

PENNSTATE

---



**The Pennsylvania State University  
School of Nursing**

**Associate of Science in Nursing  
Student Handbook**

210 HHD East  
University Park, PA 16802  
(814) 863-2926  
(814) 863-2925 – Fax

<http://www.hhdev.psu.edu/nurs/>

**Revised: Fall 2011**

The Pennsylvania State University  
School of Nursing

Associate of Science in Nursing Student Handbook

Table of Contents

	<b>Page</b>
Mission/Goals .....	5
Philosophy.....	6
Accreditation.....	9
End of Program Objectives.....	10
A. SCHOOL OF NURSING COMMITTEES.....	11
B. ACADEMIC POLICIES	
Academic Progression Policy .....	11
Students Experiencing Academic Difficulty .....	12
Academic Grievance Procedures .....	13
Grade Mediation and Adjudication.....	13
Academic Integrity Statement.....	13
Definition of Grades and School of Nursing Grading Scale.....	15
Class and Clinical Attendance Policy .....	15
Disability Statement.....	15
Functional Abilities Policy .....	16
C. ADVISING INFORMATION, ACADEMIC PLAN, COURSES	
Advising.....	16
Recommended Academic Plan for 2NURS.....	17

Evaluation of Math Skills, Medication Administration/Math Policy for Basic Baccalaureate Degree and Associate of Science in Nursing Students .....	18
Credit by Examination .....	19
Credit by Portfolio by the Licensed Practical Nurse (LPN) Associate of Science in Nursing in Nursing Education/Experience Verification .....	20
Employer Form Letter.....	22
Employer Documentation of Hours/Permission to Release Information .....	23
Transfer of Nursing Course Credits .....	24
 C. COURSES	
Course Descriptions .....	25
 D. CLINICAL POLICIES	
Confidentiality .....	26
Student Confidentiality Agreement .....	27
Information Release Form .....	28
Clinical Assignment Policy.....	29
AS Program Clinical Requirements.....	29
Health Examination Policy .....	30
Entrance Health Examination Form.....	31
Annual Health Examination Form .....	33
Health Insurance Requirements for Students Enrolled in Clinical Courses .....	34
Malpractice Requirement for Students Enrolled in Clinical Courses .....	34
Cardiopulmonary Resuscitation (CPR) Requirements for Nursing Clinical Rotations.....	34
Child Abuse History and Criminal Record Check.....	35

Impaired Nursing Policy .....	37
Cell Phone Policy.....	41
Student Pregnancy Policy .....	42
Infectious Disease Policy .....	42
Transportation to Clinical Site Policy.....	43
“Registration Not Complete” Status Policy .....	43
Clinical Section Scheduling Policy.....	44
Clinical Cancellation (Snow) Guidelines.....	44
Student Dress Code Policy.....	45
Clinical Failure Policy Statement .....	46
Guidelines for Using the Clinical Evaluation Tool.....	46
Student Clinical Performance Evaluation Form for NURS 111S US/IL.....	48
Student Clinical Performance Evaluation Form for NURS 112.....	53
Student Clinical Performance Evaluation Form for NURS 113 .....	58
Student Clinical Performance Evaluation Form for NURS 114.....	65
Student Clinical Performance Evaluation Form for NURS 116.....	
Student Clinical Performance Evaluation Form for NURS 211 .....	71
Student Clinical Performance Evaluation Form for NURS 212.....	79
Student Clinical Performance Evaluation Form for NURS 213 .....	87
Student Clinical Performance Evaluation Form for NURS 214W .....	95

**E. STUDENT ACTIVITIES**

National Student Nurses’ Association Membership Benefits (Summarized).....	103
Parameters for Student Attendance at SNAP Events.....	104

F. RN LICENSURE INSTRUCTIONS

NCLEX Examination Instructions .....106

G. OTHER

Assessment Testing Fee .....107

Protocol for Students Who Seek Outside Employment .....107

Alumni Association .....107

## **Mission/Goals**

### **Mission**

The mission of the School of Nursing is to improve the health for all people in the Commonwealth of Pennsylvania, the nation and the world through the development of qualified nurse leaders at all levels of practice, the development of nursing science related to health and health care and the provision of nursing care to individuals, families and communities. This mission will be accomplished through the integrated programs of nursing education, research, scholarship and outreach.

