

**PIMA MEDICAL INSTITUTE**

**Nursing Program**



## **NURSING STUDENT ORIENTATION**

**PIMA MEDICAL INSTITUTE  
957 S. Dobson Road**

**PIMA MEDICAL INSTITUTE**

**Nursing Program**

Mesa, AZ 85202



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# **PIMA MEDICAL INSTITUTE**

## **Nursing Program**

### **Nursing Student Handbook (addendum)**

#### **WELCOME**

Dear Nursing Student:

Your decision to invest your and your family's time, energy, and commitment to becoming a Registered Nurse is commendable. The staff and faculty at Pima Medical Institute are here to help you achieve that goal. We are confident that if you have the study habits, family support, flexibility, and emotional stability to complete the rigorous coursework in this program, you will experience a sense of pride and value like no other. Being a nurse is a privilege that must be earned through hard work, long hours, and a commitment to being the best.

Welcome to this orientation session where you will be told general information about the Nursing Program at Pima Medical Institute. We will briefly discuss general campus rules and regulations; supplies, books, and uniforms required; your role in the National Student Nurses' Association; clinical assignments and expectations; grading processes; required physical, immunization, fingerprint, and criminal background requirements and drug screening; library usage and rules; as well as a review of the nursing student handbook, the nursing program outline, and paperwork requiring final signature. As we review topics, please write down any thoughts or questions you might have. There is a specified time allowed for your comments and questions. Writing them down as we go through the material will help you organize your thoughts and concerns so that when we get to that time on the agenda your chances of getting clear answers is better. If you are uncomfortable asking questions, extra pages have been added to the back of this packet. You may write questions there, give them to a staff or faculty member and, as appropriate, they will be addressed.

This program of study is like none you have ever undertaken before. Every student who has gone through the program will tell you it is the hardest thing they have ever done. What worked for you in high school and community college will not work for you here. If you cannot make this the absolute most important thing in your life for the next two years, you are setting yourself up for a costly failure. Your family and friends need to have a solid plan of how they are going to do for you all the things you have done for them in the past, as you will not be seeing much of them over the next two years. The rigor of the nursing program is very similar to being in med school – if you don't think you could make it in med school, you may not make it in nursing school. However, if you truly are committed to seeing this as your life's work, then we are here to help you be successful. But the work is on you. The learning in this program is not memorization. There are three ways to learn: procedurally (memorizing steps - how), scientifically (memorizing facts - why), and conceptually (breaking it down, finding the relationships and anticipating the "what ifs"). This program is based on conceptual learning: the most difficult, but most lasting, form of learning.

We are so pleased you have chosen Pima Medical Institute to start your career in the healthcare field.

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The Nursing Administration, Faculty, and Staff

### FACULTY AND STAFF ADVISEMENT

Faculty and staff advisement representatives are available Monday-Friday by appointment. There is a 24-hour message system available at the following number:

**480-644-0267 ext 6233**

The direct number to our nursing office is:

**480-844-5571**

Unless otherwise posted, the Nursing Education Office hours are 7:30am-4:00pm. Students are encouraged to check their mailboxes, general bulletin boards, QUIA, and Blackboard class websites and e-mails frequently. You may only use electronic communication through the Blackboard e-mail address given to you during this session. If you know how, you can link it to your existing e-mail account, but all school e-mails will come only through your Pima Blackboard account. Please check your Pima e-mails daily. Faculty is available to students during office hours, which will be listed on the course syllabus each semester. Students are expected to make appointments with faculty when possible, but are encouraged to seek help as soon as possible. Tutoring is available through the Program Director and/or Student Services office.

### FACULTY AND STAFF RESOURCES

Nursing Program Director.....S. Akes-Caves

Nursing Clinical Director..... D. Minx

Nursing Lead Skills and Clinical Coordinator.....E. Houghland

Nursing Faculty.....N. Moreland.....C. De Leon.....J. Jones  
P. Bradley.....T. Bricher...R. Parker  
A. Washington....C. Hoover.....C.Schell  
.....J. Dunaway-Ybarra

Nursing Office Assistants.....E. Cagle

Campus Director .....D. Thibodeaux

Associate Campus Director.....M. Judy

Career Services.....K. Frederick....S. Esterline  
..... M. Lemon..... S. Taylor

Financial Aid Officers.....M. Ilosvay.....P. Varner.....C. Baginskis  
E. Hamm..... B. Mattingly

Student Services .....A. Morrow

Supplies, Uniforms, and Books.....M. Fox

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D. Lake

Medical Career Specialists.....T. LoMonaco...C. Allred...J. McSwain  
M.J. Lough...B. Cline...S. Buckley....D. Roberts

### MISSION, GOALS, CURRICULUM, AND LEVEL OBJECTIVES

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#### **HISTORY**

Pima Medical Institute is very proud of its heritage. In 1972, Richard and JoAnn Luebke planted the seeds of what rapidly became a successful medical career education institute. In their continuing quest to turn out only the highest quality graduate, they received accreditation by the Accrediting Bureau of Health Education Schools in early 1983. As the heightened need for medical professionals spread, the number of campuses was increased to the current seventeen locations. During all this growth, Pima Medical Institute has maintained the founders' original philosophy of education - that the seeds for future growth are planted in the classroom where you nurture the type of medical professional who can meet the expectations of 21st century employers.

