in writing and retained in the student's file.
      2) Discuss the potential consequences of repeated unusual occurrences with the student.
   b. If no developing pattern is apparent, the supervising faculty member and the student (and preceptor, if applicable) shall meet to discuss plans for preventing future unusual occurrences.

When the unusual occurrence involving a student is noted by a staff member while the student and the faculty member are present in the institution/agency, the staff member shall notify the instructor immediately. The faculty member and the student shall implement steps 1 through 3 above.

When the unusual occurrence involving a student is noted by a staff member after the student and faculty member have left the facility:

1. The staff nurse shall:
   a. Implement the policy of the institution/agency regarding unusual occurrences.
   b. Notify the unit Nurse/Clinic Manager (if applicable), who will notify the faculty member of the incident by telephone as soon as possible.
2. The student and faculty member shall implement Steps 1-3 within one working day following notification.

When the unusual occurrence involves a student being precepted by a member of the staff of the institution/agency:

1. The student and preceptor shall:
   a. Implement the policy of the institution/agency regarding unusual occurrences.
   b. Complete the “UAA SON Unusual Occurrence Form.”
   c. Notify the faculty liaison of the occurrence as soon as possible (within 24 hours of its occurrence).
2. The faculty liaison shall carry out Step 3 (review the form to determine developing pattern and appropriate counseling).
**Potential Consequences of Repeated Occurrences Involving a Student**

The faculty of the SON and the staff of clinical facilities recognize that unusual occurrences may occur as a result of circumstances that may or may not be within the control of the involved student. In general, the response of faculty and institutional/agency staff will be to study unusual occurrences to develop preventative action. However, when a pattern of unusual occurrences within the control of the student is apparent and when remedial action is not effective in reversing that pattern, protection of clients requires action on the part of the SON. Depending upon the severity and frequency of unusual occurrences, the potential consequences may include any one or more of the following:

- Remedial study assignments related to the circumstances of the unusual occurrence
- Remedial assignments through an online tutorial or simulation laboratory.
- Remedial course work.
- Dismissal from the course and award of a failing grade with an option for re-enrollment in a future offering of the course, contingent upon satisfactory completion of remedial assignments and on a space-available basis.
- Dismissal from the course and award of a failing grade with no option for re-enrollment in a future offering of the course. This consequence includes dismissal from the nursing program. (This penalty is automatically applied if it is apparent that the student has deliberately concealed an error or occurrence or has made dishonest statements about the event.)

**Note:** Dismissal from a course with or without the option of re-enrollment in a future offering of the course shall occur only in situations in which the student's behavior leads the faculty member to believe that the student is not likely to seek appropriate assistance or follow direct instructions such that patient safety is impacted. Such actions shall be subject to the Grade Appeals Policy outlined in the UAA Catalog.

**SECTION VI – DISPUTE/COMPLAINT RESOLUTION POLICIES**

The SON follows the UAA Policy “Student Dispute/Complaint Resolution Procedure” as discussed in the current edition of the UAA Fact Finder Student Handbook & Planner. Academic Rights of Students

The Academic Dispute Resolution Procedure is in the UAA Catalog here: [https://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/academicrightsofstudents/](https://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/academicrightsofstudents/).

According to the UAA Student Handbook, challenges to academic decisions or actions should be referred to the dean/campus director or designee. In the case of SON students, the challenges or complaints are referred to Vice Provost/Dean Jeff Jessee College of Health. The contact information for Dean/Vice Provost Jessee is shown below.

Jeffrey Jessee, Vice Provost Health Programs & Dean College of Health  
Professional Studies Building, Rm 205D  
E-mail: jeff.jessee@alaska.edu  
Phone: 907-786-6057

**SECTION VII - STUDENT RECORDS POLICIES**

**Policy Regarding Maintenance of Student Educational Records**

Student files are kept by the School of Nursing to facilitate pre-major advising, admission to the major and faculty advising within the nursing major. The primary purpose of the files is to contribute to the educational development of students and to comply with various yearly statistical reports required by the School of Nursing, the Alaska State Board of Nursing and the National League for Nursing. Maintenance of these files complies with the UAA Policy on the application of the Family
Educational Rights and Privacy Act (FERPA) of 1974, as amended. For additional information on the Federal law, see the UAA General Course Catalog or the UAA Fact Finder Student Handbook. Download the Fact Finder Handbook at: https://catalog.uaa.alaska.edu/handbook/.

**MAINTENANCE OF ACTIVE STUDENT RECORDS**

A file for each student actively pursuing the nursing major is kept in a secure location. The hard copy file is referred to as the advising file. It contains all admission documents: application to UAA, copies of transcripts from high school and previous postsecondary institutions attended, transcript evaluations and evaluation worksheets, admissions test scores, a current unofficial UAA transcript, School of Nursing application, letters of recommendation and a plan of study. Additionally, the advising file may contain petitions, progress reports, letters or statements of disciplinary action, scholarship award letters, financial aid appeal letters and references prepared by SON faculty and/or staff.

A separate confidential computerized database is maintained. It contains the following: name, current address, phone number and e-mail address, assigned advisor and current clinical class enrollment. In addition, this database will contain personal information submitted on the UAA application and SON confidential form, such as birth date, gender; ethnic background, marital status and income (see copy of SON confidential form).

Copies of the health, CPR certification, and background check records are maintained separately from the student’s academic advising file. Students are advised to retain the originals of these documents. While copies of health, CPR certification, and background check records must be maintained throughout the student’s enrollment in clinical coursework, they are returned to the student upon request at the completion of the final clinical class.

**RETENTION OF STUDENT FILES**

Student advising records are maintained as active files until graduation, at which time they will be transferred to a separate but equally secure location and kept for five years. Copies of faculty letters of reference and program verification forms may be added to the files of graduated students. At the end of five years, letters of reference originally generated by SON faculty will be inserted into a reference letter file to assist faculty in completing future requests for letters of reference. All other documents in the individual files will be shredded, including health requirement documents.

The file of a student who does not continue enrollment in the nursing program after being admitted to the clinical major will be kept in an inactive status for not more than seven years. Though the student may be required to reapply to UAA, to demonstrate currency of curricular information or to meet updated School of Nursing requirements, retaining the file will facilitate advising for re-entry and appropriate placement within the nursing program. Student information will remain in the computer database indefinitely, listed under the status of attrition along with reason for leaving if known.

Records of students who transfer out of nursing to a non-nursing major will be forwarded to the academic department responsible for the new major after all nursing specific documents have been removed (i.e. School of Nursing application, letters of reference, correspondence related to the nursing major and clinical evaluations and summaries of advising conferences). Nursing specific documents will be placed in a separate file with student name and retained in an inactive status for not more than seven years. Student information will also remain in the computer database indefinitely, listed under the status of attrition/career change.

Upon graduation, student information in the computer database will be transferred to a perpetual alumni database. In addition to the transferred information this database will contain graduation date, NCLEX results, employment status and employment site and other graduate follow-up data that may be collected. As with the active student database, this information will be utilized for statistical purposes and for maintaining contact with alumni.
A separate Alumni Directory will be compiled utilizing current name, address, telephone number and personal and professional information of all alumni who give written permission to be included in such a directory. The Alumni Directory will be available for purchase through the SON Alumni Association Chapter.

**Exceptions to the Retention Policy**

The files of students who have been dismissed from the nursing program for reasons of academic failure, dishonesty or other disciplinary actions may be kept indefinitely in a secure location.

**Maintenance of Confidentiality**

In keeping with the Family Educational Rights and Privacy Act (FERPA), students have the right to expect that information in their SON files will be kept confidential. Files may be accessed only by those SON personnel involved in advising, instructing or assisting students in an official capacity or in filing or maintaining the database. Those who have direct access include the Director of the SON, the Coordinator of Student Affairs, faculty and designated staff.

Random student records may be reviewed for the purpose of assessing the degree to which the School implements its published policies and procedures by individuals officially designated as Program Evaluators by regulatory or accrediting bodies. When such reviews occur, they will be conducted in the presence of an official of the SON (e.g., Director, Program Chair, Coordinator of Student Affairs or other designated staff member). Outside reviewers will be prohibited from making any notations that include identifying information.

Tests or other course work being returned to students are also considered confidential. A student must provide written permission if s/he wishes to have such documents picked up by another person.

Information contained in the computerized database will be available to faculty and designated staff on a “need to know” basis. Specific information to document that students have met the conditions established in the School’s Memorandum of Understanding/Agreement with a facility/agency may be provided to an authorized representative of the facility on demand or upon request. Examples of situations when such documentation may be required by a clinical agency include a review of the facility/agency for continuing accreditation (e.g., JACHO Review). Students’ immunity to certain conditions or their tuberculin status has been requested by agencies and/or the State in the face of outbreaks of these conditions. Whenever possible we contact the students to inform them of outbreaks and who to contact to contain the outbreak and insure they receive the required care and follow-up.

Information contained in the computerized database is also utilized to compile statistical reports (i.e., to State and national accreditors) or to prepare grant applications and submit progress reports to granting institutions. No personal data that could enable the identification of the individual student will be disclosed to a third party without the student’s written permission.

**Review of Student Advising File**

Students have the right to review the contents of their own SON Student Advising File. If a student wishes to review their student File, they should submit a written request to the Coordinator of Student Affairs. The Coordinator must respond to the request within 45 days. After the request has been processed, the student will review the File in the presence of the Coordinator of Student Affairs or designee. A student may not remove any materials from the File.

SON personnel may not copy or forward to a third party any information that has not originated within the SON. This includes but is not limited to transcripts, application materials, and letters of recommendation contained within the student’s application packet and occurrence reports forwarded directly to the SON from a clinical site or individual preceptor.
No other party may view the contents of a student’s file without the student being present unless the student has provided written permission to the SON. A signed permission form must be placed in the file to document such access has occurred. Such third party review will only be provided in the presence of designated SON personnel and will require valid photo identification.

It is strongly recommended that students keep copies of all letters and reports provided to them by faculty. Copies of documents originated within the SON and placed in the student file may be provided to a student upon written request.

SON personnel may not copy or forward to a third party any information that has not originated within the SON. This includes but is not limited to transcripts, application materials and letters of recommendation contained within the student’s application packet and occurrence reports forwarded directly to the SON from a clinical site or individual preceptor.

**MAINTENANCE OF APPLICANT RECORDS**

Advising files for students interested in pursuing a nursing degree and for those accepted to UAA as a nursing pre-major will be kept in a secure location. The hard copy may contain the same documentation as does that of the active nursing major. This file will be utilized for purposes of advising, individual student program planning and for admission to the nursing major.

From the first point of contact, all student information in a pending/applicant file will be governed by the School of Nursing policies regarding confidentiality.

Upon receipt of the “Certificate of Admission” to the pre-major and accompanying documents from the UAA Enrollment Services Office, the School of Nursing will consider the student to be in a pre-major/applicant status and will enter the student information into the confidential computerized database.

Applicant records will be maintained as long as the student is enrolled in prerequisite or co-requisite course work and continues to utilize the advising services of the School of Nursing. After three years of inactivity, an applicant file may be destroyed. In no case will an inactive file be kept more than five years for the Associate degree or seven years for the Baccalaureate and Graduate degrees. When a file is destroyed, the applicant’s information will be maintained in the database under the status of attrition. Individuals at that point will be required to reapply to UAA if they wish to pursue a degree.

**MAINTENANCE OF COURSE RECORDS**

The School of Nursing will maintain copies of course records. However, it is strongly recommended that students/graduates maintain a copy of the UAA General Catalog, the School of Nursing Student Handbook and all course syllabi and handbooks. It may also be advisable to retain copies of graded work that was completed in specific courses (e.g., papers, sample care plans, final project reports, etc.).

**RECORDS TO BE MAINTAINED**

**Curricular Designs:** A copy of both the approved curricular design will be kept indefinitely. The following will be included: program outline, curriculum action requests (CARs) and course content guides. Whenever a specific course is substantially changed or deleted or a new course is developed, the new information will be stored with the original curricular design.

**Course Syllabi and Handbooks:** Copies of course syllabi and handbooks that are prepared each semester will be maintained in a secure location according to the semester in which they were taught. These will be kept for a period of eight years. When the syllabi and handbooks for a course are not substantially changed from one academic year to the next, it will be acceptable to note this on the course records and maintain only one copy to conserve storage space. When
curricular design is changed, copies of the relevant syllabi and handbooks will be archived along with the program curricular design materials.

**Student Handbook:** A yearly copy of the (AAS, BS or Graduate) Student Handbook will be maintained each year for at least eight years. During that period, if there is no substantial change in the contents of the handbook this may be so noted and one copy may be kept to represent several academic years. Handbooks that reflect major policy revision may be kept indefinitely and archived along with the curricular design materials.

**Long Term Storage**
All course records, or representation of such as mentioned above, will be kept for a minimum of eight years in an easily accessible form (e.g., actual paper copy of the item). Materials stored for longer than eight years will be those that reflect major curricular design revision and will be utilized to maintain continuity and historical context for the School of Nursing. These records may be stored by utilizing electronic methods.

**Accessing and Copying Course Records**
During the eight year period in which actual paper records are maintained, students/graduates may request copies of specific syllabi at the cost of ten cents per page plus postage. Requests should include name of course and semester completed. Response time for preparing copies can be expected to be at least one week from receipt of the request. Course syllabi and the Student Handbooks will not be reproduced. After eight years, a student should not expect the School of Nursing to retrieve and copy course materials.