### **Goals**

1. Develop innovative academic programs to meet the health care demands of the Commonwealth of Pennsylvania and attract new markets to Penn State nursing.
2. Create student-centered environments that distinguish Penn State School of Nursing graduates in the health care market and prepare them for advanced education.
3. Advance the research and scholarly productivity of the School of Nursing faculty and the work of the Hartford Center for Geriatric Nursing Excellence.
4. Develop a model outreach enterprise that identifies Penn State as the preferred provider for continuing education in the Commonwealth.
5. Strengthen external collaborations.

Revised: July 2008

## **Philosophy**

The School of Nursing is an integral part of the Pennsylvania State University (Penn State). The faculty at the School of Nursing believe that education for nursing is best achieved under the auspices of institutions of higher education and accept accountability for the academic functions of teaching, research, and service. Beliefs shared by the faculty emphasize and support the importance of diversity and human development throughout the life span. These beliefs serve as a basis to assist individuals, families, and communities to develop desirable health patterns.

### **Human Beings**

Human beings are unique and unitary. They are constantly evolving in the direction of increasing complexity as the individual accumulates experiences, life not only involves a fuller potential, but also offers a greater variety of behavioral repertoire. Important dimensions of human beings include: growth and development across the life span; communications and relationships that develop between individuals and within families, groups, and communities; and those characteristics identified with human consciousness such as values, creativity, feelings, choices, and will. The capacity for thought and emotion enables individuals to be introspective, purposeful, and self-directed. His/her learning behaviors are motivated in response to perceived needs.

### **Environment**

Environment is viewed as the contextual systems in which the individual, the family, the group, and the community exist and interact. The environmental contexts include: the personal environment consisting of significant others and social support systems in the life of the individual; the group environment, consisting of characteristics which emerge and develop as he/she relates in a group situation; the supra-personal environment that represents the norm of the person's proximal environment; the social environment consisting of those societal forces impacting on the individual; and the physical environment, that portion of the person's environment that is reducible to matter. Human beings, as open systems, are in mutual, simultaneous process with the environment and continually change together during that process.

### **Health**

Health, which fluctuates throughout the life span, is a gestalt of wellness and illness. Wellness and illness are coexisting and interacting phenomena. The unitary person interacts with the totality of the environment, and the unique quality of this interaction influences one's health. Health is a synthesis of dynamic patterns of energy within the individual and between the person and environment. Health patterns maintain themselves and manifest multiple configurations of individual and environmental relations. Health is self-perceived and relative to each person's or group's beliefs and values. Common approaches to the understanding of the phenomenon of health stem from theories of human development, stress, disease, adaptation, crisis, life style, change, and consciousness. Because health patterns are dynamic, the recognition, identification, and facilitation require periodic assessment.

## **Nursing**

Nursing is a humanistic profession which respects the human being's dignity, integrity, and right to self-determination. The focus of nursing is the health of the person throughout the life span. Based on the assumption that the person has a responsibility for his/her own health, the goals of nursing are to utilize the nursing process in assisting clients in the recognition of health patterns and, when necessary, in the identification and facilitation of desirable alternatives. Nursing assumes a responsibility to society to develop and transmit knowledge and to provide service to individuals, families, groups, and communities as clients. Nursing educators, acting as an autonomous body, accept the responsibility for the development of professionals who are able to invest of self as therapeutic agents, who utilize critical thinking and decision-making skills to provide leadership in health care, and who have defined values and ethics relating to practice and research. The nature of nursing as a professional discipline includes its history, philosophy, science, and practice.

## **Beliefs About Learning/Nursing Education**

### **Learning**

Learning is a continuous, life-long process of self discovery, knowledge development, evaluation, and growth. It is individualistic and proceeds in a simple to complex manner from the level of development, interests, and motivations of the learner. The teaching-learning process is reciprocal and interactive with faculty and students sharing the cooperative enterprise of learning, inquiry, teaching, and evaluation. The learner is an active participant who assumes responsibility for his/her own learning, and independent learning is fostered by encouragement and support of the learner's self-directed inquiry. The role of the faculty is to facilitate the learning process and to provide and foster opportunities for life-long learning.

### **Nursing Education**

Nursing is primarily an intellectual endeavor and requires that its practitioners develop critical habits, intellectual curiosity, and disciplined modes of inquiry that are used in the practice of nursing. Nurses and nursing students should develop an understanding of the humanities, learn the fundamentals of the natural and social sciences, and acquire skills and perspectives unique to the field of nursing. One of the faculty's major responsibilities is to develop and implement a nursing curriculum that draws from other disciplines; that organizes content around the fundamental concepts of health, humankind, and environment; and develops full appreciation of nursing's special obligation to teach. The faculty is equally aware of the responsibility to students and nurses to engage actively and continuously in opportunities that will enhance nursing competence and personal awareness. Furthermore, the faculty is sensitive to variations among students that may influence how rapidly and expertly they may be able to assume adequate nursing knowledge and related responsibilities. They encourage personal expressions of interest and preferences within the academic traditions of the University.