#### **NURSING PROGRAM VISION**

Mesa nursing faculty will be among the best in our responsiveness to the technological, socio-cultural and life-long learning challenges of today's local, international and global standards and changing society, by continually supporting innovative strategies that promote positive outcomes for our students, profession and the community we serve; dedicating ourselves to offering vibrant and challenging coursework that truly develops the unique potential of each student and results in high graduate success rate on apprenticeship and licensing determinations that affect the remainder of their lives; insisting on excellence, integrity and success in everyone; basing our conduct on our core values of open, mutually supportive, positive, effective and therapeutic communication, compassion for all, competence, clinical reasoning and evidence-based practice as the most important outcomes; commitment to nursing as a profession; dedication to our students, their families, and patients needing our assistance in healing; developing critical reasoning and ethical comportment abilities in graduates; and recognizing that nursing education has a unique level of complexity across multiple spectrums of providers and settings.

#### **NURSING PROGRAM CORE VALUES**

1. Communication that is Supportive of Diversity
2. Compassion and Caring Behaviors
3. Competence, Professional Accountability, and Assertiveness in One's Responsibilities
4. Commitment to Self-Direction, Ethical Practice, and Excellence of Service
5. Critical Reasoning and Evaluation of Safety and Quality
6. Complexity in Holism of Care and Practice

#### **NURSING PROGRAM MISSION**

The mission of the Mesa Nursing Program is to continually integrate state-of-the art academics and technology with personal attention to each individual student's uniqueness in order to guide them in taking responsibility for their career, life choices, service to others, and success.

#### **NURSING PROGRAM PHILOSOPHY**

Nursing Education Department

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Revision Date 12/16/2014  
Review Date 08/19/2015  
Revision Date 04/22/2016  
Revision Date 11/04/2016

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## **Nursing Program**

Offer quality nursing education that nurtures competent, compassionate, service-oriented and critical reasoning nursing professionals who take the lead in developing a better health care environment for consumers, an evidence-based professional practice, and an enriched society at large.

### **NURSING PROGRAM GOALS**

1. Using systematic assessment, compassionate interventions, critical-reasoning, prioritized clinical decision-making, and holistic evaluation to develop cognitive knowledge, practice know-how, and ethical comportment in the professional roles and core outcomes of: holistic manager of patient-centered care; effective communicator, collaborator, and member of an interdisciplinary team; coordinator and manager of resources and care; counselor and teacher of health that impacts behavior and affects positive outcomes; advocate of health promotion, protection, and prevention strategies; examiner, with a spirit of inquiry of clinical nursing practice to improve quality of care; and member of the nursing profession.
2. Organizing a curriculum that stacks levels of knowledge, experiences and competencies to develop a qualified member of the nursing profession, able to meet evolving complexities of patient needs and achieve desired outcomes in the acute, chronic, and community health care community.
3. Providing mentorship for student development of professional accountability, responsibility, and adherence to the standards of nursing practice within legal, ethical, governing, and regulatory frameworks.
4. Structuring the learning experiences to recognize the different knowledge sets, life experiences, interests, motivations, values, and declared educational needs of varied cohorts of students.

### **STUDENT LEARNING OUTCOMES**

The PMI Nursing Program prepares the graduate to:

1. Use critical-thinking, clinical reasoning, and prioritized decision-making to manage and provide safe, patient-centered care. (Critical Thinking) (Nursing Process)
2. Acknowledge the unique qualities, healthcare needs, and disparities of diverse individuals, families, and communities. (Diversity) (Family and Community)
3. Apply principles of management and leadership in collaboration with the interdisciplinary team to affect positive outcomes for clients and communities of diverse populations. (Collaboration)
4. Promote advocacy and facilitate informed goal setting, participative decision-making, and achievement of positive outcomes for patients, healthcare providers, and communities through therapeutic communication. (Communication) (Advocacy)
5. Integrate an array of knowledge, skills, competencies, and attitudes to advance safe nursing practice in a variety of health care settings. (Knowledge, Skills, Attitudes) (Competencies)
6. Apply information technology principles to facilitate quality and safety of individual, community, and global health. (Informatics)
7. Adhere to the standards of professional nursing practice within legal, ethical, and regulatory frameworks. (Legal and Ethical Standards)
8. Demonstrate characteristics of professional self-direction, accountability, and responsibility. (Professionalism)
9. Express compassion and caring behaviors that foster mutual feelings of respect, rapport, dignity, empathy, and worth. (Caring)

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10. Participate in activities that stimulate life-long learning and professional growth. (Life-long Learning)
11. Exercise nursing judgments that blend the learned knowledge, skills, and attitudes essential for competent practice in the professional roles of caregiver and provider of safe and quality healthcare; evaluator of one's own and other's judgment; collaborator, coordinator and contributor to one's own and other's professional identity; advocate for human flourishing; and scholar, with a spirit of inquiry that promotes evidence based practice. (Safety & Quality)



### PROGRAM DESCRIPTION

The student must successfully complete the nursing program and general education courses; corresponding laboratory and clinical coursework in the order outlined in the curriculum plan. The nursing program is a competency-based program. That means that you must pass each course, clinical, and lab component with a minimum of a C grade in order to progress to the next semester. Level I encompasses the first semester of study in which you are introduced to pre-professional general education and professional cognate courses. NUR 103, HSC 125, and PHI 116 provide a foundation and integration of nursing knowledge, practice and judgment; professionalism, role development, and identity; cultivation of critical thinking; and 48 hours of skills and simulation labs in preparation for the more advanced nursing core courses.

