



# **Nursing Program Student Handbook**

**2024-2025**

**Alaska Pacific University**

**Institute of Health and Wellness**



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## Accreditation

### **Accreditation Commission for Excellence in Nursing**

The RN-to-BSN nursing program at Alaska Pacific University located in Anchorage, Alaska, is accredited by the: Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, (404) 975-5000.

The Associate Degree nursing program at Alaska Pacific University located in Anchorage, Alaska, is accredited by the: Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, (404) 975-5000.

The License Practical certificate program at Alaska Pacific University located in Anchorage, Alaska, is accredited by the: Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, (404) 975-5000.

### **Alaska Board of Nursing**

The Alaska Board of Nursing, in keeping with statutes AS08.68.100(a) and AS 08.62.290 and regulations 12 AAC 44.010 and 12 AAC 44.055, provides oversight and annual approval of nursing programs. Alaska Pacific University nursing program has submitted the required reports and has ACEN approval. All records were found to be in order. The Alaska Board of Nursing has issued full approval of APU's LPN, ADN, and RN-to-BSN programs. The Board fully supports the continuation of the nursing education program at Alaska Pacific University.

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](mailto:boardofnursing@alaska.gov) Web: <https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofNursing.aspx>

Nurse licensure requirements for each state are provided at <https://www.ncsbn.org/14730.htm>

## Welcome to APU Nursing

Welcome to the Alaska Pacific University nursing program! The nursing faculty and staff look forward to providing innovative education, transformational mentorship, and encouragement that empowers you to take on your future role as a licensed nurse in Alaska.

We are committed to providing culturally safe education and employment opportunities as well as services and benefits to all students and employees without regard to race, color, religion, national origin, gender, sexual orientation or preference, age, disability, or military or veteran status.

## Mission

The mission of the Alaska Pacific University nursing program is to prepare culturally safe, caring, and innovative nurse leaders who exemplify excellence in nursing practice, while honoring Alaska's Indigenous heritage and healthcare needs of all communities.

## Vision of Program

Our vision of the Alaska Pacific University nursing program is to become a culturally safe, compassionate engaged community of highly qualified students, educators, and professionals which:

- Develops and delivers quality culturally safe, compassionate, innovative, and evidence-based nursing care.
- Prepares professional nurse leaders who collaborate with tribal partners, interdisciplinary team members, clients, and families to serve all in our Alaska urban and rural communities.

The APU nursing program represents the aspirations and collective wisdom of our community. We encourage our students to engage in our diverse Alaskan culture while honoring Alaska's Indigenous heritage. The nursing program further aligns with the APU vision and mission to honor Alaska's Indigenous heritage, exemplify excellence, and prepare paths for our future healthcare workers. Nursing faculty and staff offer culturally responsive educational experiences in collaboration with our students, communities, and tribal partners.

## Our Values

\* Wisdom \* Respect \* Reciprocity \* Relevance \* Responsibility \*

## End of Program Student Learning Outcomes

Alaska Pacific University Nursing Programs' End of Program Student Learning Outcomes		
LPN	ADN	BSN
Explain various ways of knowing and healing from Alaska Indigenous populations in the delivery of holistic nursing care across the lifespan in a variety of settings. [NLN-HF] [QSEN-PCC/EBP] [NAPNES-C/CI]	Apply new knowledge representing the aspirations and collective wisdom across multiple populations, from individuals and families to Alaskan Indigenous people in the delivery of holistic nursing care across the lifespan. [NLN-HF] [QSEN- PCC/EBP]	Incorporate new knowledge representing the aspirations and collective wisdom, across a diverse spectrum of cultures, from Alaska Indigenous populations to global communities, in the delivery of holistic nursing care across the lifespan. [NLN-HF] [QSEN-PCC/EBP]
Understand culturally safe communication within the context of a collaborative team approach to improve client safety and quality improvement. [NLN-PI] [QSEN- T&C/SAFETY/QI] [NAPNES-C/PB/M]	Demonstrate culturally safe communication within the context of a collaborative team approach to improve client safety and quality improvement initiatives in a variety of settings. [NLN- PI] [QSEN-T&C/SAFETY/QI]	Integrate culturally safe communication within the context of a collaborative team approach to improve client safety and quality improvement initiatives across multiple healthcare delivery systems. [NLN-PI] [QSEN-T&C/SAFETY/QI]
Provide culturally safe focused individual assessments through the integration of foundational concepts, critical thinking, clinical reasoning, evidence-based practice, and the use of the nursing process. [NLN-NJ] [QSEN-PCC/EBP/IN] [NAPNES-A/P/CI/M]	Conduct culturally safe comprehensive assessments of individuals and families through the integration of foundational concepts, critical thinking, clinical reasoning, evidence-based practice, and the use of the nursing process. [NLN-NJ] [QSEN-PCC/EBP/IN]	Develop culturally safe comprehensive individual, family, and community assessments through the integration of foundational concepts, critical thinking, clinical reasoning, evidence-based practice, and the use of the nursing process. [NLN-NJ] [QSEN- PCC/EBP/IN]
Develop evidence-based nursing practice to improve client outcomes. [NLN-SI] [QSEN- EBP] [NAPNES-P]	Apply evidence-based nursing practice to improve client outcomes across healthcare delivery systems. [NLN-SI] [QSEN-EBP]	Appraise evidence-based nursing practice to improve client outcomes across healthcare delivery systems. [NLN-SI] [QSEN- EBP]
Discuss nursing advocacy through adherence to professionalism, ethical and legal frameworks, and patient- centered care as part of individual nursing practice. [NLN-PI] [QSEN-PCC, EBP] [NAPNES-PB/CI/M]	Exhibit nursing advocacy through adherence to professionalism, ethical and legal frameworks, and patient- centered care as part of nursing practice. [NLN-PI] [QSEN-PCC, EBP]	Evaluate nursing advocacy through adherence to professionalism, ethical and legal frameworks, and patient-centered care as part of nursing practice. [NLN-PI] [QSEN- PCC, EBP]

## Conceptual Framework: Cultural Safety

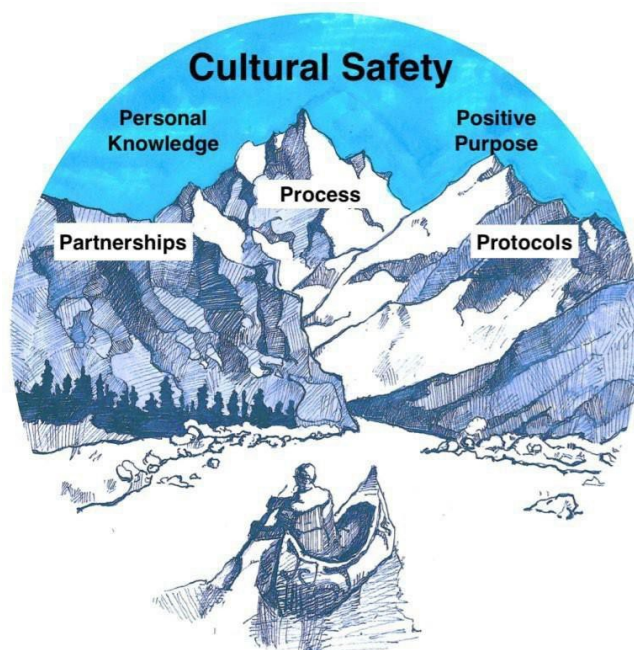


Illustration created by Brian Barr, local artist

### Five Principles to Engender Cultural Safety

**Protocols:** Listen, learn and respect cultural forms of engagement.

**Personal knowledge:** Reflect on one's own cultural identity, socio-cultural identity and socio-historical location concerning historical location in relation to clients seeking care. Understand one's own beliefs related to health and wellness. Realize there are power differentials in healthcare and be prepared to share information about oneself to create trust and equity.