The faculty supports the concept of educational mobility to provide opportunities for qualified students to enter new careers. The faculty recognizes that students learn in

many ways and their competencies may be validated by a variety of internal and external evaluative measures. Continuing education is a part of nursing education and supportive to the concept of lifelong learning.

The focus of Associate of Science in Nursing education is to prepare a competent individual to provide nursing care in a variety of health care settings to individuals with commonly occurring acute or chronic health problems. The graduate of the Associate of Science in Nursing program is prepared to (1) be accountable for his/her practice, (2) utilize nursing process in providing care, (3) collaborate and consult with other health team members, and (4) practice in a variety of health care settings.

The Associate of Science in Nursing Program consists of a basic foundation in the scientific and humanistic disciplines inherent in basic education. Nursing courses provide the foundation to enter the nursing discipline at a beginning level of competency. In addition to courses in nursing, other studies complement the nursing component and provide a basic level of general education. The structure of the Associate of Science in Nursing Program follows the same pattern as that of other Associate of Science degree programs at the University.

The focus of baccalaureate education in nursing is to prepare an individual with general nursing skills, knowledge, and values, who can function as a nurse within the health care system to provide comprehensive service to individuals, families, groups, and communities. The graduate of the baccalaureate program is prepared to (1) be accountable for his/her own nursing practice, (2) accept responsibility for the provision of nursing care through others, (3) develop methods of working collaboratively with other health professionals, and (4) practice in a variety of health care settings.

The Baccalaureate Program in Nursing is characterized by a foundation in scientific and humanistic disciplines inherent in learning upon which is built the major in nursing. In addition to nursing courses, upper division studies include courses that complement the nursing component and increase the depth of general education. The structure of the Baccalaureate Program in nursing follows the same pattern as that of other baccalaureate programs at the University.

Differences may be found in practice settings and in the level of autonomy. However, the complexity of decision-making within the nursing process is a major component in the differentiation of roles and levels of nursing practice between the Associate of Science in Nursing nurse and the baccalaureate-prepared nurse.

The focus of master's education in nursing is to prepare a nursing scholar as an advanced practice nurse with a specialty focus in clinical nursing. The master's degree specialists include clinical nurse specialists and acute and primary care nurse practitioners who serve individuals, families, and aggregate groups within diverse populations and settings.

The focus of doctoral education in nursing is to develop nurse scientists who are expert clinical scholars and able to provide leadership in nursing practice, research, and education. Graduate education in nursing is characterized by a philosophy of expanding ideas and emphasis on knowledge development in nursing and health care. The primary

goal of graduate nursing education is the development, transmission, and organization of nursing knowledge and the translation of that knowledge into practice in order to promote the health of individuals, families, and communities throughout society. The graduate nursing programs are an integral part of the Graduate School and graduate education at Penn State.

Approved: 01/99

Revised: 3/09

### **Accreditation**

The School of Nursing's Associate of Science in Nursing is approved by the Pennsylvania State Board of Nursing and is accredited by the:

National League for Nursing Accrediting Commission (NLNAC)  
3343 Peachtree Road NE, Suite 500  
Atlanta, Georgia 30326  
Phone: (404) 975-5000  
Fax: (404) 975-5020  
[www.nlnac.org](http://www.nlnac.org)

## **End of Program Objectives**

The nurse will:

1. Evaluate the wellness-illness status of the individual, family, and groups within the community in relationship to life span, development, communications, relationships, multiple health needs, adaptation and diversity.
2. Appraise environmental factors, which influence the health and health care of clients in a variety of settings.
3. Support optimal levels of wellness of individuals, families and groups within the community.
4. Integrate concepts related to the role of the Associate of Science in Nursing nurse as provider of care, manager of care, and member within the discipline of nursing.
5. Relate interpreted research findings to nursing practice situations.
6. Value the nursing process as means of providing a comprehensive plan of care for select clients, families and groups within the community.