Students must have completed Semester I courses prior to entering the subsequent semesters of core nursing courses. Core Concepts of Critical Thinking; Nursing Process; Diversity; Family and Community; Collaboration; Communication; Advocacy; Knowledge, Skills and Attitudes; Competencies; Informatics; Legal and Ethical Standards; Professionalism; Caring; and Life-long Learning are introduced in the semester I courses, then utilized and developed throughout the curricular program. The nursing process and professional roles are introduced as the guiding framework for future learning activities. Students are expected to integrate core concepts into the beginning clinical experience as a provider of care for individual, family, and community patients. Advancement from Level I to Level II Semester coursework requires the student to fulfill the course objectives and learning outcome competencies of all Level I courses and labs.

Level II comprises the second and third semesters of study and includes NUR 126 Nursing's Role in Health Promotion, where the students' understanding of professional nursing practice is broadened to include the history, philosophical, and theoretical basis for nursing and the Pima Medical Institute Associate Degree Nursing Program through a foundational platform of knowledge, skills, attitude, and evidence-based practice, focused on the concepts, processes, and essentials of evidence-based health promotion and maintenance in local and global environments. This course targets the Quality Indicators resulting in health altering events currently identified by the Agency for Health Care Research and Quality (AHRQ). The health altering events and subsequent patient-care needs encountered across the life-span that influence the wellness-illness state focus on the concepts of oxygenation, cardiac output, tissue perfusion, digestion, nutrition, elimination, and skin integrity. The course provides the student 64 hours of skills and simulation labs as well as 96 hours of clinical experience directed toward these health altering events and

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needs as they are encountered across the life-span. Level II continues with NUR 234 Acute Care Nursing Across the Lifespan, which focuses on the Quality Indicators resulting in health altering problems and subsequent needs that are related to human reproductive, biophysiological, psychosocial, cognition, mobility, neurosensation, wellness, and illness of patients across the life-span, starting with conception through late stages of adulthood. The roles of traditions, culture, and diversity; age appropriateness; families and community; holism; effects of hospitalization; caring; therapeutic communication and relationship building; and prevention and/or minimization of risks and injuries expand the students' knowledge, skills, and attitudes used in directing student clinical reasoning, judgment, decision making, and delivery of safe, effective care. Theory is correlated with clinical practice and scripted simulated experiences. Competent performance that reflects quality, safety, and accountability in the provision of care and integration of cumulative nursing knowledge, skills, and attitudes will be expected during clinical and simulated assignments. The learning at this level requires comprehension and application of foundational courses introduced in Level I and Level II.

Advancement from Level II to Level III Semester coursework requires the student to fulfill the course objectives and learning outcome competencies of all Level I and II courses and labs. Level III will require the student to fulfill the course objectives and learning outcome competencies of NUR 276 Nursing Care for the Complex Patient, and NUR 286 Nursing Care in Challenging Situations. NUR 276 Nursing Care for the Complex Patient focuses on nursing care directed toward the Quality Indicators of health altering problems and subsequent needs encountered across the life-span that relate to regulation and metabolism; fluid, electrolyte, and acid-base imbalances; multiple and/or complex body system alterations; and chronic, rehabilitative, and end-of-life care.

Theory is correlated with laboratory, clinical, and simulation practice in various settings to apply, analyze, and reflect on complex and ambiguous clinical situations through higher level reasoning, judgment, decision making, problem solving, and evaluation. Competent performance and integration of cumulative nursing knowledge, science, skills, theory, time management, delegation, assessment, compassion, technology, and documentation that reflect quality, safety and accountability in the provision of care will be expected during clinical, didactic, simulation, and reflective assignments.

Demonstration of skills in the clinical environment at this level requires more in-depth analysis and synthesis of information and thinking as the student establishes a more holistic approach to health care delivery and the profession of nursing. Level III continues with NUR 286 Nursing Care in Challenging Situations, which focuses on competent and scholarly performance, and integration of cumulative nursing knowledge; science; skills; theory; delegation; assessment; interventions; outcomes; compassion and caring; and technology and documentation that reflect quality, safety, excellence, accountability, and responsibility in the provision of care for very complex, ambiguous, intensive, life-threatening, crisis, and aggressive altered health states encountered across the life-span common to critical and life-challenging health conditions and outcomes, as identified by the National Center for Biotechnology Information (NCBI) and National Institute of Health (NIH) and The National Database of Nursing Quality Indicators (NDNQI).



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Complex and ambiguous clinical reasoning and judgment; evidence-based and best practice that supports independent and interdependent decision making; ethical and legal comportment; resource allocation; collaborative practice and advocacy; physiological and psychosocial integrity; compassion, respect, dignity, and human worth; technology; and informatics use will be expected throughout clinical, didactic, simulation, reflective, and capstone immersion assignments.

The capstone immersion experience at the culmination of Level III will require the student to demonstrate a cumulative level of competence in the care of a group of patients with commonly identified AHRQ biophysiological and psychosocial health integrity alterations, and the following concepts: advocacy; caring and compassionate behaviors; collaboration; communication; critical thinking; diversity; family and community roles; knowledge, skills and attitudes; legal and ethical comportment; life-long learning; nursing process; professionalism; safety and quality; and skills and competencies.