**SECTION VIII - STUDENT SERVICES AND RESOURCES**

**Tuition and Fees**
UAA semester expenses are discussed on the UAA [Tuition and Fees](#) website. The amount of the fees reflects the number of courses and the course activities. There are additional Fees assessed from the university and from the nursing program. Some fees are distributed across the program, while others are charged to the student once. Fees are assessed from the nursing program as listed below.

**Nurse Practitioner Master's/Certificate Program Fees**
- Student Liability Insurance
- Simulation/Standardized Patient support
- Typhon
- NP Certification Preparation Program
- Advanced Practice Education Associates (APEA) exams
- My QBank learning modules
- Electronic Health Record System tools
- Audio/Visual Streaming licenses
- Clinical Lab equipment and supplies
- SON Distance Education equipment and support

**Nursing Leadership Master's/Nursing Education Certificate Program Fees**
- Student Liability Insurance
- Audio/Visual Streaming Licenses
- SON Distance Education equipment and support

**Doctor of Nursing Practice Program Fees**
- Student Liability Insurance
- Simulation/Standardized Patient Support
Typhon

Baccalaureate Program Fees
- Nursing lab supplies
- Nursing lab equipment
- SimChart
- Student liability insurance
- Simulation
- Audio/Visual streaming/licensing
- Community capstone project
- Kaplan assessment testing and NCLEX Prep Course

RN-BS Program Fees
- Student liability insurance
- Audio/Visual streaming/licensing
- Community capstone project

Associate of Applied Sciences Program Fees
- Nursing lab supplies
- Nursing lab equipment
- Student liability insurance
- Simulation
- Audio/Visual streaming/licensing
- HESI assessment testing and NCLEX preparation resources

FINANCIAL AID
Financial assistance is available through the UAA Office of Student Financial Assistance in the form of federal and state loans and grants (Alaska and Stafford Student Loans, Pell Grant, etc.) as well as grants through private organizations.

SCHOLARSHIPS
Nursing students have many opportunities to defray the cost of their education. There are general scholarships that are available to all UAA students who apply from any degree program. There are also nursing scholarships available exclusively to UAA nursing students. Click the link for more information about applying for scholarships. Note that all scholarships will require completing the application process and some will require supplemental information (e.g., an essay).

STUDENT HEALTH SERVICES
STUDENT HEALTH AND COUNSELING CENTER
A student health and counseling center is available on several campuses. The campus health center provides primary health services for physical and mental health conditions as well as education and support to maintain a healthy lifestyle. In many cases the center is a source of low-cost primary health care services with referral for specialized treatment. The center may also bill your personal insurance. The UAA Student Health and Counseling Center is open weekdays during the regular academic year. For more information call 907-786-4040 or go online at www.uaa.alaska.edu/studenthealth/.

DENTAL HYGIENE CLINIC
On the UAA Anchorage campus, the Dental Hygiene Clinic provides reduced cost dental care to staff, students, and community members. As part of the Dental Hygiene program, dental hygiene students see patients under the supervision of a dentist from the Anchorage community. More information can be found at https://www.uaa.alaska.edu/academics/college-of-health/departments/school-of-allied-health/dental-clinic/index.cshtml
PSYCHOLOGICAL SERVICES CENTER
The Psychological Services Center at UAA in Anchorage offers low-cost therapy and counseling to families, couples, and individuals of all ages for a variety of problems. Clinical psychology students in the last phase of study for the master’s or doctoral degree see patients under the supervision of licensed psychologists from the psychology faculty. A fee schedule is based on each individual’s ability to pay. For more information, call 907-786-1795.

COUNSELING & SUPPORT SERVICES
The UAA Student Affairs Counseling & Support Services provides short-term personal counseling for concerns affecting academic success such as stress, situational crises, and life changes. Other services include student advocacy, workshop presentations, and referrals. These counseling services are provided at no charge to UAA students. For more information, call 907-786-6158.

ACADEMIC RESOURCES
WOLF CARDS
Your Wolf Card is your student identification card, a U-Pass card for the Anchorage/Valley bus system, your library card and a card that provides access to services and resources on campus. The UAA student identification number is shown on the back of the card. The Wolf Card can also be used to pay for items sold on campus, such as meals, snacks at vending machines and merchandise at the campus bookstore. You can use your credit card or debit card to add money to your Wolf Card as needed. Click the link below for more information https://www.uaa.alaska.edu/wolfcard/

STUDENT ADVISING & ADVOCACY
The Office of Student Advising and Advocacy in the College of Health is dedicated to the matters centered upon student success. Our primary goal is to increase the retention, quality, and graduation rates of students within the College of Health.

Functions of the COH Office of Student Advising and Advocacy include:
- Provides focused support for students requiring entry level and PRPE courses.
- Acquaints students with how to locate and effectively utilize resources at UAA.
- Assists students with course selection and registration process.
- Refers students with the appropriate COH faculty advisor.
- Attends and promotes COH majors at college and career fairs.
- Builds collaborative and working relationships with the Anchorage School District's staff, other educational resources, and the greater Anchorage community to promote and recruit prospective students to the College of Health at UAA.

Testing Services (uaa.alaska.edu/testing)
Testing services provides a professional testing environment that supports student retention and success by offering examinations for students and the community that assist with academic and professional advancement. The testing center maintains membership with and adheres to guidelines set forth by the National College Testing Association (NCTA). All testing appointments must be scheduled online, 24 hours in advance of the test date to ensure all students/testers have a reserved workstation.

DISABILITY SUPPORT SERVICES
If a student experiences a disability that may result in a barrier to his/her academic experience and requires reasonable accommodations, then it is that student’s responsibility to disclose their disability to Disability Support Services (DSS) as soon as possible. DSS is located on the University of Alaska Anchorage – Anchorage (UAA) main campus in Rasmussen Hall 105 and can be reached by phone at 786-4530 or by email at aydss@uaa.alaska.edu. Students at outlying campuses can contact the Disability Support Coordinator at their local campus (usually within the student counseling department). It is
important to request accommodations early enough for DSS to adequately consider your request before it is needed for your class(es). Reasonable accommodations will be approved once students have provided appropriate documentation.

Academic accommodations are free of charge and available to any student who qualifies as an individual with a disability. Disability Support Services maintains an adaptive computer lab on campus for students with disabilities. Workstations include voice-activated software, screen enlargers and screen readers. UAA has an accessible shuttle bus service equipped with a wheelchair lift for transportation on campus. For more information on the program go to http://www.uaa.alaska.edu/dss/.

WRITING CENTER
The UAA Reading & Writing Center, located in SMB 118, provides reading and writing assistance to UAA students at all levels and all disciplines. Certified and formally trained tutors offer help for those seeking to improve their reading, writing, and study skills. - See more at: https://www.uaa.alaska.edu/academics/community-and-technical-college/departments/learning-commons/writing-center/index.cshtml

NATIVE STUDENT SERVICES
Native Student Services (NSS) provides quality support services to Native and rural students. The NSS Center offers academic advising, scholarship information, assistance, and resource support. You can find out more at: http://www.uaa.alaska.edu/nss/

MULTICULTURAL CENTER
One of the missions of the UAA Multicultural Center is to improve the overall quality of life for all underrepresented minority students (URMs) on the campus by developing and implementing educational, cultural, and social programs that will assist the students in obtaining satisfactory grades, reaching self-determined academic goals, and successfully graduating. - See more at: http://www.uaa.alaska.edu/multicultural/#sthash.rvx8f75w.dpuf

STUDENT OMBUDSMAN
Student Government provides a Student Ombudsman to serve as a neutral party to confidentially address student concerns and assist students in resolving their University-related complaints.

UNIVERSITY POLICE
UAA police officers provide special services unique to the University setting. Those services include maintaining security of University buildings; providing crime prevention classes to students, staff, and faculty; providing escorts on the University campus; vehicle and room unlocks; and vehicle jumpstarts. The department is open 24 hours a day, 365 days a year. For more information, call 907-786-1120 or check online at http://www.uaa.alaska.edu/upd/.

SAFETY FROM SEXUAL VIOLENCE (TITLE IX)
Members of the university community, guests and visitors have the right to be free from sexual violence. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. UAA takes all matters of Sexual Harassment, Sexual Assault and Sexual Violence seriously. If you have concerns or need to report an incident, please contact the Director of the Office of Campus Diversity & Compliance, University Lake Building, Room 108, 3890 University Lake Drive, Anchorage, Alaska 99508. The contact number is (907) 786-1424. More information is available on the UAA Website at http://www.uaa.alaska.edu/deanofstudents/title-ix.cfm
FACILITIES
SCHOOL OF NURSING RESOURCE (NRC)

The UAA Nursing Resource Center (NRC) is comprised of two skills labs and a small computer lab. The skills labs are located on the second floor of the Health Sciences Building (HSB) with a small computer area in between the labs (HSB 205C). The skills labs include two different rooms equipped with materials necessary for teaching technical and assessment skills. The purpose of the NRC is to provide a supportive, learning environment where nursing students can enhance and challenge their ability to provide holistic patient care through the development of assessment, communication, critical thinking, organizational, and psychomotor skills.

The current NRC coordinator is Elise Harrison. Her office is in HSB 214; her phone number is (907) 786-4565; her email is echarrison@alaska.edu.

Below is a map of where you can find the computers (in 205C). One of the computers has the full version of SPSS on it for student use when doing data analysis.

CAMPUS COMPUTER LABS

There are currently 50 computer labs in the Anchorage campus. While many of the labs are restricted by department-affiliated individuals, there are at least 12 unrestricted labs located across campus for use by any UAA student. Most of these computer labs are currently underutilized. See http://www.uaa.alaska.edu/computerlabs/anchoragecampus/index.cfm for locations.

CONSORTIUM LIBRARY

The Consortium Library is your gateway to all the Library's resources and services, both print and online (electronic). You can search most electronic resources on campus or elsewhere by connecting to the homepage at http://consortiumlibrary.org. Use your university username and password as prompted. For help, call the UAA Information Technology Services Help Desk (Local: 907-786-4646; Toll Free: 877-633-3888). Wireless Internet and data ports and electrical outlets are located throughout the library. Click the link below for more information about visiting the library and the hours of operation. 

https://consortiumlibrary.org/about/visit_us.php#hours
General reference librarians are available on the main floor of the library to answer general questions about sources and searching. Search the Library’s website for books, journal articles, and Internet resources. They offer handy access to Blackboard, Interlibrary Loan, and Reserves, as well as a variety of other links ranging from style manuals and electronic Purchase Request Forms to the catalog for the Learning Resource Center’s Media Library.

**GENERAL INFORMATION AND AUDIO TOUR**

Go to the “Visit Us” page on the Consortium Library website for general information. An audio tour of the Library (estimated 20 minutes) can be checked out at the Circulation Desk or you can listen to it online. It is excellent introduction to the Library’s collections and services.

[https://consortiumlibrary.org/about/visit_us.php](https://consortiumlibrary.org/about/visit_us.php)

**ALASKA MEDICAL LIBRARY**

The Alaska Medical Library is a unit within the Consortium Library in Anchorage and located on the 2nd floor near the health collections. The medical library office is open 8-5 Monday-Friday, although students should make an appointment for in-depth research or help with database searching. One-on-one assistance is provided as needed, whether face-to-face or via distance. They provide a very valuable service, supporting faculty and students in healthcare disciplines to optimize their use of the library and its services. Click the link below for more information.

[http://www.consortiumlibrary.org/aml/](http://www.consortiumlibrary.org/aml/)

**RESEARCH SUPPORT**

The Consortium Library’s website offers some excellent links under Research Help to provide guidance in searching the Internet, steps in doing research and a variety of writing guides, including bibliographic style.

[https://consortiumlibrary.org/research](https://consortiumlibrary.org/research)

At this time the library offers RefWorks, a free citation management software program that assists students to manage bibliographies by exporting citations from library databases, and adding them to personal reference lists. The library has plans to move from RefWorks to a new citation management program called Flow that should be available sometime in 2016. Click the link below for more information and to login to RefWorks.

[http://www.refworks.com/refworks2/?groupcode=RWUAA](http://www.refworks.com/refworks2/?groupcode=RWUAA)

**BOOKS**

The online catalog is the Library Catalog, and it includes the collections of the Consortium Library, UAA’s extended campus libraries, the Anchorage Municipal Libraries, the Alaska Resources Library and Information Services (ARLIS), and the Anchorage Museum of History and Art. You can “place a hold” on any circulating item in the system and have it delivered to the Consortium Library for pickup.

**FULL TEXT ARTICLES**

Use the “Find Articles – by Journal” option on the Consortium Library website to locate full-text articles both in print holdings (current health science journal subscriptions) and online journals from multiple vendors. Use the Check Library for Full Text link within the article databases to find full-text articles even when a full-text option is not displayed. This URL will take you to the Journals A-Z feature: [http://www.consortiumlibrary.org/articles/journals.php](http://www.consortiumlibrary.org/articles/journals.php). Library staff will scan articles from journals in the print collection and deliver the item to any student via the Interlibrary Loan and Document Delivery online form.