Revised 02/04

### **A. SCHOOL OF NURSING COMMITTEES**

Students are represented on the following School of Nursing Committees:

1. BS Council
2. RN to BS Council
3. AS Council
4. Diversity Enhancement Committee
5. Graduate Affairs Committee
6. Undergraduate Affairs Committee

Student representatives are appointed for each committee.

### **B. ACADEMIC POLICIES**

## **Academic Progression Policy**

This policy delineates the academic standards for pre-licensure\* students admitted to the undergraduate nursing program. The following requirements are necessary for progression in the nursing program.

Overall Criteria:

1. All prerequisite courses and required Nursing courses may be repeated only one time.
2. Successful completion of prerequisite courses is defined as a grade of “C” or better according to the University grading scale.
3. Successful completion of required nursing courses is defined as a “C” or better according to the School of Nursing Grading Scale.
4. A student who earns a “D” or “F” in the same required nursing course for a second time will be dismissed from the nursing major and counseling relative to other majors/options will be provided.
5. A student who earns a “D” or “F” in any two required nursing courses will be dismissed from the nursing major and counseling relative to other majors/options will be provided.
6. Students who wish to return to the University after a leave of absence or reenroll after withdrawing will re-enter under the current curricular requirements. Based on demonstration of clinical skills, an independent study course may be advised. In addition, scheduling in clinical courses may depend on availability of clinical space.
7. In very extreme situations, the Dean of the School of Nursing may make exceptions to this policy.

\*Pre-licensure—students without an RN license, which includes BS and AS students

NOTES of CLARIFICATION:

1. Undergraduate nursing program denotes all pre-licensure students (AS, BS, Second Degree) and dismissal from one program excludes transfer to another (added Fall 2009).
2. Unsuccessful completion of one course will impact program progression (added Summer 2011).
3. All prerequisite courses may be repeated only one time. Failure of the same prerequisite course two times will result in dismissal from the Nursing major, and counseling relative to other majors options will be provided (added Spring 2012).

Senate approval: Spring 2006

Effective: Summer 2006

Revised: Effective Fall 2010 (WF designation removed because of change in University Policy)

## **Students Experiencing Academic Difficulty**

One of the responsibilities of the Student Admissions and Standards Subcommittee is to monitor the academic progression of students in the nursing curriculum. The committee believes that the student is ultimately responsible for seeking assistance when experiencing academic difficulty. However, the student may need to know that their progress is being monitored and that the faculty are committed to helping the students achieve success. This plan for early identification and follow-up of students experiencing academic difficulty is designed to insure that students are well informed about strategies for success including university resources and assistance.

### **Plan for Early Identification of Academic Difficulty and Follow-up**

1. All students must achieve a “C” or better (75% or greater) in all required nursing courses in the program.
2. The Chair of the Student Admissions and Standards Subcommittee will request that all nursing faculty identify at mid-semester (week 7–8) any student earning less than 75% in the theory portion of a course, or any student performing below satisfactory levels in clinical. Faculty who have a course following an alternative time frame (e.g., 8-week) are responsible for notifying the committee of students in academic jeopardy at mid-semester corresponding to the course time frame.
3. The Chair of the Student Admissions and Standards Subcommittee will send a letter of concern to all students who have been identified in academic jeopardy.
4. A copy of the letter will be sent to the adviser, the course coordinator, and placed in the student file.
5. In addition to a copy of the letter, advisers and coordinators will receive a form to be completed reporting student-initiated contact and specific actions suggested. These forms will have a deadline for submission and will be placed in the student file.
6. The Chair of the Subcommittee and the Associate Dean for Undergraduate Programs and Outreach will be informed of all students earning a “D” or “F” in a nursing course. With the first failure, a letter from the Chair of the Subcommittee will be sent to the student reviewing the academic progression policy and suggestions for success in future nursing courses. With a second failure, a letter from the Associate Dean for Undergraduate Programs and Outreach will be sent notifying the student of dismissal from the Nursing program and will provide advisement information and other options available.

Revised: Summer 2007

## **Academic Grievance Procedures**

The following assumptions are acknowledged:

- All members of the university community, students, faculty, and administration, have rights and responsibilities, which support Penn State as an institution of higher learning.
- Students, faculty, and administration sometimes have differing perceptions of what these rights and responsibilities are.
- Students of the Nursing Program are subject to procedures for resolving grievances of an academic nature in accordance with *The University Faculty Senate Policies for Students* at <http://www.psu.edu/ufs/policies/>.