### **TRANSFER OF CREDIT FOR PREVIOUS EDUCATION**

Courses completed at other institutions having different course titles and credit values may be used to establish credit for listed courses based on a determination by PMI or equivalency in content and credits. The applicant is responsible for providing documentation regarding coursework completed at other schools sufficient to allow PMI to make this determination. Requests for transfer of credit for previous education must be submitted in writing on the approved form, and include official transcripts, course description, and other supporting documentation as requested by Program Director or designee. Sufficient time must be allowed PMI to make the determination of acceptance or denial. Transfer courses must be similar in content and objectives to Pima Medical Institute courses within a program and have an equal or greater number of credits. Courses being considered for transfer credit must be from an institution accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation. Credit will be awarded only for courses successfully completed with a grade of C or better, and where no more than 5 years have elapsed since completion. Graduates transferring credits into a PMI degree completion program will be awarded credit for courses successfully completed with a grade of C or better leading to a certificate or degree and are not subject to completion of courses within 5 years. Application for previous education transfer credit must be received prior to the start of the program in which the course under consideration is offered in order to correctly calculate the cost of the program. Credit granted for previous education is academic and financial. Financially, a student that has been granted credit for previous education will be provided with \$150.00 per course credit successfully transferred. Students transferring up to a maximum of 15 course credits upon enrollment are required to pay a one-time \$50.00 processing fee. In the case of multiple courses (greater than 15 credits) transferred upon enrollment, a one-time \$150.00 processing fee is required. Financial credit can only be applied to forthcoming Pima Medical Institute tuition. No more than 25% of the total number of credits for a particular program may be accepted. Refer to the Pima Medical Institute Catalog for further details (pg. 122).

Credit for life experience and/or previous licensure in nursing through a degree bridge program may be awarded upon documentation of appropriate experience(s), academic testing, and demonstration of professional skills (as appropriate). Testing and skills evaluation are conducted

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by Pima Medical Institute faculty. A minimum score of 77% is required on each test and skill evaluation. Credit granted for life experience is academic only.

Program graduates may desire to continue their life-long learning goals by applying to other colleges and universities. Credits earned at Pima Medical Institute may not, at the time of this printing, be guaranteed as transferable to other institutions of higher learning, colleges and universities in the state of Arizona. Students wishing to apply for acceptance into other institutions of higher learning in the state of Arizona should contact the Nursing Department and/or Admissions Representative of those institutions for specific information and help on transfer requirements. Pima Medical Institute does have numerous articulation agreements with colleges and universities in the state of Arizona that do guarantee transferability of credits earned at Pima Medical Institute to their institutions of higher learning.

### SCHOOL CALENDAR *Academic Years 2016 – 2018*

#### **Semester I –2017**

January 9, 2017.....	Classes Begin
January 16, 2017.....	Holiday
April 28, 2017.....	Classes End

#### **Semester II – 2017**

May 8, 2017.....	Classes Begin
May 29, 2017.....	Holiday
July 4, 2017.....	Holiday
August 25, 2017.....	Classes End

#### **Semester III – 2017**

September 4, 2017.....	Holiday
September 5, 2017.....	Classes Begin
November 23 & 24, 2017 .....	Holiday
December 22, 2017.....	Classes End

#### **Semester IV – 2018**

January 8, 2018.....	Classes Begin
January 15, 2018.....	Holiday
April 27, 2018.....	Classes End

#### **Semester V- 2018**

May 7, 2018 .....	Classes Begin
May 28, 2018.....	Holiday
July 4, 2018.....	Holiday
August 24, 2018.....	Classes End

**SUBJECT TO CHANGE**

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### **FACULTY AND STUDENT RIGHTS AND RESPONSIBILITIES**

As members of the Pima Medical Institute Nursing Program, the faculty and students have both rights and responsibilities as individuals and as participants in the educational process.

Faculty members and students have the right to basic freedoms afforded any citizen under the law. These individual rights include freedom of speech, freedom of press, freedom from censorship, freedom from discrimination, freedom from personal abuse, and the right to lawful assembly. It is further recognized that faculty and students alike have the responsibility to respect the rights of the individual and to refrain from those actions which can result in the negation of these basic freedoms. It is our goal to model and develop professionalism thru constructive, positive, non-threatening expression of individual ideas in practicing these basic freedoms in all our encounters with patients, families, coworkers and the public in general. Due process shall be afforded to both faculty and students through both an informal and formal grievance and appeal procedure at any time the boundaries of these basic rights are violated.

Within the framework of the educational process, the faculty recognizes its responsibility to provide a program and curriculum which is educationally sound; of high quality; and in keeping with the philosophy, goals, and objectives of the institution. Faculty is responsible for the provision of learning opportunities which will enable the student to meet the program's objectives and to provide mechanisms for student involvement in the development of policies and procedures related to the attainment of those objectives. It is in this regard that we are transitioning from the traditional Medical Model of Learning to one of Conceptual Based Learning. The main purpose of Conceptual Based Learning is to teach students how to learn instead of just memorizing facts that are constantly changing with time and technology. It is an expectation that the students come prepared for class with questions and items for clarification from the recommended pre-class readings and resources instead of expecting to be passive recipients of facts and figures in the learning process.

Academic freedom shall include the faculty's right to teach and the students' right to learn. The student has the right to expect the institution and the faculty to define the academic requirements for continuance, promotion, and graduation – including specific requirements for each course such as grading, attendance, format for written work, penalties for late work, course content, and

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objectives. Expected student and professional conduct shall be clearly stated, including policies related to plagiarism and cheating.

Faculty recognizes the students' rights and responsibilities as stated in the NSNA Student Bill of Rights and Responsibilities. In keeping with these rights and responsibilities, the faculty has the right to expect the student to be an active participant in the teaching-learning process. The student is responsible for being informed as to the philosophy, objectives, and policies of the institution; for seeking clarification, if necessary, from appropriate faculty members; and for being committed to the principle of continued academic and professional achievement.

Students have a right to expect faculty to be qualified in their respective areas of instruction, to provide opportunity for academic counseling, and to provide for continued information to the student regarding progress within the course of the program. Students are responsible for recognizing and communicating learning needs to faculty and demonstrating responsibility and self-discipline.