**Partnerships:** Promote collaborative practice in which those seeking help are respected and welcome to provide important information and a joint problem-solving approach occurs.

**Process:** Engage in mutual learning, frequent checking in with the healthcare receiver to ensure that proposed action plans 'fits' with values, preferences, and lifestyles.

**Positive purpose:** Ensure that barriers are reduced and that positive steps are taken to achieve goals (or resolve problems). Make it matter.

Adapted from Jessica Ball, 2009 <http://www.ecdip.org/culturalsafety/>

Cultural safety is the keystone across APU's nursing program. Nursing faculty and staff recognize and value our diverse and culturally rich adult learners. A supportive environment is provided at APU, where learning is optimized using Knowles theory of andragogy and based upon the principles from the Universal Design for Learning (UDL) Guidelines of engagement, representation, action, and expression. The program is further committed to building and expanding on skills of nursing practice and cultural safety. The concept of cultural safety was first presented by nurses in New Zealand and offers an alternative to the previously accepted cultural APU Nursing Handbook 2024-2025



competency model. Cultural safety focuses on “eliminating indigenous and ethnic health inequalities” by addressing “determinants of health inequities, which includes institutionalized racism, and ensuring a healthcare system that delivers appropriate and equitable care” (Curtis et al., 2019).

Cultural safety views culture as an individual’s unique combination of influences that make them who they are: age, generation, socioeconomic and political factors, geographic location, ethnic origin, disability, history, political influences, gender, sexual orientation, spiritual beliefs, and values (Baker, 2012; Mkandawire-Valhmu, 2019). Culturally safe practice considers the dynamic cultural dimensions where people live their lives while safely meeting their health needs and rights. In contrast, typical cultural education often reduces culture down to “differences.” These “differences” are established through comparing individuals to the “normal” of the dominant cultural group. “Differences” are then addressed by adapting “normal responses” in ways that “accommodate” the “difference”. This reductionist cultural perspective is blind to the experiences and uniqueness of an individual or group. Subsequently, the individual is reduced to a combination of idiosyncrasies and conditions and is responded to with “accommodations” that often diminish, demean, or disempower those with “differences” (Woods, 2010). Where typical cultural education states “We are different from you, but that’s OK with us – we’ll figure out how to make it work”, a culturally safe response is “We are not different from you, we are different like you, because we are all different. Help me to understand what it’s like to be you and how I can be of best help.”

Central to cultural safety is the self-examination by the practitioner, reflecting on one’s belief, attitudes, and biases about others. The practitioner recognizes how a culturally unsafe environment can further dehumanize and enhance existing health disparities. Through the examination of one’s own culture, place, and perspective, practitioners can focus on how to genuinely form a partnership with the patient where power and control over health care is shared.

The scope of nursing practice is to treat the human response to illness. As the conceptual framework of this nursing program, cultural safety is an ethical response to create trusted, shared understandings of knowledge and health, between the nurse and those needing nursing care. The intent is to learn what is needed and provide equitable care using respectful, two-way dialogue with individuals, families, and groups in Alaska’s communities, healthcare, and academic settings. It is the keystone of the academic program, and its principles are embedded within every course, objective and clinical experience with the expressed purpose of making it the stabilizing core of individual and collective nursing practice.

## Knowles Theory of Andragogy

Knowles theory of andragogy recognizes the distinct differences between the child and adult learner. Our adult learners want to know why they need to learn information. We answer the following questions:

- a. Why is this information important?
- b. Is the information worth my time?
- c. How will this information help me reach my future goals?

Our learners require experiential learning. We use a hybrid model to better accommodate adult learners. Information is presented in various formats including face-to-face instruction, interactive online learning platforms, and hands-on experiences offered in lab, simulation, and clinical environments. Learning is approached through problem solving. Students are taught to recognize cues, generate hypotheses, and make evidence-based clinical nursing judgments. Learning best occurs when students recognize the immediate value of the information. Through simulated experiences in the lab and clinical experiences, students are continually asked to apply

classroom knowledge to the clinical setting. A clinical evaluation tool (CET) provides formative and summative feedback while evaluating learning, self-awareness and pinpointing areas of improvement.

## Concept Based Curriculum

The nursing program curriculum is based on a conceptual framework. The program teaches key concepts that are applicable across various healthcare situations, which helps promote deeper understanding and better critical thinking skills. By using Giddens' concepts, the nursing program aims to produce more competent and reflective nursing students who are well-prepared to provide culturally safe care.

A summary of Giddens' concepts can be found in Giddens, J. (2021). *Concepts for nursing practice* (3rd ed.). Elsevier.

## Essential Behaviors for Admission, Progression, and Graduation

In addition to APU Student Conduct Code, and University Regulation, students must abide by the following specifications for academic behaviors and abilities to admit, progress, and graduate from the nursing programs.

### Communication

Students must communicate effectively and professionally both verbally and nonverbally with other students, staff and faculty members, professionals, and others relevant to their programs of study. Students must have the ability to read, write, and speak the English language to communicate with patients, families, and health care providers. Students must be able to document and maintain patient records, present written and verbal communication in a clear, safe, and systematic way to promote patient and family education. Expression of ideas and feelings must be clear and appropriate for a professional setting. See Appendix D for the proper communication form. Students must demonstrate a willingness and ability to give and receive constructive feedback. Students must also be proficient in the explanation of treatment procedures, initiation of health teaching; accurate elicitation of information from patients, family members/ significant others, health team members, and/or faculty and documentation and interpretation of nursing actions and patient/client responses.

### Cognitive

Critical thinking ability to develop clinical judgement. Students must be able to adequately reason, analyze, integrate, synthesize, evaluate and create in the context of the activities of their programs of study. Students must identify cause/effect relationships in clinical situations. Students must be able to: use the scientific method in the development of patient care plans, evaluate effectiveness of nursing interventions, and accurately follow course syllabi, assignment directions, and patient protocols. Students must also be able to follow any actions plans developed by directors, faculty, administrators, or health care agency staff.

### 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.

### Professionalism

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 APU Student Code of Conduct, the Nursing program/course policies, and the American Nurses' Association (ANA) Code of Ethics for Nurses.

### Mobility

Movement about patient's room, workspaces, and treatment areas. Administer rescue procedures such as cardiopulmonary resuscitation when required.

### Motor Skills

Calibration and use of equipment. Therapeutic positioning, moving, and transferring of patients.

Perform and/or assist with expected nursing student procedures, treatments, and medication administration using appropriate sterile or clean technique (for example, medication administration,

BLS, insertion of catheters). Endurance sufficient to complete all required tasks during the assigned period of clinical practice.

### Hearing and Visual

Ability to hear monitoring device alarm and other emergency signals. Ability to discern sounds and cries for help. Ability to observe patient's condition and responses to treatments.

### Observation

Use and accurate interpretation of information obtained from digital, analog, and waveform diagnostic tools and other diagnostic tools that monitor or obtain physiological phenomena.

Observation and interpretation of a patient's heart and body sounds, body language; color of wounds, drainage, urine, feces, expectoration; sensitivity to heat, cold, pain, and pressure; and signs and symptoms of disease, pain, and infection. Ability to palpate in physical examinations and various therapeutic interventions.

## Reasonable Accommodation for Disabilities

The APU nursing program aligns with the APU general student disability services policies. Refer to the APU student handbook for further information. It is the policy of Alaska Pacific University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). Students who desire accommodation should do so before courses begin, ideally, and certainly as soon as possible thereafter. Determining accommodation, gathering documentation, and seeking the resource(s) can take time.