## **Grade Mediation and Adjudication**

The School of Nursing follows Penn State's policies stated in Senate Policies on Grades (*Senate Policies 47-00; 49-00*), and *Senate Resolution of Student Classroom Problems* at <http://www.psu.edu/ufs/policies/>.

## **Academic Integrity Statement**

### **Academic Integrity Statement**

Academic integrity is the pursuit of scholarly activity free from fraud and deceptions and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examination, making copies in any manner of exams or papers, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. At the beginning of each course, it is the responsibility of the instructor to provide a statement clarifying the application of academic integrity criteria to that course. A student charged with academic dishonesty will be given oral or written notice of the charge by the instructor. If students believe they have been falsely accused, they should seek redress through normal discussion with the instructor, department head, dean, or campus executive officer. If the instructor believes that the infraction is sufficiently serious to warrant referral of the case to the Office of Student Conduct, or if the instructor will award a final grade of —F|| in the course because of the infraction, the student and instructor will be afforded formal due process (review Academic Policy 49-20 at <http://www.psu.edu/dept/ufs/policies> and Academic Integrity Procedure G-9 at <http://www.psu.edu/dept/oue/aappm>).

## Definition of Grades School of Nursing Grading Scale

### Definition of Grades

For undergraduates, the grades of A, A-, B+, B, B-, C+, C, D, and F indicate a gradation in quality from excellence to failure and are assigned the following grade-point equivalents:

### Definition of Grades and School of Nursing Grading Scale

Grade	Grade-Point Equivalent	School of Nursing Grading Scale
A	4.00	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	75-76
D	1.00	68-74
F	0	Below 68

### Class and Clinical Attendance Policy

**Attendance is essential.** The student is expected to attend all classes and to willingly participate in class discussions. Attendance for each class will be taken and missing classes may be reflected in your grade. The lecture objectives for each week shall be reviewed and the assigned readings completed prior to the lecture for that material. **Unexcused clinical absences will result in failure of the course.**

### Disability Statement

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable accommodations in this course, please contact the Office for Disability Services, ODS, at the local campus you are attending. For further information regarding ODS please visit their web site at [www.equity.psu.edu/ods](http://www.equity.psu.edu/ods). Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations. Students at the commonwealth campus sites may also seek assistance from the Office of Disability Services at that campus site.

University Policy

Confirmed by faculty 08/10

## **Diversity Statement**

The faculty and staff of the School on Nursing value and are committed to fostering diversity in the classroom, the University, and the profession. By respecting differences in culture, age, gender, gender expression, race, ethnicity, national origin, differing abilities, sexual orientation, and religious affiliation, we enrich the learning environment: improve the practice and profession of Nursing; and enhance personal creativity and professional growth.

## **Functional Abilities Policy**

Per the Pennsylvania State Board of Nursing, "in addition to character and academic qualifications, students desirous of becoming nurses must have the necessary behavioral, communication, sensory and physical requirements to be able to practice nursing as it is defined in the law." "He/she must have adequate cognitive, sensory and psychomotor functioning to effectively implement nursing care." Additionally, "a student must be able to tolerate physically taxing activities and exercise restraint during stressful situations in order to meet the demands of the profession." (Memo from the PA State Board of Nursing, Factors which Impact on Nursing Education Program Policies, February 28, 2001.)

## **C. ADVISING INFORMATION, ACADEMIC PLAN, COURSES**

### **Advising**

All students will be assigned an academic adviser, who should be consulted with questions or concerns about courses, clinical experiences, and/or career options. Students are expected and encouraged to follow their academic progression to assure all requirements are completed for graduation according to the AS Program sequence of courses.

## Recommended Academic Plan for 2NURS

**Recommended Academic Plan for Associate of Science in Nursing in Nursing (2NURS at Penn State Altoona, Behrend, Fayette, Mont Alto, Worthington Scranton)**