**DISTANCE STUDENTS**

For students living outside the Anchorage and Mat-Su areas, library staff will checkout and mail books using your library card number. If you have questions about this service, call 907-786-1828.
MEETING AND STUDY ROOMS
The Consortium Library has several rooms available for students to reserve for meetings or for study. They can be reserved for an individual or a group. Click the link below for more information.
https://consortiumlibrary.org/services/

INTERLIBRARY LOAN (ILL)
Items not available to you from the Consortium Library can be ordered from other libraries through ILL and most items are free to students. Article requests are usually filled in two to seven days, while book requests average 10 or more days. To make a request, click on Interlibrary Loan from the library’s homepage or, in many cases, from within the database you are searching Document Delivery is a service that allows you to order copies of articles held in the library’s print collection of journals and newspapers. When you place an order for an article, ILL staff will find it in the print collection, scan it, and deliver it to you electronically. Do not use document delivery for articles that are available in full-text in the library’s online subscriptions. If you are having trouble retrieving a full-text article, please ask a librarian and they will help you get it. Click the link below for more information on ILL.
https://consortiumlibrary.org/services/ill/

LIBRARY CARDS
Your Wolf Card is your Library Card. Graduate students may check out up to 50 circulating items at a time for a semester. Books may be renewed by phone, email, or online through the library’s homepage. If a second renewal is desired, the book must be presented at the Circulation Desk. Overdue fines for books are 25 cents per day and $1 per day for media, up to a maximum of $10 per item. Fines begin accruing as soon as a book is overdue and continue until it is checked in by library staff. There are replacement charges incurred for lost materials. Click the link below for more information.
http://consortiumlibrary.org/services/librarycard.php

PRINTING
Printing across the Anchorage campus is done through Managed Print Stations using your Wolf Card. There are two print stations in the HSB in each of the alcoves, HSB104 and HSB204. For more information, click the link below:
https://support.uaa.alaska.edu/Pages/Managed-Print.aspx

SECTION VIII – SCHOOL OF NURSING CONTACTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marianne Murray, DNP, RN, CHSE</td>
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</tr>
</tbody>
</table>
PART 2: Associate of Applied Science in Nursing Program

SECTION I – AAS PROGRAM INFORMATION

Information regarding pre-major advising may be found on the UAA, School of Nursing website or by using the following link:

www.uaa.alaska.edu/academics/college-of-health/departments/school-of-nursing/future-students/aas/advising.cshtml

Please contact the admission office for appointments with the Coordinator of Student Affairs and the School of Nursing (SON) Academic Advisors.

The office can assist students with the following issues:

- Explain degree requirements;
- Refer students with special advising needs to appropriate advisor;
- Assist students to make contact with other needed services on campus, including, but not limited to, the Financial Aid Office, Student Housing, and Student Health Center; and
- Assist students in obtaining documentation of enrollment to meet demands imposed by outside agencies for the purposes of receiving financial aid, tuition reimbursement, etc.

Academic advising is required for all students prior to enrollment in nursing courses. Advising can be initiated by contacting Coordinator of Student Affairs at 1-800-577-1770 (outside of Anchorage) or 786-4550 in Anchorage or by contacting the School of Nursing.

Application to the AAS Program

Completed applications received prior to the deadline are then ranked and reviewed by the admissions committee for acceptance into the program. A welcome letter will be sent to all applicants awarded admission into the program. The AAS program currently accepts applications at thirteen locations throughout Alaska. Applicants are asked to provide information regarding their location preference.
SECTION II – PROGRAM OF STUDY OUTLINE
ASSOCIATE OF APPLIED SCIENCE (AAS), NURSING

University of Alaska Anchorage, School of Nursing

High School prerequisites: or UAA equivalent:
(one semester with grade of C or higher)
Algebra or MATH 105 or math placement test (required for graduation)

Biology with lab or BIOL 102 and BIOL 103 (or BIOL 111)
Chemistry with lab or CHEM 055/055L or higher level

Co-requisite courses, other than the nursing courses, may be completed prior to the Nursing Major. Enrollment in NURS 120/120L requires acceptance into the Associate of Applied Science Nursing Program Major.

FIRST YEAR

SEMESTER I -- AAS Nursing Major
NURS 120, 120L Nursing Fundamentals (3 + 4=7)
ENGL 111 Introduction to Composition (3)
BIOL 111 Anatomy & Physiology I (4)
PSY 150 Lifespan Development (3)
Totals 17

SEMESTER II -- AAS Nursing Major
NURS 125, 125L Adult Nursing I (3 + 4=7)
NURS 180 Basic Nursing Pharmacology (3)
BIOL 112 Anatomy & Physiology II (4)
BIOL 240 Microbiology (4)
Totals 18

All nursing courses must be completed with a grade of C or above before advancement to the next semester. If a student receives a grade below a C in a theory course with a clinical component the student will be required to repeat both sections of the class before moving forward. Bolded courses (nursing) must be taken in sequence presented here.

SECOND YEAR

SEMESTER III -- AAS Nursing Major
NURS 220, 220L Perinatal Nursing (3 + 1=4)
NURS 221 Advanced Parenteral Therapy Lab (1)
NURS 222, 222L Pediatric Nursing (3 + 1=4)
DN 203 Nutrition for Health Science (3)
ENGL 213 (or 211 or 212) Written Communication (3)
SOCIAL SCIENCE General Education Req. (3)
Totals 18

SEMESTER IV -- AAS Nursing Major
NURS 225, 225L Adult Nursing II (3 + 3=6)
NURS 250, 250L Psychiatric Nursing (3 + 1=4)
NURS 255 Staff RN: Legal, Ethical, Org. Issues (1)
Oral Communication GER (3)
General Education Requirement (3)**
17

(Note: All Nursing courses must be completed within eight semesters of starting the program)

Minimum total credit hours: 70 for the AAS Nursing degree

**Graduates of this program must perform successfully on the National Council Licensure Examination (NCLEX-RN) to receive RN licensure.
### University of Alaska Anchorage, School of Nursing

**ASSOCIATE OF APPLIED SCIENCE, NURSING**

**LPN to AAS Direct Articulation OPTION**

**Prerequisite:** Current unencumbered Alaska LPN license; Certificate of Admission to UAA; Completed School of Nursing Application to AAS nursing on file including submission of references, completion of required documentation, HESI exam (see advisors for specifics of exam to be taken).

**High School Prerequisites:** Algebra, Biology with lab, Chemistry with lab, or UAA equivalents (MATH 105 or math placement test showing ability to take MATH 105; BIOL 102 and BIOL 103 or BIOL 111, CHEM 055/055L or higher level).

**GENERAL EDUCATION, NURSING SUPPORT & ELECTIVE COURSES—33 CREDITS**

(plus High School Prerequisites if not already completed)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 111, 235, 237 or 141 Oral</td>
<td>3 cr</td>
</tr>
<tr>
<td>*BIOL 111/L A&amp;P I/Lab</td>
<td>4 cr</td>
</tr>
<tr>
<td>^BIOL 112/L A&amp;P II/Lab</td>
<td>4 cr</td>
</tr>
<tr>
<td>*ENGL 111 Composition</td>
<td>3 cr</td>
</tr>
<tr>
<td>*PSY 150 Lifespan Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>~DN 203 Nutrition for Health Science</td>
<td>3 cr</td>
</tr>
<tr>
<td>~ENGL 211, 212, 213 Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>GER (HUM, SOC. Science, Math)</td>
<td>3 cr</td>
</tr>
<tr>
<td>~Social Science Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td>~BIOL 240/L Microbiology/Lab</td>
<td>4 cr</td>
</tr>
<tr>
<td>^ENGL 111 Oral</td>
<td>3 cr</td>
</tr>
<tr>
<td>^BIOL 111 Composition</td>
<td>3 cr</td>
</tr>
<tr>
<td>GER (HUM, SOC. Science, Math)</td>
<td>3 cr</td>
</tr>
<tr>
<td>^BIOL 112/L A&amp;P II/Lab</td>
<td>4 cr</td>
</tr>
<tr>
<td>~DN 203 Nutrition for Health Science</td>
<td>3 cr</td>
</tr>
<tr>
<td>~ENGL 211, 212, 213 Writing</td>
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<tr>
<td>GER (HUM, SOC. Science, Math)</td>
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<tr>
<td>~Social Science Elective</td>
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<tr>
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<tr>
<td>GER (HUM, SOC. Science, Math)</td>
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</tr>
<tr>
<td>~Social Science Elective</td>
<td>3 cr</td>
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<td>^BIOL 111 Composition</td>
<td>3 cr</td>
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<tr>
<td>GER (HUM, SOC. Science, Math)</td>
<td>3 cr</td>
</tr>
<tr>
<td>~BIOL 240/L Microbiology/Lab</td>
<td>4 cr</td>
</tr>
<tr>
<td>^DN 203 Nutrition for Health Science</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
| *Applicant must also complete BIOL 111/111L, ENGL 111 and PSY 150 prior to admission to NURS 125 and NURS 125L.

**LPN LICENSURE CREDIT—7 CREDITS**

An accepted, AAS degree seeking UAA nursing student who has successfully passed National Council Licensing Exam (NCLEX-PN) and has a current, unencumbered LPN license in the State of Alaska may be granted the following UAA course credits upon completion of NURS 125 with a grade of “C” or better and NURS 125L with a “Pass.” To receive credits, student must complete the appropriate form and pay the UAA Administrative fee for each credit granted.

NURS 120 and NURS 120L Nursing Fundamentals and Lab (3 credits + 4 credits) = total of 7 credits

**(NOTE: If LPN does not pass NURS 125 or NURS 125L, credit will not be granted and the LPN must apply for ranking and entry to NURS 120/120L and thus must successfully complete NURS 120 and NURS 120L to continue toward the AAS nursing degree)**

**AAS NURSING MAJOR REQUIREMENTS—30 CREDITS**

*Applicant must complete BIOL 111/111L, ENGL 111 and PSY 150 prior to admission to NURS 125/125L.

**First Semester:**

(May take NURS 180 prior to entering NURS 125/125L or concurrently with NURS 125/L.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 125/125L Adult Nursing I (3+4 cr) =</td>
<td>7 cr</td>
</tr>
<tr>
<td>NURS 180 Pharmacology (concurrent 125/125L) =</td>
<td>3 cr</td>
</tr>
<tr>
<td>(Note: BIOL 112/L and BIOL 240/L are required previously or concurrent in this semester) 10 credits</td>
<td></td>
</tr>
</tbody>
</table>

**(Note: Oral communication and a GER are required concurrent in this semester if not already done).**

<table>
<thead>
<tr>
<th>(~Second Semester</th>
<th>Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 220/220L Perinatal Nursing (3+1)</td>
<td>NURS 225/225L Adult Nursing II (3+3) = 6 cr</td>
</tr>
<tr>
<td>NURS 222/222L Pediatric Nursing (3+1)</td>
<td>NURS 250/250L Psychiatric Nsg. (3+1) = 4 cr</td>
</tr>
<tr>
<td>NURS 221L Adv. Parenteral Lab</td>
<td>NURS 255 The Staff Nurse = 1 cr</td>
</tr>
<tr>
<td>(~Note: DN 203, 200 level ENGL and social science elective are required concurrent in this semester if not already done).</td>
<td>Total = 11 cr</td>
</tr>
</tbody>
</table>

A total of 70 credits are required for the AAS degree in nursing.
OUTCOME BEHAVIORS OF THE AAS NURSING GRADUATE

AAS NURSING PROGRAM OUTCOMES

Upon completion of the AAS Nursing Program at UAA, the graduate will:

1. Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community-based settings.

2. Effectively communicate verbally, in writing, and electronically with health team members, patients and their families in diverse settings.

3. Plan, implement and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal, and professional standards.

4. Coordinate care of small groups of patients in collaboration with other members of the health care team.

5. Develop a plan for lifelong learning and continuing professional development.
At the end of the first year the student will:
1. Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community based settings.

Apply nursing process in assessing health needs, planning and evaluating the care of patients.

Apply knowledge of developmental stages, cultural and other influences, in assessing, planning, implementing and evaluating nursing care.

Identify the nurse’s responsibilities for accurate medication administration including applying nursing process in pharmacologic intervention.

Explain how Maslow’s Hierarchy of Needs and QSEN is used to help determine priorities in planning, implementing and evaluating care of adult patients.

Prioritize nursing diagnoses and interventions based on increasing comprehensive patient assessment and using Maslow’s Hierarchy of Needs and QSEN.

Identify the nurse’s responsibilities for accurate medication administration including prioritization of pharmacologic intervention.

Describe/explain the relationship between critical thinking and prioritization of nursing diagnoses and interventions.

Apply beginning level (novice) critical thinking by using reflection in self-evaluation, identifying options when caring for patients and evaluating clinical decisions then making adaptations appropriately.

Develop appropriate patient teaching, based on teaching and learning principles, that will meet the health education needs of patients.

Use teaching/learning principles to assess, plan, implement and evaluate teaching to meet health needs of adult patients.

2. Effectively communicate verbally, in writing, and electronically with health team members, patients and their families in diverse settings.

Describe and plan various communication techniques that facilitate nursing care.

Utilize therapeutic communication techniques and goal-directed interactions to improve patient care and outcomes.

3. Plan, implement and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal, and professional standards.

Identify developmental, cultural and psychosocial factors that influence assessment, and planning of care.

Differentiate legal, ethical and professional responsibilities in nursing and utilize appropriately.

Apply ethical, legal, and professional nursing standards in providing nursing care in lab and clinical settings.