The contact person is the Assistant to the Dean of Students, 907-564-8287, in the Atwood Building. 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 nursing programs will work with the student

and Disability Support Services (DSS) to provide reasonable and appropriate accommodations. It is the student's responsibility to contact the Assistant to the Dean of Students to request services. It is important to note that the Nursing Program is not required to provide requested accommodations that would fundamentally alter the essential functions of a nurse.

Nursing, as a practice discipline, requires specific cognitive, sensory, affective, and psychomotor abilities. It is the intent of the APU nursing program to:

- assist students to identify core performance requirements necessary for success in the nursing program.
- comply with the Americans with Disabilities Act, which assures every American that "reasonable accommodation" will be made for otherwise qualified individuals with disabilities.
- ensure client/patient safety in the provision of care.

## Requirements Upon Admission/For Progression in the Program

### Vaccinations

Students need to demonstrate current documentation of the following items for their entire tenure in the APU nursing program. Demonstration of current documentation includes:

**Provide upon admission to nursing program, documentation of complete vaccination series, and/or immunity titers may include the following:**

1. Measles/mumps/rubella
2. Two-part vaccine series or positive blood titer
3. Tetanus/diphtheria/pertussis (Tdap)
4. One vaccine dose as adult and/or boosters every 10 years
5. Varicella (chicken pox)
6. Two-part vaccine series or positive blood titer
7. Hepatitis B: three-part vaccine series or positive blood titer
8. Seasonal influenza vaccine
9. COVID-19 vaccine series (subject to change based on evidence-based practice standards)
10. Others determined by clinical site

**Also needed upon admission & updated appropriately:**

1. Annual tuberculosis screening with either an annual PPD, annual medical clearance, or current QuantiFERON gold test results
2. Urine drug screen
3. Alaska state criminal background check
4. Current unencumbered Alaska RN license for RN-to-BSN program students
5. Current nursing professional liability insurance for all nursing students
6. Current BLS (Basic Life Support) /CPR (Cardiopulmonary Resuscitation) certification and update prior to renewal date

Students may get the required immunizations and immunity titers from:

- Lab Corp
- Local health department
- Private health care providers and employers

**All required paperwork must be uploaded to myClinicalExchange at:**  
<https://www.myclinicaexchange.com/StudentLogin.aspx>

This will make the required documents visible to our clinical partner at ANMC who will notify the APU nursing department of compliance.

**Important Note:** APU nursing program students are legally and ethically accountable for the care provided to assigned clients. Financial liability may result if a client is physically or emotionally injured due to a nursing error or omission while under your care. Therefore, professional liability insurance is needed.

### Criminal Background Checks

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 the following reasons:

- To identify students who have committed crimes that could preclude their eligibility for a nursing license or the pursuit of a nursing degree.
- To meet the requirement of clinical agencies that provide clinical learning experiences for students.
- The background checks must be reported prior to beginning any level of our nursing programs.

Students enrolled in the APU nursing programs either have, or are seeking, a professional license as a registered nurse. In the interest of patient safety, students must meet licensure requirements.

State boards of nursing are guided by statutes and regulations that govern the licensure requirements for nurses. Please note that the Alaska Board of Nursing can deny, suspend, or revoke a license of a person. See 12 AAC 44.720, cited below.

### 12 AAC 44.720. DISCIPLINARY GUIDELINES

The Alaska Board of Nursing (BON) may deny, suspend, or revoke the license of a person who:

1. has obtained or attempted to obtain a license to practice nursing by fraud or deceit;
2. has been convicted of a felony or other crime if the felony or other crime is substantially related to the qualifications, functions, or duties of the licensee;
3. habitually abuses alcoholic beverages, or illegally uses controlled substances;
4. has impersonated a registered, advanced practice registered, or practical nurse;
5. has intentionally or negligently engaged in conduct that has resulted in a significant risk to the health or safety of a client or in injury to a client;
6. practices or attempts to practice nursing while afflicted with physical or mental illness, deterioration, or disability that interferes with the individual's performance of nursing functions;
7. is guilty of unprofessional conduct as defined by regulations adopted by the board;
8. has willfully or repeatedly violated a provision of this chapter or regulations adopted under this chapter or AS 08.01;
9. is professionally incompetent;
10. denies care or treatment to a patient or person seeking assistance if the sole reason for the denial is the failure or refusal of the patient or person seeking assistance to agree to arbitrate as provided in AS 09.55.535(a);
11. has prescribed or dispensed an opioid more than the maximum dosage authorized under AS 08.68.705

### Failure to Obtain a Criminal Background Check:

It is the student's responsibility to obtain the criminal background check as directed by the nursing program. 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.

Students with concerns about infractions/crimes that may impact their ability to attend the nursing program clinical experiences should contact the program director. 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 nursing program 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.

#### **Drug Screening**

Nursing students are entering a profession where they will be handling controlled substances and therefore may be subject to drug screening. No one should take any controlled medication without a prescription.

Students may be required to pass all random drug screens to progress in clinical. If a student urine drug screen 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 rest of the current semester.

#### **Directions for obtaining and submitting a urine drug screen:**

1. Student makes an appointment with Lab Corp to get drug tested
  - a. LabCorp Account #: 686827 (See Appendix A for authorization form)
2. Student gets tested
  - a. LabCorp sends results to the student directly
3. The student uploads their results to their myClinicalExchange account
4. ANMC views the results in myClinicalExchange and approves or denies the student for clinical work

#### **Uniforms**

Color mandatory: Caribbean blue

APU nursing program patch must be on left shoulder sleeve

#### **Equipment Needed**

Stethoscope

Penlight

Bandage scissors

Manual blood pressure cuff

Watch with second hand

## Technology Policies

### Electronic Communication Devices

Cellular phones and audible electronic devices should be turned off during classes, audio conferences, laboratory and clinical 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.

### 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, approved by the program director, and acceptable to course faculty). The student must have sufficient computer and internet capacity to access online course resources.

The student is responsible for notifying everyone involved, for obtaining the required equipment, software, and training that may be required, and for the cost of any additional long-distance charges or technology fees incurred in relation to such participation.

### Computer Competencies

Students are strongly encouraged to gain and maintain basic skills in keyboarding, computing, and in using common software programs (e.g., Word, PowerPoint, Excel) prior to beginning the clinical nursing major as well as use of the APU e-mail system and Blackboard. Competence in Microsoft Word will enable the student to utilize the word processing software required for writing scholarly papers. Use of APU e-mail and Blackboard will be required for all nursing courses.

APU students are expected to follow the University Technology Requirements policy listed below.

### University Technology Requirements for Staff, Faculty, and Students

The university information technology requirements set the minimum standards necessary for students, faculty, and staff to interface with the university systems.

#### Summary

1. High speed internet access
2. Windows 10 or above
3. MS Office Suite of applications
4. Speakers/headphones and microphone
  - a. Highly recommend headset with integrated microphone, which cuts down on background noise affecting all participants in a session
5. Minimum of two different browsers installed: Chrome, Firefox, Safari, and/or MS Edge.
6. Successful use of Blackboard, both as a student or an instructor, requires compliance with Blackboard's minimum technology requirements. Blackboard and Blackboard Collaborate detailed requirements can be found on Blackboard, myAPU, and on the Information Technology site on SharePoint.

### Internet Access Requirements

Bandwidth must be broadband or a high-speed equivalent. The typical home internet access offered from ACS or GCI *usually* qualifies.

Internet connections that do not qualify include:

- Tethering to a cell phone
- Cellular hotspot
- Airport, coffee shop, your neighbor's, your vehicle's Wi-Fi
- Dial-up

Without adequate bandwidth uploading of large documents, video, audio, and other live chat functions are not possible or severely degraded. There is no substitute for adequate bandwidth.