**Effective Spring 2011**

Fall	Credits	Spring	Credits
ENGL 015 (GWS) Composition/Honors Composition	3	<b>PSYCH 100 (GS)</b> General Psychology	3
<b>HD FS 129 (GS) or PSYCH 212 (GS)</b> Human Development & Family Studies/Intro Developmental Psychology	3	<b>SOC 001 or SOC 005 (GS)</b> Intro to Sociology/Social Problems	3
<b>BIOL 129 (GN) or BIOL 141 (GN) &amp; 142</b> Mammalian Anatomy/Intro Physiology/Physiology Lab	4	<b>BIOL 129 (GN) or BIOL 141 (GN) &amp; 142</b> Mammalian Anatomy/Intro Physiology/Physiology Lab	4
<b>NURS 111S US/IL</b> Nursing Roles	4	<b>NURS 113 Nursing Care During</b> Childbearing Years	3
<b>NURS 112</b> Health Patterns/Nursing Interventions	4	<b>NURS 114 Nursing Care During</b> Childrearing Years	3
		<b>NURS 116 Clinical Immersion I – Introduction to Concepts of Illness</b>	2
Total Credits:	18	Total Credits:	18
Fall	Credits	Spring	Credits
Quantification (GQ)	3	Arts (GA)	3
<b>MICRB 106 &amp; 107 (GN)</b> Elementary Microbiology/Microbiology Lab	4	Humanities (GH)	3
<b>NURS 211</b> Pathophysiology I -Nursing Interventions	5	<b>NURS 213</b> PathophysiologyIII - Nursing Interventions	5
<b>NURS 212</b> PathophysiologyII - Nursing Interventions	4	<b>NURS 214W</b> :Nursing Care of Clients with Psychiatric/Mental Health Disorders	3
		<b>NURS 216 Clinical Immersion II – Introduction to Concepts of Leadership</b>	2
Total Credits:	16	Total Credits:	16
		Overall Total Credits:	68

- **Bold type** indicates courses requiring a quality grade of C or better.
- A total of 68 credits is required to complete the degree
- All students are required to complete a US or IL course for graduation.

**Academic Advising Notes:**

All nursing courses require a quality grade of C or better according to **School of Nursing Grading Scale**. See **School of Nursing Grading Scale** in the Associate of Science in Nursing Handbook at [http://www.hhdev.psu.edu/nurs/handbooks/docs/AD\\_SP07.pdf](http://www.hhdev.psu.edu/nurs/handbooks/docs/AD_SP07.pdf).

## **Evaluation of Math Skills, Medication Administration/Math Policy for Baccalaureate Basic Degree and Associate of Science in Nursing Students**

1. Concurrent with enrollment in the first nursing course, the students will be given an independent learning packet on the math needed for medication administration and common abbreviations.
2. A comprehensive math and abbreviation exam will be given at the beginning of NURS 230 (BS Program) or NURS 112 (AS Program). A passing grade of 90% must be achieved.
3. If a student fails this exam, he/she will be referred back to the independent learning packet and for remediation from the instructor or course coordinator as needed. The student may then schedule a second exam at a time determined by faculty.
4. If a student fails a second time, the student must seek math remediation direction from the instructor, course coordinator, and/or adviser on any particular problem areas.
5. After completion of remediation, the student will schedule the exam a third time at the discretion of faculty.
6. Failure of the math exam a third time constitutes failure in NURS 230 or NURS 112.
7. The comprehensive math exams will be written as a collective effort by faculty and will be individualized to meet the needs of the BS or AS program.
8. In subsequent semesters, individual course coordinators and clinical instructors will continue to monitor the math proficiency of students to assure competency in clinical practice. If they choose to do math testing for clinical, a minimum grade of 90% must be achieved.
9. When testing the math skills in any course, the use of calculators will be at the discretion of the instructor.

This policy excludes RN to BS students.

Approved: Undergraduate Curriculum: 02/3/97

Total Faculty: 03/97

Revised: 11/02

Revised: 03/05

Revised: 11/05

Revised: 02/06

## **CREDIT BY EXAMINATION**

### **Credit by Exam Process**

A Licensed Practical Nurse (LPN) who is admitted to the Associate of Science Program in Nursing is eligible to earn up to 16 credit hours of first-year nursing course work through a combination of successful portfolio assessment (NURS 111, 112, and 116) and successful credit by examination (equivalent to NURS 113 and 114 ). NOTE: If an LPN student successfully achieves a passing grade on credit by examination assessment for both NURS 113 and NURS 114 they will receive credit by portfolio for NURS 116. If the student is unsuccessful in passing the credit by exam assessment for either course or both courses, the student will be required to take NURS 116.

### **CREDIT BY EXAMINATION**

Senate Policy: 42-50.1, Credit by Examination

#### **Procedure:**

1. Student obtains a Credit by Examination Application form from the office of the student's college dean, campus executive officer, or Division of Undergraduate Studies (DUS) and provides the information requested.
  
2. Student secures the signatures of the student's college dean, campus executive officer, or director of DUS and the department head or campus representative offering the course.
  