It is also at the heart of the nursing profession to promote collegiality and community service – in this regard the Pima Student Nurses Association (PSNA), a local chapter of the National Student Nurses' Association (NSNA), was founded almost at the beginning of this program. The PSNA is a student-based organization geared towards promoting teamwork and collaboration among nursing students and alumni in their quest to providing community service to the underprivileged of society. Some of their legacy projects include support of the Pima Student Food Bank and a variety of local food banks throughout the year, raising funds that benefit local and international charities for children, the elderly, the homeless, and battered or abused populations. For more details please join the PSNA in one of their monthly meetings. Membership is highly recommended and on a voluntary basis. Check us out at [Facebook/PsnaMesa](https://www.facebook.com/PsnaMesa).

**CONT'D NEXT PG**

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### **NSNA STUDENT BILL OF RIGHTS AND RESPONSIBILITIES**

A NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The following updated version was adopted by the NSNA House of Delegates in San Antonio, Texas (1991), and revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom – students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgement about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student view, beliefs, and political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise should be considered confidential and not released without the knowledge or consent of the student, or used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

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9. Institutions should have a carefully considered policy as to the information, which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership, or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior that it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations that accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong, or refuse to belong, to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others is respected.
18. Adequate safety precautions should be provided by nursing programs; for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

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*I have read the Faculty and Student Rights and Responsibilities and the NSNA Student Bill of Rights and Responsibilities, and to the best of my knowledge I believe I can fully meet the responsibilities as indicated.*

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Student Signature

Date

### THE CENTER FOR ETHICS & HUMAN RIGHTS Code of Ethics for Nurses – Provisions



Approved as of 01/2015

The ANA House of Delegates approved these nine provisions of the new *Code of Ethics for Nurses* in 2015 resulting in a fully approved revised *Code of Ethics for Nurses with Interpretive Statements*

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice, makes decisions, and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

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7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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## CODE OF CONDUCT

Students are responsible for their learning; behavior at the level of a professional; completion of all coursework, assignments, skills, competencies and exams; and completion of this program satisfactorily. Faculty and staff facilitate students in achieving their professional and academic goals. Nursing is a profession which serves the public and thereby requires an inherent code of ethics. Each student at the Pima Medical Institute Nursing Program is responsible for his or her actions at all times. The personal and professional conduct of each student is expected to reflect a high consideration for the rights of others. Students who exercise the privilege of matriculating at the Pima Medical Institute Nursing Program are expected to observe and comply with the Code of Ethics for Nursing, the Student Bill of Rights and Responsibilities, The State of Arizona Nurse Practice Act, and the Student Handbook. These documents should be read by each student and referred to frequently as a resource for evaluating his or her behavior. The Pima Medical Institute Nursing Program Administration and faculty are continually evaluating the students' suitability for professional nursing, both academically and in terms of professional behavior and conduct. Any student who consistently demonstrates an inability to function at a satisfactory professional or academic level will be terminated from the program.

While professional behavior and conduct cannot be defined in sufficient detail to speak to all possible aspects, a professional nursing student demonstrates behaviors and conduct that include:

- ◆ Honesty
- ◆ Dependability
- ◆ Civility toward and respect for others (includes peers, patients, faculty, and other professionals and the general public)
- ◆ Recognition of one's own responsibilities, capabilities, and limitations
- ◆ Ability to perform under stress in the practice of nursing



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- ◆ A desire to learn and a constant vigilance in promoting the patient's health, safety, and individual needs
- ◆ Respect for private, public, and school property
- ◆ Maintain professional standards in media, internet, and social networking.
- ◆ Personal and professional conduct which reflects positively on the profession and the reputation of the institution
- ◆ Compliance with school and hospital policies
- ◆ Compliance with the Patient Bill of Rights and ANA Code of Ethics



### *ACADEMIC DISHONESTY AND INCIVILITY*

Academic and clinical sanctions or penalties for the following areas of academic dishonesty and incivility may include, but not be limited to, the following:

1. Rewrite paper or retake the quiz.
2. Receive a zero in the work and U in clinical.
3. Receive an F for the course.
4. Suspension or dismissal from the program or school.
5. Reporting to the State Board of Nursing any licensed or certified offender.
6. Other sanctions or assignments as deemed appropriate by director and/or faculty.

#### A. Cheating

1. Giving or receiving information on any quiz, examination, or other written work including, but not limited, to:
  - a. Copying from another student's paper.
  - b. Using prepared materials both written and electronic (eg. notes, tests, podcasts) other than those permitted by the instructor during a test.
  - c. Collaborating or colluding with another student, faculty, or persons at large during an examination, quiz, or other written classroom or clinical assignments.
  - d. Bribing of any person to obtain test information.
  - e. Presenting homework that was previously graded in another course.
2. Plagiarism
  - a. Using someone else's words, work, or opinions as one's own.
  - b. Failing to give proper credit or reference for copied or borrowed work.

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- c. Cutting and pasting information from an internet source or site without proper citation.
- B. Stealing: Includes taking of personal property of the school, hospital, or another person.
- C. Lying: Misrepresentation of the facts or knowingly giving false information verbally or in written work to instructors and/or to the school.
- D. Destruction, damage, or misuse of school, hospital, or private property.
- E. Obscene conduct, incivility toward another, disorderly conduct, bullying, unlawful assembly, assault and/or battery.
- F. Improper or unethical use of electronic communication that portrays another student, faculty, patient, or public member in an embarrassing or defaming character.
- G. Use of any form or platform (ex. Twitter, Facebook, MySpace etc.) of electronic communication on the school-based internet server/site.
- H. Use of any form of electronic communication (eg. phone, laptop, notepad etc.) during class, simulation, skills, and clinical time, other than when specifically directed by a faculty member to do so.
- I. The transmission or placement online of identifiable patient information, photos, or disparaging remarks about patients, staff, employers, co-workers, or students.