If using a high-speed connection at home, be aware of others in the household and their internet activity such as streaming Netflix. This will negatively impact your performance and your ability to use Blackboard successfully.

### Computer Requirements

Windows 10 or greater

MS Office Suite of applications

Headset with integrated microphone

### Available Resources

Adjunct, faculty, students, and staff all have an O365 subscription. This allows for the installation of the Office suite of applications to five devices per person.

Compliant computers are available across campus including adjunct offices, the ASC, and other APU lab computers.

Campus Wi-Fi is accessible to all and provides sufficient bandwidth for Blackboard functions both as a student or an instructor.

### Not Supported

Tablets including iPad, Android, and Kindle

Windows XP, Vista, and older

MAC OS Version 10.8 (Mountain Lion) and older

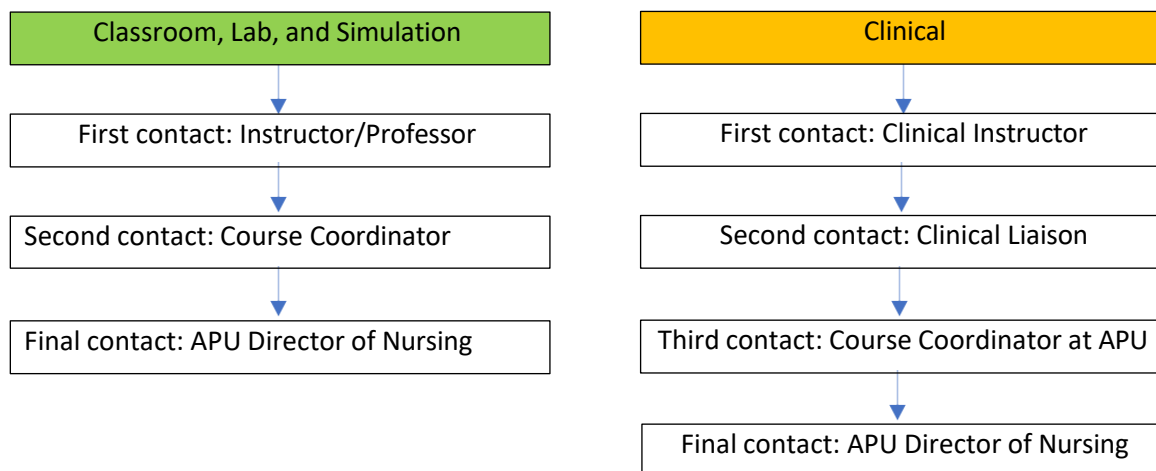
The university does not provide mobile equipment for the purposes of conducting or attending online courses, accessing Blackboard, or other online conferencing or meetings.



## Expected Professional Behaviors in Classroom, Lab, Clinical, and Simulation

### Chain of Command

For questions, concerns, disputes, and grievances, follow the Chain of Command.



### Course Instructors/Professors and Course Coordinators

#### Faculty

Instructors and Professors are the faculty of record for a particular course. They are there to teach, mentor, support, and guide you through that course's content and activities. Each develops their own syllabus and rubrics for the course, so please consult the course syllabus for requirements and grading criteria. Course coordinators are faculty who design, organize, and coordinate a particular course.

#### Clinical Affiliate/Adjunct Faculty

Adjunct clinical instructors are responsible for guiding clinical experiences, providing feedback about clinical performance, and grading clinical paperwork including concept maps and the clinical evaluation tools (CETs).

The clinical liaison oversees adjunct instructors and students in the clinical setting. The clinical liaison assists with the partnerships between students, unit nurses, and adjunct instructors. The clinical liaison coordinates with the APU course faculty and program director to place students in the clinical setting.

#### Program Coordinator

The program director oversees all faculty, staff, and students in the APU Nursing Program.

### Faculty Contact Information

Email is the best method of contact to reach faculty. You will be provided faculty contact information in the course syllabi or contact information can be found at <https://www.alaskapacific.edu/directory/>

Please note that faculty will use your APU email address to contact you, as this is the official means of communication.

## Professional Conduct Expectations and Consequences of Violation

Behavior in the classroom, simulation/skills lab, and clinical setting is expected to be professional, respectful, and collaborative when interacting with fellow students, faculty, and clinical partners. When in clinical agencies, students are guests and 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 APU instructor.

If a student's conduct violates clinical agencies' policies and procedures, the APU Code of Conduct, or the American Nurses Association Code of Ethics, faculty must initiate student remediation and possibly the Student Improvement Plan (see Appendix B & C). Continued violations of professional conduct may result in expulsion of the student from the APU nursing program.

Clinical agencies may ask a student to be removed from the agency for violation of policies and procedures. 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 with initiation of the Student Improvement Plan (SIP) by faculty.

Nursing students must adhere to the APU Student Code of Conduct, the nursing program/course policies, and the Code of Ethics for Nurses. They must also practice with general knowledge of the nursing profession's Scope and Standards of Practice (2015) covered in introductory nursing courses.

## Social Media Policy

Students will perform in an ethical and legal manner as set forth by the American Nurses' Association (ANA), the Alaska State Board of Nursing Statutes governing nursing practice, and the APU Student Code of Conduct:

### *Purpose:*

*The Nursing Program supports social media use 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 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 (Health Insurance Portability and Accountability) and FERPA (Family Educational Rights & Privacy Act) whether discussed through traditional communication channels or through social media.*

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. 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.

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.

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 an APU nursing student.
- II. Do not use copyrighted photos or written content without properly citing the source or gaining permission. 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.
- III. You may not video record, audio record, or photograph anything in the clinical setting at all as this could lead to a violation of HIPAA and/or FERPA.
- IV. It is your responsibility to protect confidential, sensitive, and personally identifiable information. Do not discuss your clinical experiences outside the academic setting and follow HIPAA and FERPA guidelines. Confidential or personally identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage and must not be removed from the clinical setting.
- V. Be aware of your association with Alaska Pacific University 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.
- VI. Do not use APU nursing student or community partner marks, such as logos and graphics, on personal social media sites. Do not use Alaska Pacific University's name, or those of community partners', to promote a product, cause, or political party or candidate.
- VII. Do not identify your connection to the University if you plan to disparage the University or its community partners.
- VIII. 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.
- IX. Adhere to professional conduct standards when engaging online as a nursing student.

### Consequences of Violation

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.

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.

Each student is legally responsible for his or her 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.).

### 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 unique situations 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 review for faculty.

### Policy and Procedure for Suspected Misuse of Drugs or Other Intoxicants by Students

Faculty will be alert for the following behaviors that may indicate substance abuse or misuse by a student:

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

### Procedure When Student Appears Under the Influence

Procedure when a student appears to be under the influence of a chemical substance or intoxicant:

- The instructor/preceptor/administrator will confront the student with the suspicion that s/he is under the influence of a chemical substance (drugs or alcohol). The instructor/preceptor/administrator 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 situation at once.
- 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, administrator, preceptor, a staff member or another student), the student will be immediately advised to undergo voluntary toxicology screening. Refusal to undergo a toxicology screening will result in the student being required to leave the situation immediately with referral to administration for determination of consequences (e.g., the ability of the student to participate in clinical coursework could be impacted).
- A mandatory meeting will take place between the student, clinical faculty, course coordinator, and the APU Nursing Program Directors. During this meeting, a student improvement plan (SIP) will be initiated.
- In some cases, a student may not be accepted again at a site where they failed a drug screening test. If they live in a city where sites are limited, the student may not be able to complete the nursing program in that community.

## Attendance Policy

Attendance is expected and mandatory for all classes, video conferences, clinical site experiences, simulation experiences, and lab experiences for the entire time. Any absences will be classified as either excused or unexcused.