3. Student pays the required fee at the college that will administer the exam. All three receipted copies of the application form are returned to the student.
  
4. Student presents receipted application form to the instructor, who will:
  - a. Sign form and administer examination only if fees have been paid and return third copy to the student
  - b. Forward copies 1 and 2 of the form to the instructor's college dean or campus executive officer.
  
5. Instructor's college dean or campus executive officer signs the form and forwards both copies to the Registrar's Office for issuance of a Grade Reporting Form.
  
6. Grade form and copy 2 of the application form are returned to requesting college dean or campus executive officer.

7. Completed grade form is returned to the Registrar's Office through instructor's college dean or campus executive officer. Copy 2 of the application form is retained in the college. (Ref: Senate Policy 42-50).

Approved: ACUI (5-13-76)

Revised: ACUE (7-26-96)

Revised: ACUE (5-3-01)

**NOTE: Additional information may be found in Procedures RC2006 and RC2007 available through Systems and Procedures.**

**Note: A student must have enrolled and completed at least one course of three credits at Penn State before any credit earned appears on their student record.**

**Credit by Portfolio by the Licensed Practical Nurse (LPN)  
Associate of Science in Nursing in Nursing Program  
Education/Experience Verification**

The Pennsylvania State University's School of Nursing will award four (4) credits for Nursing 111 and four (4) credits for Nursing 112, a total of (8) credits of basic nursing, to the licensed practice nurse (LPN) applicant who is deemed eligible for admission to the two-year Associate of Science in Nursing Program and who can meet the following additional requirements;

The applicant graduated from an approved program of practical nursing within the past three (3) calendar years.

OR

The applicant graduated from an approved program of practical nursing more than three (3) years prior to application and can document 1,000 hours of practice as an LPN within the last three (3) years as verified in writing by the employer(s).

LPN's may received an additional (2) portfolio credits upon successful completion of credit by exam for BOTH NURS 113 and NURS 114.

Responsibilities of the LPN applying for Credit by Portfolio to the Associate of Science in Nursing Program:

1. Notify the Undergraduate Nursing Program Coordinator of the intent to apply for Credit by Portfolio.
2. Submit the following documents to the Program Coordinator:
  - a. Practical Nursing Program transcript
  - b. Copy of valid LPN license
  - c. Employer Documentation of Hours of Practice as a Licensed Practical Nurse form(s) if applicable
  - d. Credit by Portfolio form

Responsibilities of Undergraduate Nursing Program Coordinator:

1. Verify all documents submitted by the student
2. Sign and date the Credit by Portfolio form
3. Submit the form to the Academic Affairs Office for processing

**No grade will be awarded nor credits earned for grades of "D" or "F"**

The Pennsylvania State University  
School of Nursing

**Credit by Portfolio LPN Education/Experience Verification Form**

Student Name: \_\_\_\_\_

PSU ID: \_\_\_\_\_

LPN License: State \_\_\_\_\_ License Number \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Practical Nursing Program Name: \_\_\_\_\_

Address: \_\_\_\_\_

Employer(s): \_\_\_\_\_

Student Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Undergraduate Nursing  
Program Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Please forward this form to the Academic Affairs Office (210 HHD E) at University Park for recording.

## EXAMPLE

**DIRECTIONS:** Please use this “EXAMPLE” with the attached form to request “*Employer Documentation of Hours of Practice as a Licensed Practical Nurse*”

### Employer Form Letter

Insert Date

Employer  
Address  
City, State ZIP

To Whom It May Concern:

I, \_\_\_\_\_ (*student name*) \_\_\_\_\_ have been admitted to The Pennsylvania State University’s Associate of Science in Nursing Program . The School of Nursing will award up to eight (8) credits for basic nursing education courses to the licensed practical nurse applicant who meets certain criteria.

As a part of the process of Credit by Portfolio, the licensed practical nurse must document a minimum of 1,000 hours of clinical practice within the past three (3) years.

Please complete the enclosed form and return in the envelope provided. Please contact me at \_\_\_\_\_ (*name*) \_\_\_\_\_ or \_\_\_\_\_ (*e-mail*) \_\_\_\_\_ should you have any questions or concerns. Your assistance in this process is appreciated.

Sincerely,

Student’s Name/Signature

The Pennsylvania State University  
School of Nursing

**Employer Documentation of Hours of Practice as a Licensed Practical Nurse  
Permission to Release Information**

I, \_\_\_\_\_, am seeking admission to The Pennsylvania State  
(printed name)  
University's Associate of Science in Nursing Program. The School of Nursing will award Credit  
by Portfolio if certain criteria are met. I am requesting employer documentation of practice hours  
as part of this process. I give permission for you to release this information to The Pennsylvania  
State University's School of Nursing.