Recognize and describe the impact of client diversities in culture, gender, and age (development) on drug therapy.

4. Coordinate care of small groups of patients in collaboration with other members of the health care team.

Utilize therapeutic communication techniques, goal-directed interactions and collaboration with healthcare team to improve patient care and outcomes.

Provide continuity of care for patients including accurate, comprehensive documentation and reporting of patient status and response to nursing care.

5. Develop a plan for lifelong learning and continuing professional development.

Differentiate legal, ethical and professional responsibilities in nursing.

Identify the nurse’s responsibilities for accurate medication administration including applying nursing process and prioritization of pharmacologic intervention.
### UAA AAS Nursing Program

#### Level Outcomes/Objectives for Second Year Students

<table>
<thead>
<tr>
<th></th>
<th>NUR S 220 220L</th>
<th>NUR S 221</th>
<th>NUR S 222 222L</th>
<th>NUR S 225 225L</th>
<th>NUR S 250 250L</th>
<th>NUR S 255</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the second year the student will: 1. Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community based settings.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Integrate skills from previous nursing courses with perinatal theory to formulate, plan, and perform specific, appropriate nursing interventions based on prioritized nursing diagnoses for the obstetric patient and her family in an urban or rural setting.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Compare, contrast and classify the obstetric patient along the health-illness continuum based on identified developmental stages/risk factors.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Analyze the effectiveness of planned nursing care for the perinatal patient while modifying nursing care to achieve expected outcomes.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Use Maslow’s Hierarchy of Needs and QSEN to plan and implement nursing care for low-risk and selected high-risk perinatal patients and their families in urban and rural settings.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Assess, prioritize and implement nursing interventions for low-risk and selected high-risk perinatal patients and their families in urban and rural settings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Discuss the nursing considerations related to intravenous fluid therapy and intravenous drug administration.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Discuss the nursing priorities for the individual receiving transfusion therapy, central venous access and epidural or patient controlled anesthesia.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Utilize knowledge of growth and development to diagnose, plan and implement comprehensive nursing interventions.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Utilize knowledge of family development and functioning to provide family focused nursing care.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Compare and contrast the growth, development and behavior of infants, children and adolescents in normal and altered health states.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Plan, implement and evaluate nursing care, for physiological and psychosocial health needs, based on assessment.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Assess, diagnose patient needs and prioritize the physiological and psychological nursing care needs of patients.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Apply Maslow’s Hierarchy of NeedsQSENand to identify and plan ways to meet the needs of self and coworkers.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Analyze how nursing care can be modified to enhance effectiveness by evaluating patient outcomes, and utilizing critical thinking skills, etc.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Analyze the patho-physiological consequences of acute disorders along with preexisting chronic disorders and aging in the adult.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Formulate, implement and evaluate patient discharge and teaching plans that effectively meet the learning needs of patients and their families based on teaching/learning principles.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2. Effectively communicate verbally, in writing, and electronically with health team members, patients and their families in diverse settings.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Identify and demonstrate communication techniques which promote a positive perinatal experience for the patient and family.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Utilize effective communication skills within the pediatric population, including families and interdisciplinary team members.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Consistently and accurately document/report patient care, patient response, and any data that influences patient care.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Identify and describe staff RN level management responsibilities especially those related to collaboration, delegation and advocacy.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Implement and evaluate therapeutic communication principles in patient care.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
3. Plan, implement and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal, and professional standards.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the effects of culture, lifestyle choices, and values in providing care for the childbearing family that incorporates the patient’s personal culture, choices and values.</td>
<td>X</td>
</tr>
<tr>
<td>Analyze the effectiveness of planned nursing care for the perinatal patient while modifying nursing care to achieve expected outcomes</td>
<td>X</td>
</tr>
<tr>
<td>Utilize the nursing process as an approach for safe initiation and maintenance of intravenous therapy</td>
<td>X</td>
</tr>
<tr>
<td>Recognize the influence of family, culture and community on the growth and development of the pediatric population.</td>
<td>X</td>
</tr>
<tr>
<td>Critique how optimal care of patients can be provided with awareness and sensitivity for demographically diverse characteristics.</td>
<td>X X</td>
</tr>
<tr>
<td>Recognize ethical dilemmas which are frequently encountered by staff nurses in clinical practice and outline a strategy to use in resolving ethical conflicts.</td>
<td>X X</td>
</tr>
<tr>
<td>Recognize aspects of patient care that can be safely delegated to health care team members and perform delegation with sound rationale, maintaining legal, ethical and professional standards of nursing care.</td>
<td>X X X</td>
</tr>
<tr>
<td>Assess, plan, implement and evaluate nursing care that is culturally sensitive. Utilize legal, ethical and professional standards of care with patients.</td>
<td>X X</td>
</tr>
</tbody>
</table>

4. Coordinate care of small groups of patients in collaboration with other members of the health care team.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in the professional roles of educator, patient advocate, collaborator and direct-care provider in health maintenance/promotion of illness prevention in the pediatric population.</td>
<td>X</td>
</tr>
<tr>
<td>Participate in collaborative decision-making about and implementation of patient care.</td>
<td>X X</td>
</tr>
<tr>
<td>Identify and describe staff RN level management responsibilities especially those related to collaboration, delegation and advocacy.</td>
<td>X X</td>
</tr>
<tr>
<td>Analyze how nursing care can be modified to enhance effectiveness by evaluating patient outcomes, utilizing critical thinking skills, and collaborating with other members of the healthcare team.</td>
<td>X X X</td>
</tr>
</tbody>
</table>

5. Develop a plan for lifelong learning and continuing professional development.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the legal limits and responsibilities inherent in the Registered Nurse (RN) role.</td>
<td>X X X</td>
</tr>
<tr>
<td>Identify current professional issues and trends affecting health care and how these relate to the role of the staff RN.</td>
<td>X X X</td>
</tr>
<tr>
<td>Describe how to utilize professional nursing resources to analyze and resolve issues encountered in nursing practice.</td>
<td>X X X X X X</td>
</tr>
</tbody>
</table>
SECTION IV – AAS SPECIFIC STUDENT POLICIES

GENERAL POLICIES

Outreach Programs: All AAS students are enrolled in a specific local cohort. Students are expected to test, attend lectures, labs, and clinical rotations with their cohort at their respective sites. Students enrolled in programs based outside of Anchorage (Outreach) may be required to attend some or all of their clinical experience in Anchorage or Fairbanks. Access to required facilities and classes is provided to outreach students who are required to travel to Anchorage or another site for intensive clinical as part of the AAS Nursing curriculum. Students travelling for intensive clinical are responsible for obtaining and paying for transportation, housing, and all other related expenses.

Clinical Site Visits: Students may not visit clinical sites in their capacity as a nursing student without the prior knowledge and approval of nursing faculty. Students must adhere to the dress code policy while at a clinical site.

Deadlines for Registration for Clinical Courses: All students must be formally registered for clinical nursing courses of their particular major (NURS 120 and NURS 120L for entry AAS students) no later than August 1 for the Fall semester, and no later than December 1 for the Spring. You are required to either pay for enrollment in those courses or make appropriate arrangements with the Office of Financial Aid to defer payment so that your enrollment in planned course work is maintained. Students who have a financial constraint that precludes their registration by that deadline should consult with the Program Chair, Pamela Grogan DNP, MN, RN, well in advance of whichever deadline applies.

If you are not formally registered for nursing courses on August 1 (for Fall), or December 1 (for Spring), it will be assumed that you are not intending to return to school in the Fall or Spring (whichever may apply) and the School of Nursing will take whatever steps are necessary to ensure that all clinical sections are filled to capacity. In some instances, those steps may include the shifting of enrolled students to under-filled clinical sections and the cancellation of excess sections. Once canceled, additional clinical sections will not be added for that semester.

POLICY REGARDING ACADEMIC PROBATION WITHIN THE AAS NURSING PROGRAM

Students who do not continuously satisfy the requirements for maintaining “Good Standing” within the nursing program will be placed on Academic Probation within the program by the Director of Nursing. Specific situations that will result in the student being placed on Academic Probation will include the following:

1. Earned a grade of less than C in a required nursing course.
2. Withdrawal from a required nursing course(s) while earning a grade of less than C at the time of withdrawal.
3. A semester or cumulative GPA of less than 2.0 at any time.

Academic Probation within the nursing program will affect the student’s status only within the nursing program; it will not be communicated to other University Departments nor reflected on the student’s transcript.

During the time that the student is on academic probation within the nursing program, his or her status of being on probation will be communicated accurately to institutions/agencies to which the department is required to provide information regarding students’ status within the program (e.g., scholarship providers, other nursing programs requiring letters of reference, etc.). Such information will only be released with the student’s written permission.
POLICY REGARDING DISMISSAL FROM THE AAS NURSING PROGRAM

PROGRAM DISMISSAL MAY RESULT WHEN THE STUDENT:

1. has previously been placed on Academic Probation within the Nursing Program and is unable to satisfy the requirements for regaining “Good Standing” status within the specified time period (two semesters for nursing courses within the AAS program);
2. fails to consistently demonstrate adherence to standards of professional behavior;
3. Violates the UAA Student Code of Conduct or the Academic Dishonesty Policy as outlined in the UAA Handbook.

INITIATION OF PROGRAM DISMISSALS

1. The Director of the School of Nursing will automatically initiate a Program Dismissal when one or more of the following situations exist:
   a) a semester GPA of less than 2.0 for a second consecutive semester:
   b) a grade of less than C in a required AAS Program nursing course during a second attempt.
   c) withdraws from a required nursing course in which a grade of less than C has been earned during a prior semester with a grade of less than C at the time of the withdrawal;
   d) earned a grade of less than C in NURS A120 or NP in 120L during the first semester of enrollment in the nursing major;
   e) delay of progression in the AAS program - more than 8 sequential semesters to complete the 4 semester sequence of courses from NURS120 to NURS225/250/255.

2. A Program Dismissal may be anticipated by faculty and student during or at the end of the semester in extreme situations including, but not limited to, the following:
   a.) violations of the Academic Dishonesty Policy found at https://www.uaa.alaska.edu/students/dean-of-students/student-conduct/code.cshtml
   b.) performance in the clinical setting that requires such intense supervision by the clinical instructor that it is impossible for that instructor to effectively instruct and/or supervise other students enrolled in the clinical section.

When a faculty member anticipates a program dismissal, it will be communicated to the Program Chair who will work with the faculty member and student to resolve the problem. When it is apparent that resolution is unlikely, the matter will be referred to the AAS Admissions Committee, which will review the matter and forward a recommendation to the Director of Nursing for final action.

PROGRAM DISMISSALS WILL BE forwarded to the Registrar’s Office, with a request that the student’s major be changed to “Undeclared”.

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POLICY REGARDING TRANSFER OF COURSES TO MEET NURSING DEGREE REQUIREMENTS

Nursing Courses: Basic nursing students (i.e., those students who have not previously completed a nursing program that qualified them to sit for the national licensure examination) who have been enrolled in nursing programs at other schools, colleges, or universities may request that previously completed nursing course work be applied to nursing program requirements at UAA. Only nursing courses completed at institutions accredited by the NLNAC or CCNE will be considered for transfer credit. Nursing courses taken in associate degree programs may only be considered for application to AAS Program requirements at UAA; nursing courses taken in baccalaureate nursing programs may only be considered for application to BS Program requirements at UAA. Nursing courses taken as part of LPN programs may not be used to satisfy course requirements in either the AAS or BS Nursing Programs. Only courses in which the student earned grades of C or higher or PASS may be used to satisfy UAA nursing course requirements.

Nursing courses taken at other nursing programs are evaluated by the faculty for comparability to UAA nursing courses via the process outlined below:

➢ student provides the full syllabus of the previously completed course to the Academic Advisor or the Chair of the program to which application of the course is sought;

➢ course syllabus may be referred to the faculty member responsible for teaching the probable UAA equivalent for in-depth comparative evaluation of the completed course to the UAA equivalent;

➢ course syllabus forwarded with the faculty member’s comparative evaluation is referred to the student’s academic advisor, who will convey the results of the evaluation to the student and assist the student to submit any academic petitions that may be necessary;

➢ the academic petition is forwarded to the appropriate (AAS or BS/MS) Curriculum Committee and program chair for review and evaluation for a recommendation to approve or disapprove the petition;

➢ final action (Approval or Disapproval) on the petition comes from the Program Director, who forwards approved petitions to the Registrar’s Office and disapproved petitions back to the student.

Transfer students must complete all academic petitions relating to the transfer of nursing courses from other schools, colleges, and universities prior to beginning UAA nursing courses; this ensures that the student has every opportunity to apply previously earned nursing course credit to their program of study at UAA. A student who fails to petition transfer of previously completed course work prior to enrolling in a UAA equivalent may not then substitute that course work for more advanced course work. Further, a student who fails to petition for application of transfer credit to UAA program requirements and fails to earn a satisfactory grade during enrollment in the UAA equivalent will not be allowed to apply the previous course to UAA Program requirements but will be required to re-enroll in the UAA equivalent and to earn a satisfactory grade prior to progressing into more advanced course work.

Transfer students who successfully petition to apply previously earned course work to UAA program requirements may, with special arrangements, audit theory courses for the purpose of review if space is available in the classroom in which the course is scheduled to be held.