**Excused absences:** Includes personal or family illness, medical emergency, or other unexpected, unplanned, and unavoidable events (i.e., car breakdown). In case of a medical absence, faculty may ask students to provide a note from the health care provider.

**Unexcused absences:** Planned events and absences due to anything that could be anticipated (weddings, doctor's appointments, travel, etc.) are unexcused absences.

**All missed class time, including absences and tardiness, whether excused or unexcused, require communication with faculty via APU email prior to the event with reasonable exceptions; in an emergency, please notify faculty as soon as it is safely possible.**

Any missed class, clinical, simulation, or lab time will have to be made up at the discretion of faculty. All make-up assignments must be completed by the assigned date and time.

Please note: Absences/tardiness in clinical experiences, lab experiences, or simulation experiences places the student at risk for not meeting course objectives and not passing the course.

We realize there may be times when the student must be absent for legitimate reasons. However, being absent jeopardizes the student's goal of being a safe practitioner and may result in course failure.

Regarding extensive absences or a pattern of absences, nursing faculty will assess whether it is feasible to allow the student to continue with remediation work to compensate. Some remediation work cannot compensate for certain course objectives and benchmarks expected of students and inhibits the faculty's ability to assess the student's performance. Students should be aware that it may not be possible to make up absences more than 10% of course time in clinical or laboratory courses.

Tardiness and leaving before the end of the course time will be considered missed time. Missed time will be made up at the faculty's discretion. Three (3) episodes of tardiness or leaving before end of class, clinical, simulation, or lab puts the student at risk for not meeting course objectives and/or course failure.

## Skills and Active Learning Lab

The faculty of the APU nursing program apply the theory of deliberate practice in the nursing lab to encourage mastery learning (Gonzalez & Kardong-Edgren, 2016). The use of deliberate practice is intended to encourage mastery and retention of critical skills, prevent skill decay, provide salience, and avoid high-stakes checkoffs. Therefore, students will be provided with continuous practice of critical skills throughout the nursing program.

Students are expected to come to lab having completed all pre-work including reading, quizzes, and any other assignments. This prepares students for deep and engaged learning during their time in the lab. Students are expected to come to the lab dressed in uniform exactly as they would in the clinical setting. The skills lab is a place for collaboration with faculty and fellow students and provides the setting to practice culturally safe nursing care in a supportive environment.

## Simulation Lab

Nursing students participate in simulated clinical scenarios. Clinical simulation is an important teaching method, which supports student learning in various 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. The 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, like 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 students' 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.

**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.

## Clinical Sites

### Clinical Behavior

As part of student accountability and socialization into the professional role of nursing, students are to:

- Attend and actively participate in ALL scheduled clinical hours
- Demonstrate punctuality and organizational skills
- Be accountable for notifying faculty and clinical agency of absence and tardiness of scheduled clinical hours by email and/or approved means of communication
- Students and clinical faculty will follow procedures and guidelines established by the clinical site

### Attendance

Students should notify the faculty and clinical instructor of absences or late arrivals by email and /or approved means of communication. Students are to allow for adequate travel time, securing parking in designated areas at clinical sites, and traffic delays. If you are late because of traffic or accident, notify the clinical faculty/liaison as soon as possible by email and/or approved means of communication.

Each time a student is tardy for a non-legitimate reason (at discretion of faculty) or has an unexcused absence, the student will receive an “Unsatisfactory” on their Clinical Evaluation Tool (CET) for that date and a SIP (Student Improvement Plan) will be implemented. Repeated tardiness or absences will not be tolerated and will result in implementation of the SIP.

### Preceptorship Scheduling

Students are expected to follow professional behaviors and standards while in preceptorship.

Students are to schedule no more than three 12-hour shifts in a row and no more than 12 hours of preceptorship in a 24-hour period.

### Clinical Dress

1. **Picture Identification** – APU Nursing program picture IDs are to be always worn above the waist and clearly visible to patients, staff, and faculty. If facility identification is provided, students will wear facility identification.
2. **Clinical Uniform** – While in the clinical agency, students will wear the professional uniform appropriate for the clinical site. The scrub color required is Caribbean blue. The official APU nursing patch must be placed on the left shoulder sleeve.
  - a. Scrubs must be kept clean at student's own expense. Scrubs must fit well (not too tight, not too loose). Students must be able to raise their hands overhead and bend down to touch their toes without exposing skin. Undershirts may be worn but must be solid white or black in color.
3. **Shoes:** Closed toed shoes that are leather or 'leather like' material, in good condition, no holes, netting or large fabric patches. Discrete/professional colors examples: White, black, brown, grey.
4. **Hair:** Should be clean and arranged neatly. Long hair should be pulled back, up, and secured. Beards/mustaches must be short and neatly trimmed. No extreme styles of dress, hairdos, and/or makeup will be allowed.
5. **Nails:** should be kept clean and short. Nail polish, if worn, should be light-colored or neutral and not chipped. **Artificial nails and gel nail polish are not allowed.**
6. **Jewelry:** Earrings should be limited to one set of small post-type, non-dangling earrings that do not pose a safety risk to the student or patient. No rings with stones should be worn on fingers in the clinical setting due to the possibility of bacteria being harbored. Only one small rubber wedding band will be allowed. Wearing jewelry on other exposed body sites may pose a safety risk to the student and/or client and, therefore, should be removed. Some clinical agencies require that facial piercings be removed or replaced so they will be unobtrusive. Check with your clinical instructor for further details.
7. **Scents:** (e.g., perfumes, lotions, colognes) may cause nausea and/or an allergic response and are therefore not allowed in the clinical setting. Students are expected to wear deodorant and brush their teeth prior to clinical.

### Medication Administration

All students must exercise caution when administering medications as the potential for client harm is extremely high. Students must adhere to both APU and clinical agency policies.

APU nursing program policy states that prelicensure nursing students require supervision by a registered nurse when administering medications in the clinical setting. Supervision will be accomplished by either the clinical instructor or a staff RN according to agency policy.

The APU nursing program policy states that all prelicensure students must adhere to the following standards:

1. All medications will be verified by clinical faculty and/or a staff registered nurse before the medication is administered.
2. All high-risk **injectable** medications (e.g., subcutaneous heparin or insulin) must be verified by two separate RNs (Registered Nurses) and the student nurse prior to administration.
3. **Students must NOT administer/titrate high-risk medication IV boluses or infusions** (e.g., heparin, insulin, anti-arrhythmic, anti-neoplastics, or vasopressors). Students may observe administration of these medications and should practice clinical calculations with the instructor for these medications.

4. The clinical instructor and/or staff registered nurse must supervise all medications given by students, verifying the dosage and accompanying the student to the bedside to supervise the administration of the medication. All the rights of medication administration will be always followed
5. Students must understand the policy of their assigned agency regarding the administration of controlled substances. Note that many facilities have a strict policy that students in clinical rotations or preceptorships do not administer ANY controlled medications.
6. Students must follow facility policy regarding administration of controlled substances.

### Skill Performance during Clinical Rotations

The student must not perform any skills in the clinical setting without first checking with their clinical instructor (including medication administration). The instructor will decide if the student may safely perform the skill with a staff registered nurse or if the clinical instructor must oversee the skill performance. Students must NEVER perform a skill on a client without supervision from a staff registered nurse or the clinical instructor. Clinical instructors will be provided with a list of skills the student has practiced/mastered in the skills lab prior to the clinical experience.