*I have read the Student Code of Conduct and the ANA Code of Ethics, and to the best of my knowledge I believe I can fully meet the requirements as indicated*

---

Student Signature

Date

# PIMA MEDICAL INSTITUTE

## Nursing Program



### CONDUCT STANDARDS

#### Professional Standards

The purpose of this handbook section is to provide detailed information regarding the essential personal and professional functions students in the nursing program are expected to demonstrate at all times, as well as identify the policies and procedures set forth by the Institute. Your adherence to these procedures will not only result in your rapid and smooth transition into the Institute's routines, but will also facilitate the learning process for you. The school reserves the right to make and designate the effective date of changes in the policies and regulations that are considered to be desirable in nursing.

Each student is expected to demonstrate professional behavior as stated in the School Catalog, Student Handbook, ANA Code of Ethics, State Board of Nursing Practice Act R4-19-403 Definition of Unprofessional Conduct, and Course Syllabi. Any student who consistently demonstrates an inability to function at a satisfactory personal, professional or academic level will be terminated from the program. Student confidentiality privileges provided by the Federal Educational Rights and Privacy Act (FERPA) may be waived for the sole purpose of safeguarding the public's safety. If you currently maintain an active license or certificate with the Arizona State Board of Nursing, the school or Program Director may also be required to report any unacceptable personal or professional behavior, including essential function violations, to the State Board of Nursing. This includes ANY police report within 72 hours of occurrence (DUI, drug arrest, domestic violence, restraining order, guns possession, etc – this list is not all inclusive). Failure to do so may affect the student's ability to receive licensure after graduation.

Cellular phones, beepers, radio scanners, MP3 players, and Bluetooth devices must be turned off in the classroom, computer lab, clinical setting, skill and simulation lab, and hallway. Cell phones must be turned off and put away during testing and test review. Failure to do so may result in a failing grade on the exam, course, or termination. It is only during specified classroom or simulation laboratory activities with the instructor's permission or direction that specific electronic devices may be turned on if needed in the learning environment.

Taping of lectures is at the instructor's discretion. Permission must be obtained from instructor/lecturer prior to taping.

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The school building is a smoke, fragrance, and cell phone free building. If students smoke in the designated area on campus, they must return to class, skills, simulation, and clinical site clean-smelling and odor-free.

### Essential Functions

The nursing faculty of Pima Medical Institute Nursing Program has defined essential functions necessary to successfully complete the classroom and clinical components leading to competency as a graduate nursing student. These essential functions include, but are not limited to, the following:

- Maintain reality orientation to time, place, person, and situation.
- Possess short- and long-term memory.
- Adhere to rules and follow instructions.
- Understand and apply basic mathematical calculations.
- Apply classroom lectures, presentations, and skills lab procedures to actual nursing practice.
- Respond quickly and appropriately to emergency situations.
- Recognize and demonstrate safe nursing practice.
- Complete classroom, skills, and clinical nursing assignments within the allotted time.
- Speak clearly while using correct and appropriate grammar in order to communicate with health team members, families, faculty, staff, and peers.
- Write legibly. Written documents should reflect proper grammar and style as well as correct organization of information to be communicated.
- Maintain emotional control and appropriate behavior in the classroom, skills lab, and the clinical setting.
- Demonstrate acceptance of various cultures and their divergent beliefs.
- Perform CPR: manual compressions and ventilation.
- Bend, squat, and kneel.
- Lift or assist in lifting or moving, with or without assistance or lifting devices, clients of all age groups and weights.

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- Possess hand/eye coordination that allows for performance of complex tasks: injections, venipuncture, suctioning, catheterization, insertion of nasogastric tubes, implementation of sterile technique, opening sterile packages, manual blood pressure monitoring, etc.
- Stand and walk within the Nursing Program and various clinical settings for extended periods of time (4 hours or more).
- Stay stationary in a classroom chair, at a patient bedside or operating table, or in a simulated situation for extended periods of time (1 hour or more).
- Possess the ability to use the sense of touch to assess changes in body temperature and moisture.
- Possess the ability to hear calls for assistance; assess heart, lung, and bowel sounds; and hear systolic and diastolic blood pressure sounds.
- Possess the visual ability to clearly view differences in color; read monitors, scales, and charts; and use the telephone.

### Confidentiality

Students must assume an obligation to keep in confidence all information pertaining to a patient's illness, family, and personal affairs; or the affairs of other students and faculty. Confidential patient, faculty, and student information must not be discussed with outsiders or other personnel not directly involved in the care of the patient or the learning/teaching of the program. For educational purposes, patient information may be utilized in the classroom and clinical setting. Strict measures must be taken at all times to protect any information that could potentially expose the identity of the patient to unauthorized persons. Violations of patient, student, or faculty confidentiality shall mean administrative dismissal. Policies and procedures of any clinical facilities must be adhered to by each student while in the clinical setting.

*I have read the Nursing Student Conduct Standards and Essential Functions, and to the best of my knowledge I believe I can fully meet the requirements as indicated.*

---

Student Signature

Date

– OR –

*I have read the Nursing Student Conduct Standards and Essential Functions, and to the best of my knowledge I believe I am currently **unable** to fully meet the requirements as indicated. I am requesting                    the                    following                    reasonable                    accommodation(s):*

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## Nursing Program

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Student Signature

Date

If you are **unable** to fully meet any criterion, you will need to make an appointment with the Nursing Program Director before classes begin.