Non-Nursing Courses: Students attempting to transfer non-nursing courses into UAA to meet specific requirements within the nursing programs will sometimes require special assistance to ensure correct application of those courses. The Enrollment Services Office automatically evaluates all transcripts of previous course work taken by transfer students to determine UAA course equivalents; on occasion, potentially applicable course work is accepted as elective credit rather than as being comparable to a specific UAA course. When this occurs, the student may need to formally petition the application of the course to meet a specific UAA requirement.
The student initiates academic petitions with the assistance of the Academic Advisor. Generally, the basis for approving petitions is that it is 1) comparable to the specific UAA equivalent and 2) student performance in the course has been at the level of C or higher (or Pass). For this reason, a copy of the Catalog course description must accompany all petitions; in some instances, it may be necessary to attach a copy of the course syllabus to the petition. Students may obtain a copy of the catalog course description by using the college catalog microfiche files located in the UAA Library; the Reference Librarian can provide assistance in locating those files. It may be necessary to contact the college that offered the course to obtain catalog course descriptions of older courses; syllabi must generally be obtained directly from the college or school that offered the course unless the student has retained the syllabus s/he used when enrolled in the course.

The student’s faculty advisor must sign completed petitions. In some instances, the petition may be forwarded for review and recommendation by the UAA department in which the UAA equivalent course is normally offered, after which it is reviewed by the relevant program Curriculum Committee. Final approval of academic petitions rests with the Director of the School of Nursing or program chair, who forwards all such petitions to the Registrar’s Office, which communicates decisions to the student.

Students who have completed a baccalaureate degree in another field are exempt from meeting the General Education Requirements specified in the University Catalog. However, those students must complete all specified requirements for the program. For all undergraduate nursing students, this includes Anatomy and Physiology I and II, Microbiology, Life Span Development, and Nutrition.

**POLICY REGARDING ACCEPTABLE COURSES TO MEET REQUIREMENT FOR A LIFE SPAN DEVELOPMENT COURSE**

Acceptable courses to satisfy the Life Span Development requirement within the UAA Nursing Programs are those that cover the entire life span. Courses that include consideration of only one age group (e.g., child development, adolescent development, or aging) are not acceptable. However, a student who has completed several age specific development courses that have, together, covered the entire life span, may petition to have the UAA requirement waived using the combination of development courses as justification. Petitions for such waiver must be accompanied by Catalog course descriptions of all courses being used to satisfy the UAA requirements and are processed as described above; waiver will not be granted unless there is evidence that all phases of the human lifespan have been covered. Credit may also be acquired by successfully completing the DANTES test Lifespan Development Psychology (SF490) which is available upon request from the UAA Advising and Testing Center (786-4500). There is a charge for this exam.

**ACADEMIC POLICIES APPLICABLE TO STUDENTS ENROLLED IN THE AAS NUSING PROGRAM**

**AAS PROGRESSION AND RETENTION POLICIES**

In order to progress within the AAS Program in Nursing, students must earn a satisfactory grade in all nursing courses; a satisfactory grade is either a C or a Pass, depending on the grading system being used in the particular course. Students who are unable to earn a satisfactory grade in a required nursing course are required to repeat that course before progressing to the next required course in the sequence; specific information regarding such situations is included in the section entitled “Withdrawal & Re-enrollment”.
The clinical nursing major consists of four semesters of course work. Students must complete the four clinical semester sequence of study within eight sequential semesters.

Clinical nursing students enrolled in a course must always be concurrently enrolled in all courses with the common number; for example, a student enrolled in NURS 120 Nursing Fundamentals must also be enrolled in NURS 120L Nursing Fundamentals Laboratory. There are other courses, which require concurrent enrollment when not already completed (see AAS Plan of Study).

Courses in which concurrent enrollment is always required include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 120</td>
<td>Nursing Fundamentals Laboratory</td>
</tr>
<tr>
<td>NURS 125 L</td>
<td>Adult Nursing I and Adult Nursing I Laboratory</td>
</tr>
<tr>
<td>NURS 220</td>
<td>Perinatal Nursing and Perinatal Nursing Laboratory</td>
</tr>
<tr>
<td>NURS 222</td>
<td>Pediatric Nursing and Pediatric Nursing Laboratory</td>
</tr>
<tr>
<td>NURS 225</td>
<td>Adult Nursing II and Adult Nursing II Laboratory</td>
</tr>
<tr>
<td>NURS 250 L</td>
<td>Psychiatric Nursing and Psychiatric Nursing Laboratory</td>
</tr>
</tbody>
</table>

In addition, students must successfully complete all specified pre-requisites for each required nursing course before entering subsequent nursing courses. Thus, students must complete NURS 180 Basic Nursing Pharmacology before enrolling in NURS 220 Perinatal Nursing and must complete NURS 221 Advanced Parenteral Therapy before enrolling in NURS 225. Specific non-nursing prerequisites for nursing courses completed after admission to the clinical nursing major include the following:

- ENGL 111, BIOL 111, & PSY 150 prior to enrollment in NURS 125/L & NURS 180
- BIOL 112 & BIOL 240 prior to enrollment in NURS 220/L, NURS 222/L and NURS 225
- 221 DN 203 & ENGL 211 or 212 or 213 and a Social Science Elective prior to enrollment in NURS 225/L, NURS 250/L & NURS 255

In addition to the required nursing courses, students must successfully complete a number of non-nursing courses either prior to or during enrollment in the nursing courses; these courses are referred to as co-requisite courses. Students must have a C or higher in the co-requisite courses to progress in the nursing course sequence.

Students must maintain an overall UAA cumulative grade point average (GPA) of 2.0 or higher to remain enrolled in the AAS Nursing Program; student’s whose cumulative GPA drops below 2.0 will be required to raise their GPA by repeating courses before enrolling in subsequent clinical courses. (See policy on Academic Probation)

**AAS Grading Policy**

**Theory Courses:** Performance in theory courses is graded using an A-F grading scale; a satisfactory grade in a theory course is a grade of C or higher. Since the ability to test successfully is crucial to becoming a Registered Nurse, students in the AAS Nursing program need to obtain a weighted Exam average of 75% in order to pass nursing courses. The AAS program does not offer extra credit to increase test scores in accordance with the AAS testing policy. Other course assignments will be computed into a grade only after the student obtains a 75% weighted average on all the exams within any given AAS course. A grade of C or higher is assigned when the student achieves an overall course average of 75% or higher and a grade of PASS in the clinical course with the same course number (e.g., NURS 120 and NURS 120L). A student who does not earn a clinical course grade of PASS will be assigned a grade of F in the theory course regardless of the average achieved in assignments included in the theory course.
AAS Nursing Program Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>84 – 92.9%</td>
</tr>
<tr>
<td>C</td>
<td>75 – 83.9%</td>
</tr>
<tr>
<td>D</td>
<td>66 – 74.9%</td>
</tr>
<tr>
<td>F</td>
<td>65.9% or below</td>
</tr>
</tbody>
</table>

Clinical/Laboratory Courses: Performance in clinical/laboratory courses is graded as Pass/No Pass. A grade of PASS is assigned when the student successfully achieves all required course objectives and achieves a grade of C or higher in the associated theory course. Thus, students must earn a grade of PASS in the clinical course and a grade of C or higher in the associated theory course in order to progress to the next course in the clinical sequence.

AAS Withdrawal and Re-Enrollment Policy

Students who anticipate a need to withdraw from any required nursing or co-requisite course or from the nursing program are strongly advised to consult with their AAS nursing faculty advisor and the Program Chair prior to making a final decision. This is critical if the student anticipates re-enrollment in the program at a future date. The advisor will assist the student to review possible alternatives to withdrawal and will work with the student to minimize potential negative consequences. Under no circumstances should a student simply exit the program without completing required paperwork and submitting a plan for returning. Should a student fail to complete withdrawal procedures, this will result in the student receiving grades of F in all course work and would have a negative impact on their overall cumulative GPA.

Students who wish to withdraw from the AAS Program in Nursing are required to submit a letter to the Program Chair stating the reasons for the withdrawal (in general terms). Students who desire to re-enroll in the Program for any semester after the first one, will need to submit a written request for re-enrollment for the specific course(s), as well as stating the desired semester and location for reenrollment. This request should be submitted to the AAS nursing program chair. The re-enrollment request form must be filled out prior to the time a student desires any reenrollment in nursing courses, except for NURS 120. (Note: NURS 120/L admission is only by ranking, regardless of previous enrollment). Possible reenrollment will only be determined if there is space available in the desired courses at the desired location. Go to SECTION XII (P. 69) for Re-Enrollment Form.

A student who did not pass or withdrew from the first semester clinical nursing course, NURS 120/L Nursing Fundamentals, and wants to re-enter the AAS, Nursing program must request, in writing to the AAS Admission/Progression Committee, to have their file re-ranked in the next selection process. Students who are unsuccessful twice in any clinical nursing course will not be allowed to re-enroll for a third time and will be dismissed from the program (see policy on Dismissal from the Nursing Program). If a student in this situation feels there are unusual circumstances the student may petition the AAS Admission Committee for a waiver of this policy. The eight sequential semester policy will remain in effect.

Conditions for re-enrollment will be determined on an individual basis by the AAS Admissions Committee and is not solely contingent on a space available basis. The AAS Admission/Progression Committee will review relevant information, including past performance in required courses and statements by the student and the faculty who have interacted with the student in previous coursework. Student and faculty input will be obtained utilizing the request of reenrollment form. Students seeking reenrollment will be required to have met all special conditions as stated on the reenrollment request form and on a reenrollment follow-up letter sent to each applicant. The reenrollment request form along with any reenrollment criteria are designed to facilitate/promote student success in the AAS Program. Any special conditions for reenrollment will be
based on the specific learning needs of the individual student and may include, but are not limited to: requirements for successful completion of additional course work, gaining experience in the health care field, and/or evaluation and determination of learning style. Depending on the outcome of the evaluation any further completion of prescribed follow-up activities. The Admission/Progression committee will have direct input and provide direction regarding reenrollment of students.

Drop or Withdraw from Co-Requisite Courses: The student who plans to drop or withdraw from a required co-requisite (non-nursing) course must confer with their AAS Nursing faculty academic advisor to determine the potential impact of the withdrawal on their ability to progress into subsequent nursing courses. Because many of the non-nursing co-requisite courses are specified as pre-requisites for nursing courses, withdrawal from those co-requisite courses may impede the students ability to progress into subsequent nursing courses; hence consultation with assigned academic advisor is critical.

AAS Attendance Policy

Attendance is expected at all classes, video conferences, clinical and laboratory experiences. We realize there may be times when the student must be absent for legitimate reasons. However, being absent jeopardizes the student’s ultimate goal of being a safe practitioner and may result in course failure.

Attendance for the clinical, simulation and laboratory experience is mandatory. Students will be required to make up any missed time. Tardiness and leaving before the end of the day will be considered missed time. Missed time will be made up through either additional clinical days or through written assignments at the instructor’s discretion. Students should be aware that excessive absence from clinical may make it impossible to meet course objectives leading to failure in the course. Students should be aware that it may not be possible to make up absences in excess of 10% of course time in clinical or laboratory courses.

AAS Policy on Testing

- All exams will be proctored.
- All student possessions (backpacks, cell phones, water bottles, hats, etc.) must be left at a designated area. All cell phones will be turned off prior to the start of the exam.
- Students will only use university supplied computers.
- Faculty will provide blank scratch paper, pencils, and calculators. The individual scratch paper identified with student name will be collected at the end of the exam.
- For HESI exams the HESI program calculator will be used.
- If a student is “inadvertently forced out” of Blackboard during testing attempt the student will raise their hand and faculty/proctor will reset or contact designated personnel to reset the student for another attempt. If Blackboard testing fails and attempts to remediate the problem does not work, the affected student(s) will use a paper copy of the exam.
- Test item queries use is at the discretion of the faculty. If a student has a test item query, the local faculty will review the paper with questions(s) and note the student’s query. Then the student will submit the test item query to the course coordinator according to instructions contained in the course syllabus.
- Students must request permission from the proctor to leave the testing area.
- If students must remain in the testing area until all exams are complete, they must quietly sit and read non-class room related material. No computer or cell phone access is permitted.
● Students must take exams at the scheduled times unless special arrangements have been made prior to the exam with the involved faculty for extenuating circumstances. Exams cannot be taken earlier than the scheduled date.

● If the student is late after the start of the exam and/or absent for taking an exam without prior approval by the class instructor the exam grade will be reduced by ten percent for each day late beginning with the start time of the exam. Failure to take an exam without notifying faculty may result in a score of “0” (zero) for that exam.

● After completing the exam, students will receive feedback that includes correct answers and rationale for each item. There will be no discussion with students regarding individual items until the item-analysis has taken place. Exam results will be given no later than one week from the date that all students have
completed the exam. After the item-analysis has been completed, students may schedule a meeting with faculty to review their individual exam.

AAS POLICY ON COURSE ASSIGNMENTS

Students are required to complete all assignments in each AAS nursing course. Failure to do so will result in a failing grade for the course regardless of the average achieved on other assignments, unless otherwise specified in the course syllabus. This policy includes assignments for all AAS nursing courses including clinical laboratory courses. Incomplete grades are only given in exceptional situations determined by the course coordinator.

All assignments must be typed. If a grade sheet or rubric is provided it should be submitted with the assignment.