### Bloodborne Pathogen Exposure Prevention Plan

- Gloves will be always worn by students and faculty when there is any risk of exposure to blood or body fluids.
- If blood or body fluid is spilled on any surface, it will be cleaned according to OSHA standards by an individual wearing appropriate protective garb and equipment. <https://www.osha.gov/bloodborne-pathogens/worker-protections#:~:text=OSHA%20standards%20for%20bloodborne%20pathogens,occupational%20exposure%20to%20infectious%20agents.&text=Although%20the%20OBBP%20standard%20incorporates,uses%20UP%20on%20its%20own.>
- Hands are to be washed immediately after removing gloves that have had contact with blood or body fluids.
- 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.
- Full sharps containers will be disposed of through local agencies complying with OSHA regulations.
- Students/faculty should never attempt to place items into full sharps containers as this poses risk for exposure.
- Non-sharp items containing blood-borne pathogens should be placed in biohazard containers.
- For students: 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.
- All skills practiced in the nursing skills lab and/or in simulation involving sharps and/or exposure to bodily fluids will incorporate sharps safety and appropriate PPE as critical elements.

### Post-Exposure Follow-Up (follow facility guidelines)

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

- Notify direct supervising faculty immediately.
- Apply first aid or arrange for emergency assistance (911) if needed. Allow affected person to administer first aid to themselves, 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.
- Thoroughly rinse eyes under running water or at an eyewash station.
- After immediate medical needs are attended, assume that you have incurred a true exposure and seek immediate post-exposure care from a qualified provider and/or as directed by supervising faculty.
- Students must report to the faculty any exposure that occurs during a clinical experience and then follow the exposure procedure and risk management documentation of the clinical agency. Students may be required to obtain medical clearance following exposure or unusual incident prior to returning to the clinical environment.
- 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.

### Incident Reporting Policy

Clinical agencies are required to develop patient safety systems, where staff work together to eliminate complacency, promote mindfulness, and to prioritize events, hazards, and vulnerabilities in their systems. The goal is to protect clients, improve systems and prevent further harm. Incident reporting provides opportunities for 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.

Faculty members create an environment that encourages students involved in near misses or errors 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 near misses and incidents and in implementing the policies and procedures of the clinical institution/agency.

#### Purposes

- The purposes of this policy are to:
- 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 incident.
- Allow for tracking of incidents to recognize patterns of individual behaviors or system/process limitations.
- Facilitate counseling, remediation, and decision-making related to incidents regarding student progression within the nursing program.
- Facilitate the implementation of corrective actions to foster a safe environment for clients, 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 Incidents (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

**Procedure for Incidents Involving Students**

When an incident involving a student of the Nursing Program is identified by the student, preceptor, or the clinical faculty member:

- The student and faculty member (and/or preceptor, if applicable) shall immediately implement the policy of the institution/agency regarding unusual occurrences.
- A student improvement plan must be implemented, and a meeting must take place between the student, the clinical faculty member, course coordinator, and program director. During this meeting a course of action for student improvement will be discussed and documented and the student improvement plan must be followed.

### 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 APU 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. This form is found in admissions.

## Support and Resources

In addition to faculty and peers, there are other resources available to help students make the most of their learning experiences. Below are several additional resources to assist you to achieve your best in your studies.

### The Writing Center

The Writing Center tutors use the Academic Support Center in Atwood Center for writing assistance. The Writing Center is staffed with a tutor who can assist with writing form, structure, and content. Online writing tutorials are also available. The hours of operation will be emailed out before session begins. Contact the Academic Support Center at 907-564-8280

### APU IT Department

If students need help accessing their APU email, to obtain a library parking permit, or to get a new APU student ID/Library card, please see the IT department located on the first floor of Grant Hall. Or you may contact them at 907-564-8350 or via email ([IThelpdesk@alaskapacific.edu](mailto:IThelpdesk@alaskapacific.edu)).

### UAA/APU Consortium Library

APU students have access to the Consortium library; you are strongly advised to make an in- person visit to the library to familiarize yourself with the extensive resources available to you. For general library assistance, you may call 786-1871 or visit <https://consortiumlibrary.org/>

### Student Leadership

The Associated Students of Alaska Pacific University (ASAPU) is the student government for the university. There is a place on the board for a graduate student representative; you may wish to run for office. ASAPU has access to some of the funds that go into the student activity fee you pay as a portion of your enrollment. They are interested in involvement from professional studies students to make decisions about how to spend the money. Contact them in the Atwood Building or find more information online (<http://www.alaskapacific.edu/explore-apu/student-life/student-government-clubs/theasapu/>).

## Grades and Grading

A letter grade is awarded for each course based on the criteria found in each syllabus. A letter grade of “C” (includes C+ or C) or better is required for nursing program progression. If a grade less than “C” or “W” is earned in a course of study, the course may be repeated one time only. If a course is repeated, this will extend the length of time required to complete the course of study in nursing.

### Associate degree Nurse Grading Policies

Important Note: All nursing courses must be passed with a total final letter grade of “C” or better.

#### Letter Grades

Grades are based upon examinations and/or other assignments based on the following grading scale. The following scale will be used to convert a percentage score to a letter grade:

- A = 90% - 100%
- B = 80% - 89%
- C = 78% - 79%
- D = 60% - 77%
- F = <60%

#### Clinical Course Grading Policy

This pertains to any course that includes a clinical component. The term “clinical” pertains to all experiences in the hospital, community, or other areas as assigned as well as simulation and skills/assessment labs.

Tier One: In all clinical courses, students MUST pass all clinical experiences with a satisfactory on all competencies of the Clinical Evaluation Tool (CET) AND earn a 78% individual exam average to pass the course.

Tier Two: Only after the student has met the criteria for Tier One will scores for other assignments factor into the final grade for the course.

### Practical Nurse Grading Policies

Important Note: All nursing courses must be passed with a total Final letter grade of “C” or better.

#### Letter Grades

Grades are based upon examinations and/or other assignments based on the following grading scale. The following scale will be used to convert a percentage score to a letter grade:

- A = 90% - 100%
- B = 80% - 89%
- C = 73% - 79%
- D = 60% - 72%
- F = <60%

#### Clinical Course Grading Policy

This pertains to any course that includes a clinical component. The term “clinical” pertains to all experiences in the hospital, community, or other areas as assigned as well as simulation and skills/assessment labs.

Tier One: In all clinical courses, students MUST pass all clinical experiences with a satisfactory on all competencies of the Clinical Evaluation Tool (CET) AND earn a 73% individual exam average to pass the course.

Tier Two: Only after the student has met the criteria for Tier One will scores for other assignments factor into the final grade for the course.

### Clinical Evaluation Tool

A clinical evaluation tool (CET) is used to determine a grade for each rotation in clinical and simulation in each clinical course. The evaluations will be rated either “Satisfactory” (S), “Unsatisfactory” (U), or “Needs Improvement” (NI). Students may have a “Satisfactory”, “Unsatisfactory”, or “Needs Improvement” for any rotation within the semester. However, the student must have a “Satisfactory” (S) for the semester clinical grade in order to continue to the next semester. Students who earn an “Unsatisfactory” clinical grade for the semester cannot progress in the nursing sequence regardless of the theory grade and will receive an “F” for the course. (See Guidelines for Use of the Clinical Evaluation Tool for Definitions of Satisfactory and Unsatisfactory clinical performance).

### Non-Clinical Course Grading Policy ADN

**Tier One:** Students **MUST** earn a 78% individual exam average in order to pass the course.

**Tier Two:** Only once the student has met the criteria for tier one will scores for other assignments be factored into the final grade for course.

### Non-Clinical Course Grading Policy PN

**Tier One:** Students **MUST** earn a 73% individual exam average in order to pass the course.

**Tier Two:** Only once the student has met the criteria for tier one will scores for other assignments be factored into the final grade for course.

**Rounding: There will be no rounding of individual or final grades.**

### Written Assignments

Grading criteria for individual class assignments are contained in the course syllabus and/or rubrics distributed in class. It is recommended students keep personal copies of all written assignments turned into the instructor for grading. All assignments must be completed to complete the course.