### UNIFORM AND DRESS CODE

The purpose of this handbook section is to provide detailed information regarding the uniform and dress code students in the nursing program are expected to demonstrate at all times, as well as identify the policies and procedures set forth by the Institute. Your adherence to these procedures will not only result in your rapid and smooth transition into the Institute's routines, but will also facilitate the learning process for you. The school reserves the right to make and designate the effective date of changes in the policies and regulations that are considered to be desirable in nursing.

Once you enter the Pima Medical Institute Associate Degree Nursing (ADN) Program, you become a member of the nursing profession. You will be held to the standards of a nursing professional at all times, whether in school or during your off hours. The appearance of all nursing students while in uniform, on campus, or representing the school and program in any capacity must reflect the highest standards of professionalism, pride, interest in your chosen profession, and cleanliness and safety.

School uniforms are ordered through Pima Medical Institute. Whenever students are in uniform, on campus, or representing the school or program, they represent the Pima Medical Institute Nursing Program as well as the nursing profession. All nursing students, whether on campus, at a clinical site, or representing the school in a community setting, must comply with the standards outlined below. Failure to adhere to the dress code may result in disciplinary action up to and including conduct probation and termination.

If you currently maintain an active license or certificate with the Arizona State Board of Nursing, the school or program director may also be required to report any unacceptable professional behavior, including dress code violations, to the State Board of Nursing. The nursing faculty of the Pima Medical Institute Nursing Program has defined appropriate uniform and dress to include, but not be limited to, the following:

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1. Uniforms are to be clean, pressed and unfrayed at all times.
2. Students in uniform are expected to conduct themselves in a professional manner. Inappropriate conduct includes, but is not limited to, chewing gum; sitting on the desk at the nurses' station; being loud and boisterous; using cell phones; using profanity; making derogatory comments; smoking, drinking, or eating in undesignated areas; displaying oneself in an online format that projects negatively on the school or program; allowing inappropriate parts of the body to be exposed.
3. When in the classroom, clinical setting for school assignments, or on school property, ID badges must be worn above the waist, facing outward.
4. The student uniform and ID badge are to be worn during school experiences only. They are not to be used to gain access into the hospital for any other reason.
5. If the ID badge is lost or name is changed, report immediately to the Nursing Program secretary. There will be a replacement cost incurred by the student for a new ID badge.
6. Full uniform for students includes clean, pressed, unfrayed uniform issued by the school; underwear, or the lack of, must not be visible; all female students must wear a bra under their uniform; shoes and shoelaces; socks must be worn; backless, open toed or porous shoes (such as clogs) are not permitted for safety reasons.
7. As per Centers for Disease Control and Prevention (CDC) guidelines, wearing of artificial nails or extenders are not recommended and keeping your nails tips not longer than  $\frac{1}{4}$  of an inch prevents the harboring of microorganism. Chipped nail polish has also been implicated in harboring pathogenic microorganisms; therefore nails are to be natural, clean, short, and unpolished. Artificial nails of any type and nail polish are prohibited in the classroom and clinical sites.
8. Hair must be clean, neat and worn off the collar/shoulder; unnatural hair colors (green, blue, purple, pink, etc.), styles, and hair decorations are not permitted. Men must be clean shaven or have facial hair neatly trimmed. No hats, caps, bandanas or scarves may be worn at any time.
9. Students may wear one (1) finger ring (wedding sets count as one ring) that is not harmful to the patient; no other jewelry is permitted, including earrings or body piercings (visible or not) with the exception of a watch with a second hand or digital second indicator.
10. Tattoos must be covered at all times when in uniform, on campus, at the clinical site, or presenting the school or program in any community setting.
11. Classroom and clinical sites are perfume-free areas. No perfume or detectable odor that may be offensive is permitted.
12. Make-up is to be modest daytime wear.

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**Nursing Program**

*I have read the Nursing Student Uniform and Dress Code and, to the best of my knowledge I believe I can fully meet the requirements as indicated.*

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

\_\_\_\_\_  
Date



**CLINICAL SITE EXPERIENCE**

Clinical Site Experience is a continuation of the learning process. Each student assigned for clinical site experience will be assigned to a clinical facility selected and approved by Pima Medical Institute Nursing Program Director and/or Faculty. The location of clinical site experience may not be assigned until immediately prior to the start of the experience. During this clinical site time, students are expected to continue to attend academic classes and labs as assigned. Students may be assigned clinical site experiences during weekends, evenings, and/or night shifts. A student may be removed from the clinical site experience at the request of Pima Medical Institute or the site representative. Depending on the cause for the removal, the student may be terminated from the Nursing Program. Students unprepared for their clinical assignment (not knowledgeable about pathophysiology, medications, clients' needs, etc.) may be sent home if it is deemed a safety hazard to patient well-being, and will be considered as a clinical absence. Absence from clinical experience may result in the inability to meet course objectives and termination.

*I have read this information provided about the clinical site experience and agree to comply with all requirements.*

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

\_\_\_\_\_  
Date



**PIMA MEDICAL INSTITUTE**

**Nursing Program**

**PIMA MEDICAL INSTITUTE NURSING PROGRAM  
STUDENT CONSENT TO DRUG TESTING AND  
AUTHORIZATION FOR RELEASE OF INFORMATION**

I, \_\_\_\_\_ (*printed name*) understand and agree that a requirement of my admission and progression within the Pima Medical Institute Nursing Program includes a urine/blood test for the presence of drugs/alcohol.