AAS NURSING PROGRAM GUIDELINES FOR APA FORMAT FOR PAPERS

The AAS Nursing Program at UAA uses the Publication Manual of the American Psychological Association, as the primary guideline for formatting student papers. This style manual is also referred to as "APA format" or "APA style." Instructors may specify additional or alternative formatting requirements for specific projects as needed to achieve course objectives. The APA style guide should be consulted for details on formatting papers and assignments.

GENERAL INFORMATION REGARDING AAS PAPERS

A. Nursing Care Plans must follow APA grammar requirements. All other AAS Nursing course papers must follow APA format

Papers must be typed using proper grammar, correct spelling and to be neat and legible. If these requirements are not met, a minimum of five (5) points will be subtracted from the paper grade C. Submit all written assignments on or before the assigned due date. Late papers will automatically have five (5) points deducted for every day they are late, beginning with due date, unless permission is granted by the instructor prior to the due date.

SECTION V - FINANCIAL AID

GENERAL INFORMATION

Financial assistance is available through the UAA Office of Student Financial Aid in the form of federal and state loans and grants (Alaska and Stafford Student Loans, Pell Grant, etc.) as well as through private organizations. In addition, there are a number of nursing-specific scholarships available exclusively to UAA nursing students. Information about these nursing-specific scholarships is available on the UAA Student Financial Aid webpage, http://www.uaa.alaska.edu/finaid/. Information regarding statewide nursing-specific scholarships administered directly by the University of Alaska Foundation is available on their webpage, http://www.alaska.edu/uafound/. Information about nursing-specific scholarships is available on the Nursing Scholarship page of the SON website or may be requested from the School of Nursing Receptionist.

NURSING SPECIFIC SCHOLARSHIP

Nursing Scholarships Administered through the University of Alaska Foundation

Two nursing specific scholarships are directly administered by the University of Alaska. They include the Joan C. Yoder
Memorial Nursing Scholarship and the Pat and Cliff Rogers Nursing Scholarship.

Please refer to Section 1 in the handbook for more information on scholarships.

Nursing Scholarships Administered through the UAA Office of Student Financial Aid

There are approximately 12 nursing-specific scholarships administered through the UAA Office of Student Financial Aid. They include the Seamus Mawe Memorial Nursing Scholarship, the Anchorage Pioneers’ Home Residents Council Nursing Scholarship, the David and Mary Carlson Memorial Nursing Scholarship, the Bonnie Martin McGee Memorial Nursing Scholarship and the Sylvia Berg Drowley Nursing Scholarship. Applications for all scholarships are solicited in the Spring semester for award in the following academic year. The Nursing Students in Need Scholarship, which is for graduating students, is available in Spring, Summer and Fall semesters. Go to www.uaa.alaska.edu/scholarships/ for a complete list of available scholarships, deadlines and application process.

Minimum awards have been specified for each of the scholarships. Those awards are derived from the profits earned by investment of the funds in the principle account; when the amount of money available to award is not equal to or greater than the minimum amount specified for an award, the scholarship is not awarded that year.

Students interested in obtaining scholarships are advised to check the UAA and SON websites frequently as availability and eligibility may change.

SEAMUS MAWE MEMORIAL NURSING SCHOLARSHIP

Background: Seamus Mawe was a clinical nursing student enrolled in the baccalaureate nursing program when he died in a car accident. His dream was to provide nursing services to residents of rural communities or underdeveloped countries. This scholarship was established in his memory by friends and family members.

Eligibility Criteria: Demonstrated motivation and academic and leadership potential; in good academic standing; enrolled as a full-time student.

Preferences: Selection preference is given to applicants whose program reflects an emphasis in community health and/or to individuals who express an intent to work in rural Alaska or lesser developed countries.

Application: The standard UA Scholarship Application is used to apply for this scholarship. A complete application includes a personal essay and the submission of two letters of reference.

Application Deadline: February 15
Minimum Award: $500

ANCHORAGE PIONEERS’ HOME RESIDENTS COUNCIL NURSING SCHOLARSHIP

Background: The Resident Council of the Anchorage Pioneers’ Home established this scholarship and continues to add funds to the principal account, which is managed by the University of Alaska Foundation.

Eligibility Criteria: Demonstrated motivation and academic and leadership potential; in good academic standing; enrolled as a full-time student; cumulative GPA of 2.5 and nursing GPA of 2.0; Alaska resident for three years prior to the semester in which the award is in effect.

Preferences: Selection preference is given to students who plan a career working with elders in long-term, acute or preventive health care settings or who are former or current employees of the Pioneers’ Home system. Consideration in selection may also be given to those with the following: prior experience working with elders, financial need and community service.
DAVID AND MARY CARLSON MEMORIAL NURSING SCHOLARSHIP

Background: David and Mary Carlson were long-term residents of Dillingham, Alaska. Mary was a Registered Nurse who worked at the local hospital in the community. Her husband was a successful businessman in Dillingham. They were concerned about the difficulty in attracting qualified nursing personnel to work in Bristol Bay communities and created an endowment to fund this scholarship.

Eligibility Criteria: Demonstrated motivation and academic and leadership potential; in good academic standing; nursing major at UAA (or pre-nursing major at UAA or pre-major at Bristol Bay campus who has received academic advising from the UAA School of Nursing).

Preferences: First preference is to residents of the Bristol Bay Region; second preference is to students from rural Alaska communities of less than 7,500 people; third preference is to students who plan a career in rural Alaska; fourth preference is other qualified nursing students.

Application: The standard UA Scholarship Application is used to apply for this scholarship. A complete application includes a personal essay and the submission of two letters of reference.

Application Deadline: February 15
Minimum Award: $1,000

BONNIE MARTIN MCGEE MEMORIAL NURSING SCHOLARSHIP

Background: Bonnie Martin McGee was a pioneer nurse in Anchorage. She was one of the first Registered Nurse Anesthetists in the State and provided anesthesia services at clinics in both Anchorage and rural Alaska. She was also a nurse activist, serving as a member of the Municipal Health Planning Commission and as a President of the Alaska Nurses Association. Once retired from active employment, she provided home care nursing services to friends as a volunteer. This scholarship was established in her memory by grateful friends to memorialize her many contributions to health care in Alaska.

Eligibility Criteria: Alaska resident for three years prior to receipt of award; minimum GPA of 2.0; nursing GPA of 2.5; financial need (primary criterion); full-time student; demonstrated motivation and academic and leadership potential; prior completion of a clinical nursing course; full-time student.

Preferences: Financial need is the primary selection criterion; preference is given to students enrolled in the baccalaureate nursing program; award is also open to AAS students who demonstrate severe financial need.

Application: The standard UA Scholarship Application is used to apply for this scholarship. A complete application includes a personal essay and the submission of two letters of reference.

Application Deadline: February 15
Minimum Award: $1,000 ($500 per semester)
SYLVIA BERG DROWLEY NURSING SCHOLARSHIP

Background: The Sylvia Berg Drowley Scholarship was established by Grace Berg Schaible in honor of her sister Sylvia, a registered nurse currently residing in San Francisco, who was dismayed to see two of her own Nursing School classmates have to leave school due to the lack of sufficient funds.

Eligibility Criteria: Full-time students enrolled in the baccalaureate program; demonstrated financial need (the primary selection criterion); may be a new or continuing student.

Preferences: None specified.

Application: The standard UA Scholarship Application is used to apply for this scholarship. A complete application includes a personal essay and the submission of two letters of reference.

Application Deadline: February 15

Minimum Award: $500

TUITION WAIVERS

The School of Nursing receives a small amount of funding for tuition waivers (UAA Administration Scholarships) to award each Spring for AAS students and each Summer for BS students. Because there are usually more applications for tuition waivers than there are credits to award, the granting of partial waivers for 1-4 credits is common.

Announcements for the tuition waiver application, including the application deadline, will be posted on the respective program Blackboard site. Application forms are enterable and can be emailed or dropped off in person to the SON Business Manager in the Director’s Suite, HSB 371.

ELIGIBILITY CRITERIA

You may be eligible to be awarded a tuition waiver if you:
1. Are currently registered for six or more credits that will contribute to completion of your nursing degree in the term for which the waiver will be used.
2. Prior completion of at least one nursing major course with a Nursing GPA of 2.0 or higher.
3. Cumulative GPA of 2.8 or higher.
4. Demonstrated financial need.
5. Demonstrated community and/or university service.
6. Completion of six or more credits in previous semester.

SECTION VI – STUDENT INFORMATION

PARTICIPATION ON COMMITTEES

Students are the reason the School of Nursing exists. Every effort is made to encourage and facilitate student participation and input into all phases of the educational process. Students are included in the membership of the University Of Alaska Board Of Regents as well as on a variety of UAA committees. The School encourages student participation in all aspects of campus life, in the Student Nurses’ Association (SNA) – of which all pre-major and clinical nursing students are members, in the National Student Nurses’ Association (NSNA), in formal and informal contacts with the School of Nursing Director and faculty, and in the committee work of the School of Nursing.

Committees function to facilitate, coordinate and develop the purposes of the School in an orderly fashion. Each faculty
member serves on at least one standing committee. Broad student representation on selected standing committees is solicited each year by faculty. A School goal is to include at least one student representing each curriculum level on each of the following committees:

- Student Affairs Committee (combined committee of AAS and BS programs) AAS
- Admission Committee
- AAS Curriculum Committee

Participation on these committees is an avenue by which students can provide input to the faculty about curriculum and student concerns. Any student interested in serving on one of these committees may submit their name to a faculty member, Program Chair or officer of the Student Nurses’ Association. Initial solicitation for members on School of Nursing Committees is to the Student Nurses’ Association.

**FACILITIES**

**NURSING SKILLS LAB**

The Nursing Skills Lab is set up to function both as a classroom and as a mock hospital setting. Sophisticated manikins are used to simulate patients and can be used to practice a variety of nursing skills. The Skills Lab is open during class time. Each semester ‘open lab’ times are set aside for student practice with faculty supervision. These times vary and are determined according to faculty and room availability at the beginning of each semester and are open to all nursing students.

**UAA LIBRARY REFERENCE SERVICE**

The Alaska Medical Library is located on the second floor in the southeast corner of the Consortium Library. Specialized medical reference service is available from 8:00 AM to 5:00 PM, Monday through Friday (786-1870). Library services are available for all UAA SON students throughout the state. The url to access the library is http://consortiumlibrary.org/.

There is a charge for reference service for specific searches, but no charge to help students use computers to conduct their own searches. Students may use a computer work-station located outside the offices. The computer gives access to MEDLINE (Index Medicus Online) for journal publications back to 1966 and CINAHL (Cumulated Index to Nursing and Allied Health Literature) for publications from 1982 to present. Clinical medicine and nursing journal titles as well as health reference materials and indexes may also be found just outside the Alaska Medical Library offices. The collection and work-station are available whenever the UAA/APU Consortium Library is open.

**LEARNING RESOURCE CENTER**

The UAA LRC (SMH-118) provides Math and writing assistance to UAA students. Formally trained undergraduate and graduate students, as well as faculty staff it. The LRC is open every day of the week and students may stop by any time the center is open for first come first serve walk-in sessions. Students in distance sites have access to these services through phone and internet. There is no fee for UAA students to use the LRC. The following are ways the tutors can help you:

- Help writing/proofing your paper:
  - Bring the latest draft of the paper you want to discuss. Bring earlier drafts if you have any and if you’d like to us to look at the changes you’ve made.
  - Bring the assignment handout from your instructor to help us better understand the requirements of your assignment.
Bring questions you have for us, or be ready to let us know what kind of feedback you are requesting.

- Help with formatting your paper such as title page, margins, font, spacing, spell and grammar check, etc. They can also help with commonly used software.

Help with general math skills. For more information, contact the LRC information desk at 786-6828 or http://www.uaa.alaska.edu/lrc.

You can also hire a private tutor for a $20-$25/hour charge.

Students from outreach sites may also have access to tutoring or math and writing support on the campus in their community.

RECRUITMENT AND RETENTION OF ALASKA NATIVES IN NURSING (RRANN) AND NURSING WORKFORCE DIVERSITY (NWD) PROGRAMS

RRANN and NWDP were designed to 1) recruit Alaska Native/American Indian, other under-represented, economically or educationally disadvantaged students to a nursing career and the UAA nursing programs and 2) to facilitate those students’ success in gaining access to the clinical nursing major and successful completion of the program. Since its inception in August 1998, a total of 170 Alaska Native or American Indian students (as of May 2009) have graduated from one of the two UAA nursing programs for RN level practice; the majority has completed the baccalaureate degree in nursing. A total of 160 students completed the NWDP program between 2006 and 2012. Currently neither program receives any federal funding. RRANN continues to be funded with a general fund appropriation from the Alaska Legislature. An effort to obtain additional funding for both programs is underway.

Tutoring Services: Initiated with funding through the RRANN program, tutoring services are currently offered to any nursing student for both prerequisite and nursing specific courses. A Tutor Coordinator arranges student requests and tutor services. Peer student tutors must have passed the appropriate course with a B or higher. The current Tutor Coordinator is a baccalaureate-nursing graduate who also provides tutoring services in some of the more complex nursing specific courses. Students who receive tutoring have a 85% pass rate in those courses for which they received tutoring.

SECTION VII – GRADUATION INFORMATION

APPLICATION FOR GRADUATION/NCLEX-RN

Students are encouraged to make an appointment to meet with their faculty advisor and the Coordinator of Student Affairs one or two semesters prior to applying for graduation. This process is used to ensure that all program requirements are completed in a timely manner and to avoid delays in graduation.