### Late Assignments

Students are expected to hand in assignments to the course faculty on the date and time specified. Each day that the assignment is late there will be a 10% reduction off overall grade. Late clinical assignments will result in an Unsatisfactory (U). If there are extenuating circumstances, medical illness, death in family, etc., accommodations may be made at the discretion of the faculty.

### Grievance Procedure

Refer to the policy stated in the APU Student Handbook.

## Academic Integrity

The Academic Honor Code and the Campus Conduct Code, contained in the APU student handbook, outline policies related to intellectual standards including plagiarism and dishonesty. Nursing students are expected to be familiar with and adhere to these policies.

The APU nursing program seeks to nurture a high standard of academic honesty and integrity in students, faculty, and staff. All people are expected to present and represent their own original work and to fully and properly

credit sources of information used in the preparation of their own original work. Any person committing an act of plagiarism, cheating, attendance fraud, or other form of academic dishonesty is subject to the fullest measure of consequences, including course failure and suspension. Students caught committing an act of academic dishonesty will receive an automatic failing grade for the course and will not be allowed to drop that course. Repeated violations will subject the student to automatic academic suspension with failing grades for not less than one academic year.

Failing grades assigned because of academic dishonesty will not be eligible for forgiveness under the Academic Policy

## 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.

## Academic Probation Policy

Students who do not continuously satisfy the requirements and policies of the APU 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 include the following:

- Violation of any APU and/or nursing program policy
- Unprofessional behavior violating the nursing program policy for professional conduct
- Implementation of Step 2 of Student Improvement Plan (SIP)

## Progression/Withdrawal Policy

Students in the nursing program are considered withdrawn and cannot continue in the program or enroll for additional nursing courses if they:

1. Are dismissed from the University for academic or other reasons.
2. Receives a grade of less than 73% in any PN course or 78% in any ADN nursing course.
3. Failed to complete clinical with a final grade of “satisfactory” on clinical evaluation tool (CET).
4. Failed to complete required clinical (including lab/simulation/clinical) time.
5. Failed to maintain current clinical documentation requirements (as detailed above).
6. The student fails to adhere to the specific policies and procedures established by the nursing program and/or the university.

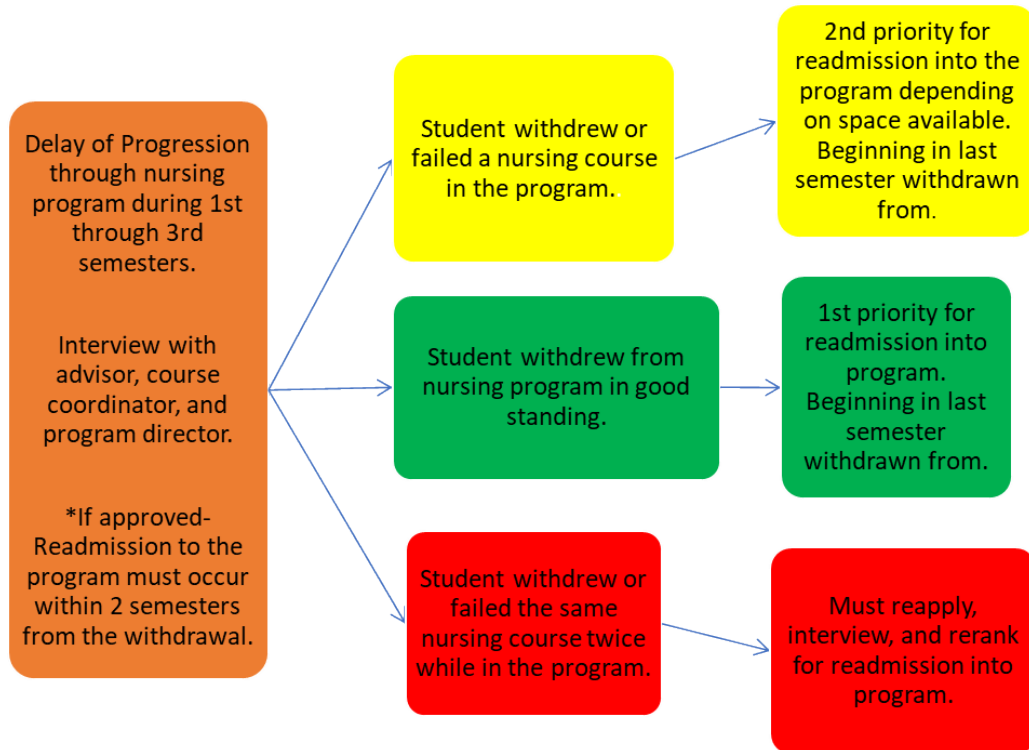
A nursing student may fail or withdraw from one course throughout the program. The student will repeat the failed course the following semester, given space availability. That course must be completed successfully prior to further advancement in the program. Students are responsible for confirming whether they are eligible to continue in the ADN program.

## Readmission Policy and Procedures

All students wishing to re-enroll in the APU Nursing program (after an absence of one or two semesters, excluding Summer Sessions) are required to fill out and submit the Progress Exception Form (Appendix E) to the director. The Director will consult with the Student Progression and Retention Committee regarding the student request. Students will receive an answer to their request within 10 business days. Students reentering the nursing

program will automatically be covered under the current handbook policies of the year that they return. See re-admission flowsheet for details.

### Readmission Flow Sheet



**Approval and space availability:** a nursing student who fails one course within the program may take the course the next time it is available provided that:

- Approval is granted by the nursing faculty.
- Space availability exists in the subsequent semester for the course in which the student failed.
- Remediation Plan: The student must work with nursing faculty to develop a remediation plan aimed at addressing the deficiencies that led to the course failure. This plan may include additional study resources and/or academic support services.

**Repeat Course:** The student will retake the failed course when it is next offered, following the regular course scheduling sequence. All non-traditional progression of courses will be approved on a case-by-case basis by faculty.

**Dismissal after Second Course Failure:** If a nursing student fails a second course within the program, the student will be dismissed from the nursing program.

**Reapplication Requirement:** Dismissed students must reapply for admission to the nursing program if they wish to pursue their nursing education further.

**Reevaluation of Readmission:** Reapplication for admission will be evaluated on a case-by-case basis, considering factors such as academic performance in subsequent coursework, efforts toward remediation, and the availability of space within the program.

*Review and Revision: This policy shall be subject to periodic review and revision as necessary to ensure its effectiveness and alignment with the goals and objectives of the nursing program.*

*Approval: This policy is approved by Alaska Pacific University Nursing and is effective May 2024. Amendments or revisions to this policy require approval by the Alaska Pacific University Bylaws committee and all nursing faculty.*

*By implementing this policy, the nursing program aims to maintain academic standards while providing support and opportunities for student success.*

## Program Dismissal

Program dismissal may result when the student:

- Has previously been placed on Academic Probation within the nursing program and is unable to satisfy requirements outlined in the Student Improvement Plan (SIP) within the specified time
- Fails to consistently demonstrate adherence to standards of professional behavior
- Violates the APU Student Code of Conduct or the Academic Dishonesty Policy as outlined in the APU handbook.