I understand that by checking the box marked "consent" below and signing this form, I will be giving my consent to Pima Medical Institute or its designated laboratory representative to collect and test a urine/blood sample from me for drugs/alcohol. I will be giving my consent to this process and I will be authorizing the laboratory or health care provider to release the results of the tests to Pima Medical Institute.

I understand that if I decline to indicate my consent on this form or in any other way refuse to take the test, I will not be admitted as a student. I also understand that if the test results indicate the presence of illegal or unauthorized drugs/alcohol in my system, I will not be permitted to continue as a student.

I understand that in addition to positive test results for illegal drugs/alcohol, positive results of a drug test for a **controlled prescription medication** will disqualify me for entrance to Pima Medical Institute Nursing Program unless I indicate on this form I am on medication and can produce either my prescription or current medication container.

I have taken the following drugs or substances, including over-the-counter drugs or prescription drugs, within the last 30 days (identify name, amount, and when taken):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

I hereby  consent  
 refuse to consent to this  
drug/alcohol screening test.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

I understand that Pima Medical Institute Nursing Program has a Drug and Alcohol Testing Policy. I understand that I am subject to drug/alcohol testing as a part of the entrance and progression process for the Nursing Program. I understand that if I test positive, refuse to be tested, or attempt to alter or tamper with a sample or any other part of the testing process, I will not be permitted to enter nor progress within the nursing program. I further understand that any time after entering the nursing program, I will be subject to corrective action, up to and including

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**Nursing Program**

discharge from the school, if I violate this policy, either in its current form or as it may be changed from time to time.

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Student Signature	Printed Name	Date
	<b>SMOKING POLICY</b>	

Prohibited Practices

1. Smoking is prohibited in enclosed buildings.
2. Smoking is prohibited in any area where flammable gases, liquids, or any other volatile materials are located or stored or in which a fire or safety hazard may exist.
3. Smoking is prohibited under the covered parking spaces. The covered parking area has been labeled as a non-smoking zone with a sign by each end of the covered parking spaces.
4. Smoking is prohibited in non-designated areas.

In an effort to promote a safe and healthy outdoor environment for everyone, two designated smoking areas have been identified for smokers to use while on campus, one for faculty and one for students.

Designated Smoking Areas

1. The east end of the north east parking lot, with a picnic table and ashtray, is reserved for the Faculty Smoking Area.
2. The uncovered picnic table area, just east of the 957 building, is reserved for the Student Smoking Area.

*Arizona Revised Statutes - ARS 36-601.01*  
*Effective 04/18/2011*  
*Smoke-Free Arizona: [www.smokefreearizona.org/rules.asp](http://www.smokefreearizona.org/rules.asp)*

*I have read this information provided about the smoking policy and agree to comply with all requirements.*

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Student Signature	Date
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Emergency Preparedness Plan Form**

I, \_\_\_\_\_, have been informed of and fully understand Pima Medical Institute’s Emergency Preparedness Plan.

I have received an electronic and/or hard copy of the Bloodborne Pathogens Exposure Control Plan & Infection Control Manual.	_____ Initials
I have been oriented to the Material Data Safety Sheets (MSDS), OSHA standards, and Universal Precautions.	_____ Initials
I have been informed of the Evacuation Plan and been shown the posted campus evacuation routes.	_____ Initials
I have been informed of Pima Medical Institutes Crisis Management Plan.	_____ Initials

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Representative Signature

\_\_\_\_\_  
Date

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**Nursing Program**

**ELECTRONIC TABLET NOTIFICATION**

Nursing students at PMI are issued an electronic tablet and keyboard. The tablet allows students to view textbooks and periodicals electronically. The majority of classroom texts will be delivered in this manner, so it is essential to have the tablet at school each day. Students are expected to come with fully charged tablet. Within three days of issue, students are required to download all required texts onto the tablet.

The tablet has a one-year hardware manufacturer’s warranty. Please review warranty paperwork for specific information on what is covered by the manufacturer. If a tablet is not functioning due to hardware issues, students are required to contact MicroTek at 800-642-7685. If MicroTek determines that the tablet malfunction is related to a hardware issue, the student will be issued a loaner while the tablet is being repaired. This warranty does not cover tablets that have been damaged by user misuse or mishandling such as: dropping, contact with liquids, and cracking or defacing the screen. Students are responsible for protecting their tablet from damage and theft.

Students are responsible for backing up their own data. PMI is not responsible for any loss of accounts, documents, videos, or assignments. Loss of data and/or assignments may impact course grades.

Student withdrawals: Tablet can be refunded only if the device is returned in new condition and within 14 days of acquisition.

*I have read this information provided about the electronic tablet and e-book learning platform and agree to comply with all requirements.*

---

Student Signature

---

Date

# PIMA MEDICAL INSTITUTE

## Nursing Program

**NOTE:** Students and graduates are not guaranteed licensure or certification to practice nursing via their enrollment or completion of coursework at Pima Medical Institute. The right to confer licensure rests solely with the State Board of Nursing, based on the requirements of the Nurse Practice Act, Statutes, Rules, and Regulations. Applicants to the State Board of Nursing for licensure may not be eligible if there is any criminal action or record that has not been absolutely discharged or expunged from the records for greater than five years before application for licensure, or if they cannot provide proof of citizenship or lawful presence in the United States.

I acknowledge that all of the above program and campus information and requirements have been reviewed during this orientation session and that I have been given a Nursing Student Handbook for reference to these requirements. I also acknowledge that I am responsible for providing proof that I have met the criteria for enrollment and progression within the nursing program in a timely and complete manner.

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Student Signature/Verification

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Date