If a student misses the UAA deadline for application for graduation, the student will need to submit a late application and pay a late fee of $25. To view the schedule for late applications, go to: http://www.uaa.alaska.edu/records/degree_Services/applications2.cfm.

In the end of final semester, NURS 225/250/255, the student should have completed all of the degree requirements for sitting for the NCLEX-RN and will be able to proceed with the NCLEX-RN application process. One of the requirements is to request an official transcript with the degree posted. The student can order an official transcript from the UAA Records Office to be submitted to Alaska State Board of Nursing. The student should submit the verification form from the RN application to the School of Nursing for completion. The student will also need to meet any other deadlines and submit all other requirements and fees that the RN-NCLEX application requires (see Section Ten - Licensure).
UAA COMMENCEMENT CEREMONIES

UAA Commencement ceremonies are held in December and May. All students are encouraged to participate in the graduation ceremonies. As UAA graduates, students in distance sites are eligible to participate in the large graduation ceremony held in Anchorage. Students in AAS sites outside of Anchorage may also be invited to participate in the graduation ceremonies in their local communities.

Students who will be graduating with honors will need to contact Enrollment Services to find out procedures for picking up honor cords the day of the commencement. Commencement is usually held on the first Sunday in May at the George Sullivan Sports Arena; students who officially graduate in Summer or Fall terms are encouraged to return to campus to participate in commencement festivities.

GRADUATION RECEPTION

The recognition ceremony for nursing graduates is a function separate from the formal University graduation (commencement ceremonies). It is held in December for associate, baccalaureate and graduate students completing their program at the end of fall semester, in April for the associate degree, baccalaureate, and graduate students completing their program at the end of spring semester, and in August for baccalaureate and graduate students completing their program in August. Students in distance sites are welcome to participate in the large reception held in Anchorage, but will typically plan and participate in separate ceremonies in their home communities.

The recognition ceremony provides graduates with an opportunity to celebrate their achievements with friends and family in a personal way. Participation in the graduation reception is optional. Planning the ceremony is the responsibility of the SON Student Affairs Committee, which is composed of faculty and student representatives. Graduating students fund costs associated with the recognition ceremony, generally by soliciting donations and by selling tickets to friend and family members.

At the graduation reception school pins and special awards are presented to graduating students. Student input is vigorously sought in the planning of the ceremony so that the event is a personally meaningful celebration. The Chair of the AAS, Nursing Program coordinates with AAS, Nursing class representatives in the ordering of pins for associate degree nursing students. Students must be eligible for graduation, having completed all required courses, before they may receive the nursing pin.

LETTERS OF RECOMMENDATION

Upon receiving written request, a letter of recommendation will be written for each graduating student by his or her respective faculty advisor. A copy of the letter will be placed in the student’s file.

SECTION VIII – LICENSURE

GRADUATION STUDENTS

A representative of the Alaska Board of Nursing will orient students graduating from their respective nursing program, in the semester they graduate, concerning application for licensure. There will be several fees involved: application fee, license fee, passport photo, transcript fee, fingerprint processing fee, and perhaps a notary fee. There is also a fee for an optional temporary license.

For advance or additional information you may contact the State of Alaska Board of Nursing Anchorage office located at 550 W. 7th Ave, #1500, Anchorage, Alaska 99501. Their telephone number is 1-907-269-8160. Website is http://www.dced.state.ak.us/occ/pnur.htm.
SECTION IX – STUDENT ORGANIZATIONS

UAA STUDENT GOVERNMENT ASSOCIATION (USUAA)
Students have the opportunity to be involved in the Union of Students at UAA (USUAA), the student governance organization on campus. The purposes of USUAA are to 1) broaden the educational perspective of students by instituting a structure of self-governance; 2) promote the educational needs, general welfare, and right of students; 3) serve as a forum for students to express their ideas for enhancing the quality of their educational experience through expanded and improved communications among students, faculty, and administration and beyond; 4) formulate policy and procedures concerning student life; and 5) serve all students equally, regardless of race, color, religion, national origin, sex, sexual orientation, Vietnam era or disabled veteran status, physical or mental disability, change in marital status, pregnancy, or parenthood.

All full and part-time students at UAA who pay the Student Government fee are automatically members of USUAA. Membership provides students with opportunities for involvement and leadership in a diverse array of campus activities.

Additional information about USUAA can be accessed on the Web at www.uaa.alaska.edu/unionofstudents/.

STUDENT NURSES’ ASSOCIATION (SNA)
The Student Nurses’ Association (SNA) is an organization whose membership is open to all student nurses registered at the University of Alaska. SNA is run entirely by students for the benefit of students. The general objective of SNA includes the following:

➢ To provide opportunities for student nurses to exercise their leadership and group communication skills through regular meetings and special events.
➢ To act as a liaison between students and to facilitate communication between various class levels.
➢ To plan and organize social events which are open to nursing students and the general community.
➢ To provide enriching extra-curricular educational programs in health-care-related areas.
➢ To serve as a model for professional organizations in which the student may participate later as a health care professional.

To meet these objectives SNA is involved in various activities through the year. Monthly meetings provide updates on SNA activities and opportunities for information. The Association is involved in a number of community and outreach activities, (e.g., health fairs). More recently, the SNA had developed a Student Mentorship Program for enrolled students and a Breakthrough to Nursing Project to encourage the enrollment of underrepresented minority students.

SNA welcomes input from all facets of the student nurse community. Do not hesitate to step forward and become involved in your organization.

ALPHA DELTA NU CHAPTER OF THE NATIONAL ORGANIZATION FOR ASSOCIATE DEGREE NURSING
Alpha Delta Nu Nursing Honor Society is affiliated with The National Organization for Associate Degree Nursing (N-OADN). Chartered in 2013, the Beta Iota Chapter is the UAA Chapter of Alpha Delta Nu.

Invited membership into Beta Iota is occurs in the third semester of the associate nursing program. Membership is offered to
students after the first two semesters who have maintained a cumulative GPA of 3.0 or higher and have earned a grade of B or better in each nursing class of the nursing program with no previous failures in any nursing course. Students will be invited to provisional membership at the beginning of the third semester of core curriculum. Full membership would be granted if the student maintains the cumulative 3.0 GPA and earns a grade of B or better in all nursing courses in the third semester of study during the second year of the core nursing curriculum. The induction ceremony will take place during the fourth semester of the core curriculum. Students shall have demonstrated conduct on campus and the clinical areas that reflects integrity and professionalism.

The objective of the Honor Society is to recognize the academic excellence of students in the study of the Associate Degree Nursing and to promote scholarship. The society shall encourage the pursuit of advance degrees in the profession of nursing as well as continuing education as a life-long responsibility.
## AAS Plan of Study

### UAA School of Nursing

**Date:**

**Student Name:** ____________________________  **Advisor:** ____________________________

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|        |         | **YEAR III** |         | **YEAR IV** |         |
|        |         | FALL   | _______ | SPRING | _______ |
|        |         | SPRING | _______ | SUMMER | _______ |
|        |         |        |         |        |         |
## TUITION & COURSE FEES

### UNIVERSITY OF ALASKA ANCHORAGE SCHOOL OF NURSING

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<th>100-299: $202 per credit</th>
<th>300-499: $244 per credit</th>
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### 2017-2018

#### AAS Program in Nursing

#### Year 1 - Full Time

### FALL TERM

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#### Other Estimated Expenses

- Student Fees: $670
- Annual Parking Fee: $250
- Books: $1,000
- Required immunizations @ Student Health: $450
- CPR Certification & Background Check: $175
- Uniforms & Special Equipment: $400

#### Estimated Living Expenses

- Housing (Residence Halls): $3,246
- Meal Plan: $2,375
- Miscellaneous Expenses ($600/mo. Estimated): $2,400

**TOTAL COST - Year 1 - Without Living Expenses = 12,560**

### SPRING TERM

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#### Other Estimated Expenses

- Student Fees: $670
- Books: $800
- Uniforms & Special Equipment: $100

#### Estimated Living Expenses

- Housing (Residence Halls): $3,246
- Meal Plan: $2,375
- Miscellaneous Expenses ($600/mo. Estimated): $2,400

**TOTAL COST - Year 1 - With Living Expenses = $28,602**

---

*Technology fee is $5 per credit up to a minimum of 12 credits ($60) per term

*Network Charge is 4% of tuition
## Fall Term

### Tuition & Course Fees

<table>
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<tr>
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<th>Per Credit</th>
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### Other Estimated Expenses

- Student Fees: $670  | $4,818
- Annual Parking Fee: $250  | $5,068
- Books: $800  | $5,868
- CPR Recertification if expired: $100  | $5,968
- Uniforms & Special Equipment: $200  | $6,168

### Estimated Living Expenses

- Housing (Residence Halls): $3,246  | $9,414
- Meal Plan: $2,375  | $11,789
- Miscellaneous Expenses ($600/mo. Estimated): $2,400  | $14,189

### Spring Term

### Tuition & Course Fees

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### Other Estimated Expenses

- Student Fees: $670  | $4,781
- Books, Uniforms & Special Equipment: $350  | $5,131
- Application for graduation (required): $50  | $5,181
- School of Nursing Graduate's Pin: $125  | $5,306
- Commencement Expenses: $150  | $5,456

### Estimated Living Expenses

- Housing (Residence Halls): $3,246  | $8,702
- Meal Plan: $2,375  | $11,077
- Miscellaneous Expenses ($600/mo. Estimated): $2,400  | $13,477

*Technology fee is $5 per credit up to a minimum of 12 credits ($60) per term
*Network Charge is 4% of tuition

TOTAL COST - Year 2 - Without Living Expenses = $11,624
With Living Expenses = $27,666
INTRODUCTION
As a student nurse, as well as a nurse in professional practice after graduation, you will be working in an industry governed by numerous regulations. For a healthcare facility to be in regulatory compliance, students participating in clinical rotations must participate in an orientation, which includes specific components. To decrease duplication, thus saving you time, and to provide written documentation of the information presented to you, this self-study module below and checklist have been developed by the Consortium of Alaska Statewide Healthcare Educators (CASHE).

To complete the module:

A. Complete review of all the Nursing Student Practice Objectives and Policies.
B. Follow the directions exactly.
C. On the check-list, date (month/day/year) and initial all boxes. **Ditto marks or arrows in the boxes are not acceptable.**
D. **Print** your name - **Sign** and **date** the check-list at the bottom.
E. **Complete the post-test on Blackboard.**
F. Submit your checklist to the course faculty as instructed.
NURSING STUDENT PRACTICE OBJECTIVES AND POLICIES

Please review each section to assure that you can meet the objectives

Objective: Demonstrate professionalism.
1. Adhere to the ANA Code of Ethics and Standards of Practice.
2. Demonstrate professional behavior: i.e. Report on time, informing unit and faculty appropriately regarding illness, reporting of Unusual Occurrences.
3. Adhere to the dress code of the clinical program and the facility unit(s) of assignment both for pre-clinical and clinical assignments.

Objective: Follow agency-specific policies.
4. Adhere to the facility’s policies and procedures.
5. Adhere to the Patients’ Bill of Rights as defined within the clinical institution.
6. Be aware of Advanced Directive status on all patients for whom care is given.
7. Recognize how student activities contribute to patient outcomes.
8. Follow facility policies on cell phone use while on clinical units. Limit personal telephone calls/text messages to assigned breaks. Use smart phones/personal devices for educational purposes only.
9. Accomplish an orientation at the facility and specific units(s) of assignment (prior to the first patient assignment day) and documents the orientation on the Nursing Student Orientation Checklist.
10. Obtain and appropriately charge for patient supplies following facility policy.
11. Be responsible for personal items brought to the facilities. While the facility will designate an area for coats, boots, etc., they will not be responsible for them.
12. Take meals and breaks in the facility cafeteria or staff lounge.
13. Park only in designated parking areas at the facility using the necessary temporary parking permits if indicated.

Objective: Maintain patient and personal safety.
14. Adhere to facility infection control policies including Standard Precautions, Bloodborne Pathogens and FIT testing.
15. Recognize and understand the importance of National Patient Safety goals
   a. Use only approved abbreviations
   b. Use two patient identifiers for any patient activity
17. Report defective equipment as required per the Safe Medical Devices Act and facility policy.
18. Report and manage hazardous chemicals and spills according to the Material Safety Data Sheets (MSDS).
20. Promote and maintain patient safety and describe actions to minimize medical/health care errors.
21. Promptly communicate unsafe practices (errors or near misses) to the clinical instructor.
22. Practice good ergonomic work habits to prevent injury.
23. Report injuries per facility and School of Nursing policies.
Objective: Engage in proper clinical communication.
24. Communicate patient information to the assigned nurse as well as the clinical instructor. This should include patient assessment data (critical lab values), patient progress and patient-related problems such as complaints, physician concerns, patient incidents, adverse drug reactions, etc.
25. Communicate information concerning assigned patients to the appropriate nursing staff responsible for the patient(s) prior to leaving the unit for any reason.
26. Contact the clinical instructor (not facility staff) for supervision of skills/procedures that must be observed prior to performing the skill unsupervised.
27. Identify self appropriately when answering the telephone in a facility.
28. Refrain from accepting telephone or verbal orders from physicians unless guidelines for such activity are within the scope of a particular clinical course (preceptorship).
29. Discuss the patient plan of care with the primary nurse, to include the teaching plan and discharge education plan.