## National Council of Licensure Examination - NCLEX-RN Preparation for Students in the ADN and LPN Programs

1. NCLEX predictor testing is completed in the final semester for both programs. Students are encouraged to create a study plan for success, based on the NCLEX predictor results and advisement from their academic advisor.
2. Students must participate in the NCLEX prep course required in the final semester of the program.
3. Upon successful completion of all requirements of the APU nursing program, the student will file a form in the state in which they wish to take the national nursing licensure examination. These forms are available online on the Alaska Board of Nursing Website. <https://www.commerce.alaska.gov/web/cbpl/>
4. The APU Director of Nursing sends the program verification form to the Alaska Board of Nursing, assuring that the student has met all requirements to take the NCLEX examination. The Registrars office sends the students completed transcripts.
5. It will take at least six (4-6) weeks after graduation for posting of the information necessary for the affidavit and testing attestation to be completed.
6. If a student is interested in licensure in another state, they are responsible for contacting that state's Board of Nursing office for information. A list of state licensure requirements is available on the National Council of State Boards of Nursing (NCSBN) Website <https://www.ncsbn.org/contact-bon.htm>
7. Students requiring accommodation will refer to the State Board of Nursing for information.

## Appendices

## Appendix A



**NON-FEDERAL WEB COC  
COLLECTION AUTHORIZATION FORM**

**DONOR INSTRUCTIONS:**

Please take this form with you to the collection site and present it to the staff upon arrival. Also ensure you take a valid photo ID with you to the collection.

**COLLECTOR INSTRUCTIONS:** \*required fields

Use the following information to create a donor registration in LabCorp Corporate Solutions Web COC and complete the applicable specimen collection.

\*LabCorp Account #: 686827

Account Name: Alaska Pacific University

Location Code (if required): \_\_\_\_\_

\*Test(s) To Be Performed: (Profiles) Profile 1

\*Reason For Test: \_\_\_\_\_

\*Reason For Test: (select one)

 Conditional Reinstatement Other Random Fitness for Duty Periodic Medical Reasonable Suspicion/Cause Follow-up Not

Post Accident

 \_\_\_\_\_ Indicated

Pre Employment

**Collection Site Location (optional):**

**Collection site name:** To find the nearest Lab Corp site, please visit [www.labcorp.com](http://www.labcorp.com) and use the Locate Me feature on the landing page. Be sure to select the service "employee drug testing".

Street Address: \_\_\_\_\_ City,

State Zip: \_\_\_\_\_ Phone: \_

**Collector Questions:** Contact LabCorp Customer Operations at 800-833-3984.



## Appendix B

**Department of Nursing Student Conference Note****Student: Date:****Reason for Conference:**

- Academic advising  
 Individual course exam scores below 80%  
 Individual course exam below 73%  
 Disruptive behavior in class/clinical/simulation/skills  
 Excessive absences/tardiness in class/clinical/simulation/skills  
 Violation of policy for class/clinical/simulation/skills  
 Inappropriate dress in clinical/simulation/skills  
 Unprepared for class/clinical/simulation/skills  
 Failure to complete required paperwork for class/clinical/simulation/skills  
 Failure to participate in class/clinical/simulation/skills  
 Other:

Notes:

Faculty Recommendations:

- Policy reviewed  
 Medical documentation required  
 Study habits reviewed  
 Remediation required  
 Referral

Notes:

---

 Student signature      Date

---

 Faculty signature      Date

\*In addition to APU Student Conduct Code, and University Regulation, students must abide by the specifications for academic behaviors and abilities to be admitted, progress, and graduate outlined in the APU Nursing Student Handbook.

## Appendix C

### **Alaska Pacific University Nursing Student Improvement Plan**

The Student Improvement Plan (SIP) is intended to help the student identify and correct areas of concern and to promote a higher standard of professionalism. The process is initiated following an infraction of one or more policies contained in the APU Nursing Student Handbook. There are three steps in the SIP which may be applied at any time and remain in effect throughout the nursing program.

**Step I:** Written documentation (SIP form) and includes a conference with faculty

**Step II:** Step I and includes a letter of probation

**Step III:** Dismissal from the Division of Nursing

When a faculty member deems it necessary for a student to enter the SIP, the appropriate form (Attached) must be completed and signed as indicated. The students will be invited to a conference to review and discuss the SIP.

If a student enters the SIP, documentation shall be retained in the student's records.

### Alaska Pacific University Nursing Student Improvement Form

SIP Form – Student Performance

Step 1  Step 2  Step 3

Student Name \_\_\_\_\_ ID# \_\_\_\_\_

Area of Concern Goals for Improvement

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Requirements\*

Course Title

\_\_\_\_\_  
Faculty Signature Date

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Director Signature Date

Student comments:

**: \*Failure to comply with requirements or further breach(es) of Alaska Pacific University Nursing Program Policy will result in advancement in the SIP process and/or dismissal from the nursing program.**

## Appendix D



This SBAR form should be used by nursing students to effectively communicate concerns or complaints about the nursing program to advisors, faculty or program directors.

### **Situation (Brief and Specific):**

- Briefly state the nature of your concern or complaint. (e.g., Difficulty understanding a specific concept, unfair grading practices)
- Mention the specific course, instructor, or program aspect involved (if applicable).
- Be clear and concise.

### **Background (Relevant Details):**

- Provide additional details about your concern.
- For example, if the concern is about difficulty understanding a concept, explain what specific learning materials you have reviewed, what questions you have, and any attempts you have made to seek clarification.
- If the concern is about grading, explain the assignment, the feedback you received, and why you believe the grading is unfair.
- Be factual and avoid emotional language.

### **Assessment (Your Perspective):**

- Explain how this concern is impacting you or your ability to learn.
- For example, are you feeling frustrated, confused, or discouraged?
- Briefly describe the desired outcome of this communication. (e.g., Additional support, clarification on a concept, reevaluation of an assignment grade)

### **Recommendation (Proposed Solution):**

- If you have a specific suggestion for how your concern can be addressed, propose it here.
- For example, requesting a meeting with the instructor to discuss the concept further, or requesting a review of the grading criteria and the specific assignment.
- Be open to alternative solutions that the faculty member or program director may suggest.

### **Remember:**

- Use respectful language and maintain a professional tone.
- Focus on the specific issue and avoid generalizations.
- Be clear and concise in your communication.
- 

By following this SBAR format, nursing students can effectively communicate their concerns and work collaboratively with faculty or program directors to find solutions.

### Appendix E

**Please complete this form to request a progression exception in the Nursing Program. Submit the completed form to your advisor and the Nursing Program Director.**

#### Student Information

- Student Name:
- Student ID Number:
- Program: (ADN/BSN)
- Semester/Year:

#### Type of Progression Exception Requested (select one):

- **Leave of Absence:** I request a leave of absence from the Nursing Program for the following term(s): ( ) Fall 20\_\_ ( ) Spring 20\_\_ ( ) Summer 20\_\_
- **Course Repeat:** I request permission to repeat the following course(s): (Course Name & Number)
- **Progression Appeal:** I am appealing the decision not to allow me to progress to the next level of the program.

#### Reason for Request (Please be specific and attach additional documentation if necessary):

\*Explain in detail the reason for your request.

*For Leave of Absence requests, please include the anticipated return date and how you will address any academic deficiencies when you return.*

*For Course Repeat requests, explain why you must repeat the course and what steps you will take to ensure success the second time.*

*For Progression Appeal requests, explain why you believe the decision should be reconsidered and any mitigating factors that may have impacted your performance.*

#### Additional Information:

**(Use this space to provide any other relevant information that may support your request.)**

**Student Signature:**

**Date:**

**Faculty Advisor Signature:**

**Date:**

**Nursing Program Director Decision:**

- **Approved**
- **Denied**

**Comments:**

**Date:**

**Please Note:**

- Approval of a progression exception is not guaranteed.
- Depending on program policies, students on leave of absence may need to reapply for the program upon return.
- Repeating a course may impact financial aid eligibility.

**Resources:**

APU Nursing Program Handbook 2023-2024



- Please refer to the Nursing Student Handbook for detailed information on program policies and progression requirements.
- Contact your Academic Advisor with any questions.