Objective: Engage in effective clinical activities.
30. Perform within the guidelines of the clinical course in which presently enrolled.
31. Be aware that the facility-employed registered nurse is responsible ultimately for patient care when nursing students provide patient care.
32. Participate in nursing unit activities during clinical assignments: shift reports, in-services, and “Codes”, both practice and actual.
33. Adhere to special clinical policies in your assigned clinical agency (e.g., falls precautions, suicide precautions, pressure ulcer prevention, etc.).
34. Perform clinical procedures under the direct supervision of the clinical instructor or staff RN: i.e. Inserting intravenous catheters, maintaining IV therapy, administering high risk medications, administering IV medications via piggyback route, administering IV push medications and performing central line care.
35. Participate as a member of the multidisciplinary team by accompanying physicians and other disciplines visiting your assigned patient(s).
36. Refrain from carrying facility keys (e.g., narcotic keys, patient-controlled analgesia keys) on clinical units.

Objective: Maintain confidentiality and security of patient information.
37. Maintain client confidentiality according to HIPAA regulations.
38. Adhere to computer security policies per facility guidelines.
39. Do not post any information about your clinical experiences, patients, peers, nurses/physicians or instructors to any social network medium.
40. Adhere to documentation policies at the assigned facility, documenting all care in a timely manner.
41. Do not take photos in the clinical setting.

Objective: Show respect and sensitivity for all.
42. Provide routine patient care for assigned patient(s), adapting to the special needs of individual patients or groups.
43. Provide care to patients and families that encompass their age, spiritual beliefs, and cultural heritage and value systems.
44. Recognize and report disruptive interpersonal behavior to a safe person through proper communication channels.
CONSORTIUM OF ALASKA STATE-WIDE HEALTH CARE EDUCATORS
NURSING STUDENT ORIENTATION CHECK-LIST

NAME: ___________________________________________ DATE: _________________

Semester / Class: _________________________________

1. Fill out in blue or black ink only. DO NOT use pencil
2. On the check-list, date (month/day/year) and initial all boxes. *Ditto marks or arrows in the boxes are not acceptable.*
3. *Print* your name - - *Sign* and *date* the check-list at the bottom.
4. *Complete the post-test on Blackboard*
5. Submit your checklist to the course faculty as instructed.

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<th>Initials</th>
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**Objective: Demonstrate professionalism.**

1. Adhere to the ANA Code of Ethics and Standards of Practice.

2. Demonstrate professional behavior: i.e. Report on time, informing unit and faculty appropriately regarding illness, reporting of Unusual Occurrences.

3. Adhere to the dress code of the clinical program and the facility unit(s) of assignment both for pre-clinical and clinical assignments.

**Objective: Follow agency-specific policies.**

4. Adhere to the facility’s policies and procedures.

5. Adhere to the Patients’ Bill of Rights as defined within the clinical institution.

6. Be aware of Advanced Directive status on all patients for whom care is given.

7. Recognize how student activities contribute to patient outcomes.

8. Follow facility policies on cell phone use while on clinical units. Limit personal telephone calls/text messages to assigned breaks. *Use smart phones/personal devices for educational purposes only.*

9. Accomplish an orientation at the facility and specific units(s) of assignment (prior to the first patient assignment day) and documents the orientation on the Nursing Student Orientation Checklist.

10. Obtain and appropriately charge for patient supplies following facility policy.

11. Be responsible for personal items brought to the facilities. While the facility will designate an area for coats, boots, etc., they will not be responsible for them.
12. Take meals and breaks in the facility cafeteria or staff lounge

13. Park only in designated parking areas at the facility using the necessary temporary parking permits if indicated.

**Objective: Maintain patient and personal safety.**

14. Adhere to facility infection control policies including Standard Precautions, Blood Borne Pathogens and FIT testing.

15. Recognize and understand the importance of National Patient Safety goals
   a. Use only approved abbreviations
   b. Use two patient identifiers for any patient activity


17. Report defective equipment as required per the Safe Medical Devices Act and facility policy.

18. Report and manage hazardous chemicals and spills according to the Material Safety Data Sheets (MSDS).


20. Promote and maintain patient safety and describe actions to minimize medical/health care errors.

21. Promptly communicate unsafe practices (errors or near misses) to the clinical instructor.

22. Practice good ergonomic work habits to prevent injury.

23. Report injuries per facility and School of Nursing policies.

**Objective: Engage in proper clinical communication.**

24. Communicate patient information to the assigned nurse as well as the clinical instructor. This should include patient assessment data (critical lab values), patient progress and patient-related problems such as complaints, physician concerns, patient incidents, adverse drug reactions, etc.

25. Communicate information concerning assigned patients to the appropriate nursing staff responsible for the patient(s) prior to leaving the unit for any reason.

26. Contact the clinical instructor (not facility staff) for supervision of skills/procedures that must be observed prior to performing the skill unsupervised.

27. Identify self appropriately when answering the telephone in a facility.
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<tr>
<td>28.</td>
<td>Refrain from accepting telephone or verbal orders from physicians unless guidelines for such activity are within the scope of a particular clinical course (preceptorship).</td>
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<td>29.</td>
<td>Discuss the patient plan of care with the primary nurse, to include the teaching plan and discharge education plan.</td>
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<td><strong>Objective: engage in effective clinical activities.</strong></td>
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<td>30.</td>
<td>Perform within the guidelines of the clinical course in which presently enrolled.</td>
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<td>31.</td>
<td>Be aware that the facility-employed registered nurse is responsible ultimately for patient care when nursing students provide patient care.</td>
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<td>32.</td>
<td>Participate in nursing unit activities during clinical assignments: shift reports, in-services, and “Codes”, both practice and actual.</td>
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<td>33.</td>
<td>Adhere to special clinical policies in your assigned clinical agency (e.g., falls precautions, suicide precautions, pressure ulcer prevention, etc.).</td>
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<td>34.</td>
<td>Perform clinical procedures under the direct supervision of the clinical instructor or staff RN: i.e. Inserting intravenous catheters, maintaining IV therapy, administering high risk medications, administering IV medications via piggyback route, administering IV push medications and performing central line care.</td>
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<td>35.</td>
<td>Participate as a member of the multidisciplinary team by accompanying physicians and other disciplines visiting your assigned patient(s).</td>
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<td>36.</td>
<td>Refrain from carrying facility keys (e.g., narcotic keys, patient-controlled analgesia keys) on clinical units.</td>
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<td><strong>Objective: Maintain confidentiality and security of patient information.</strong></td>
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<td>37.</td>
<td>Maintain client confidentiality according to HIPAA regulations.</td>
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<td>38.</td>
<td>Adhere to computer security policies per facility guidelines.</td>
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<td>39.</td>
<td>Do not post any information about your clinical experiences, patients, peers, nurses/physicians or instructors to any social network medium.</td>
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<td>40.</td>
<td>Adhere to documentation policies at the assigned facility, documenting all care in a timely manner.</td>
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<td>41.</td>
<td>Do not take photos in the clinical setting.</td>
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<td><strong>Objective: show respect and sensitivity for all.</strong></td>
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<td>42.</td>
<td>Provide routine patient care for assigned patient(s), adapting to the special needs of individual patients or groups.</td>
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<td>43.</td>
<td>Provide care to patients and families that encompass their age, spiritual beliefs, and cultural heritage and value systems.</td>
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<td>44.</td>
<td>Recognize and report disruptive interpersonal behavior to a safe person through proper communication channels.</td>
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I understand my responsibilities for the above criteria.  
I understand my responsibility to read and adhere to this Student Handbook

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<tr>
<th>CASHE Test Score</th>
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Clinical Instructor Signature

77
STUDENTS NURSE RESPONSIBILITIES RELATED TO PATIENT SAFETY GOALS

In 2002, the Joint Commission issued their first set of Patient Safety Goals, in response to the Institute of Medicine report *To Err is Human: Building a Safer Health System* (January 25, 2000). The purpose of these goals is to focus organizations on specific areas safety initiatives. Each goal includes one or two evidence-or expert-based requirements to achieve the goal. The goals and requirements are reviewed annually and updated, revised, or replaced. You can find the most current list of Patient Safety Goals for hospitals, clinics, and long-term care facilities on the Joint Commission’s website jointcommission.org. Please review the current standards and National Patient Safety Goals.

The goals offer members of the health care team specific activities and interventions to minimize risks inherent in health care organizations. Because some old goals are converted to standards of care and new ones are added, the numbers of the goals are not consecutive.

QUALITY IMPROVEMENT IN HEALTHCARE ORGANIZATIONS

The State of Alaska and the Joint Commission require hospitals to have quality improvement programs. This has evolved from quality control mechanisms to quality assurance and now to continuous quality improvement.

The Joint Commission calls this improving organizational performance. Hospitals may pick the format this takes. The overall action steps are plan, design, measure, assess, and improve. The organization’s mission is important as a first step in planning the improvement process. The approach involves a team of multidisciplinary members who work together to improve the quality of an identified process or service. These teams use a quality process such as the FOCUS-PDCAE process for improvement. This acronym is described below:

- Find the process to improve
- Organize a team that understands the process
- Clarify current knowledge of process
- Uncover the root cause of variation and decreased quality
- Start the “Plan-do-check-act” cycle
- Plan the process improvement
- Do the improvement, data collection, analysis
- Check the results and lessons learned
- Act by adoption, adjustment, or abandoning change
- Evaluate effectiveness

Quality is assessed based on the dimensions of performances. These nine dimensions include efficacy, appropriateness, availability, timeliness, continuity, safety, efficiency as well as respect and caring. Quality is also assessed based on the eleven important functions identified by The Joint Commission. These include improvement of organizational performance, infection control, coordination of care, assessment of patients, care of patients, management of the environment of care, management of human resources, leadership, management of information, education of patient and family patient rights and organizational ethics.
HOW DOES THIS AFFECT YOU, THE STUDENT?

If you find a problem, or have a great idea for improvement of the organization where you are in clinical rotation, please submit your idea to an RN or manager in the organization for consideration. You may be asked to be a member of an interdisciplinary team who works on an organizational improvement. This way you may bring your own special problem solving skills and creativity to the table.

When surveyors are in an organization, you may be asked questions about your work there. These may include questions about your interactions with patients such as what have you taught a patient or what care have you learned to provide to a patient. You may also be asked how you have taken the age of the patient into consideration for the delivery of care. The surveyor may also ask you questions about the environment, such as, where is the nearest fire extinguisher, what is the evacuation route for patients in a fire, or what is your role in the various emergency codes?

Putting Your Best Foot Forward: Communication in the Healthcare Setting

As a student working in the health care setting, you are representing the facility and the University. The clients and visitors will look to you for assistance as they would any facility employee. Please keep the following “customer service” concepts in mind when you are in the facility:

1. If patients or visitors ask you a question you cannot answer or ask for assistance that you are unable to provide (e.g. directions to a location in the facility), offer to help them find an answer rather than simply saying that you don’t know the answer.

2. Don’t wait for a patient or visitor to approach you. If you see someone walking around as if they are lost or trying to locate someone or something, offer assistance. If directions to the location are complicated, please consider accompanying the individual to assure that they find their destination without further difficulty.

3. Please refer patients or visitors with complaints to the appropriate staff person. Again, we would ask you to consider accompanying the individual and introducing him or her to the appropriate staff person.

4. Assure that you are providing a positive impression of the facility by your appearance while on duty as well as when visiting the facility to obtain your assignment. You should always be dressed in an appropriate professional manner. When in patient care areas you should be in uniform, following the dress code of the nursing unit and the UAA clinical program, or wearing a clean, neat lab coat over street clothes.

5. When answering the telephone, please identify the unit, provide your name and identify yourself as a student. It helps to smile when you answer the telephone -- it really makes a difference in the sound of your voice.

6. If you are not able to provide the caller with the information he or she is seeking, explain your planned actions. For example, “I am going to put you on hold while I locate Nurse Smith. It should not take more than two minutes.” If there is a delay, return to the phone, explain the delay, and provide the individual with the option of continuing to hold or to leave a message.

7. When using a pager system, follow the instructions provided by the facility. If the pager allows a verbal message, speak slowly and clearly. Identify the unit, provide your name, identify yourself as a student, and provide the telephone number the individual should call. The telephone number should be repeated.

8. After leaving a telephone or pager message asking for a return call, notify the unit staff. This will allow them to easily refer the call to you when the individual calls back.
TEAMWORK IN HEALTHCARE

A multidisciplinary team approach is vital in the management of complex patients to assure that they receive comprehensive and coordinated care, ensuring their health and well-being and diminishing the negative outcomes of care.

An effective team approach includes collaboration among the primary physician, physician specialists, patient, family members and all other team members. Depending on the patient's individual needs, in addition to nurses, other team members may include case managers, social workers, mental health professionals, dietitians, pharmacists, physical and occupational therapists.


All team members should participate in development of the individual plan of patient care to help improve outcomes for the patients. Team members must define roles early and communicate often.

Nursing students can serve as important members of the multidisciplinary team. When caring for patients they should:

- follow the individual plan of care designed for the patient by the team;
- communicate changes in patient condition to team members, as appropriate; and
- participate in multidisciplinary care conferences, when possible.