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Directions: Please complete the following items and return and return to the student.***

Place of Employment: \_\_\_\_\_

Address: \_\_\_\_\_

Please check and/or complete the following:

\_\_\_\_\_ The applicant has been employed as a licensed practical nurse for a minimum of  
1,000 hours within the past three (3) years.

\_\_\_\_\_ The applicant has been employed as a licensed practical nurse for \_\_\_\_\_ hours  
within the past three (3) years.

Signature: \_\_\_\_\_

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

Title: \_\_\_\_\_

Phone Number and/or Email Address for Verification Purposes: \_\_\_\_\_

## Transfer of Nursing Course Credits

Students enrolled in the undergraduate Associate of Science in Nursing program at Penn State who has received college or university credit for nursing courses taken elsewhere may transfer those courses to their Penn State transcript. Transfer of credits is subject to university policies and procedures as outlined in current *Policies and Rules for Undergraduate Students* (<http://senate.psu.edu/policies/index.html>). All such credits are evaluated by the Office of Undergraduate Admissions for entry on the student transcript.

Transfer credits for nursing courses taken elsewhere *may* be considered for use in substitution for a nursing course required in the Penn State curriculum. Courses petitioned for use as required nursing courses should have been completed within the past seven years, but under extraordinary circumstances courses not meeting this requirement may be evaluated on an individual basis. All such requests need approval from the Associate of Science in Nursing Student Admissions and Standards Subcommittee.

**NOTE: Current PSU Nursing Program students are required to complete all core nursing (NURS) courses at PSU.**

### Re-Enrollment

Students who wish to return to the University after a leave of absence or reenroll after withdrawing:

- will reenter under the current curricular requirements.
- may be advised to enroll in an independent study course based on demonstration of clinical skills.
- is contingent upon availability of clinical space for those courses having clinical components.

## Course Descriptions

### Key to Semester Hour Designation

4 SH (2,2) = 4 Semester Hours (2 semester hours in *lecture*, 2 semester hours in *lab/clinical*)

Each semester hour in *lecture* = 50 minutes contact

Each semester hour in *lab/clinical* = 3 hours (or 180 minutes) contact

Therefore, a 4 credit course would meet for (2) 50 minute lecture periods and 6 hours of clinical (2 x 3 hours) per week of the semester.

### Required Nursing Courses

**NURS 111S US/IL–Nursing Roles (4)** Introduction to nursing roles with emphasis on societal norms and multicultural influences on health care. Prerequisite: Admission to 2NURS major. 4 SH (2,2)

**NURS 112–Health Patterns/Nursing Interventions (4)** Emphasis on individual health patterns and selected nursing interventions. Prerequisite: NURS 111, 4 SH (2,2)

**NURS 113–Childbearing Family (3)** Introduction to antepartum, intrapartum, postpartal, and neonatal nursing care. Prerequisite: NURS 112, 3 SH (2,1)

**NURS 114-Childrearing Family (3)** Emphasis on infancy through young adulthood with common and well defined health problems, with integrated nursing content. Prerequisite: NURS 112, 3 SH (2,1)

**NURS 116 –Clinical Immersion I – Introduction to Concepts of Illness (2)** Clinical immersion course that utilizes clinical experiences and seminars to develop clinical competency. Prerequisites: NURS 112 2 SH(0,2)

**NURS 211–Pathophysiology/Nursing Interventions I (5)**  
Caring for middle-aged adult with acute/chronic alterations in resp/cardio and musculoskeletal dysfunction. PREREQUISITES: NURS 116  
5 SH (2,3)

**NURS 212–Pathophysiology/Nursing Interventions II (4)**  
Caring for middle-aged adults with acute/chronic alterations in metabolism, reproduction, oncology and immunology PREREQUISITES: NURS 116  
4 SH (2,2)

**NURS 213-Pathophysiology/Nursing Interventions III (5)** Care for adults with complex physical and dysfunctional health patterns. PREREQUISITES: NURS 212  
5 SH (3,2)

**NURS 214W-: Nursing Care of Clients with Psychiatric/Mental Health Disorders (3)**  
Emphasis on care of adults with emotional or dysfunctional mental health patterns.  
PREREQUISITES: NURS 212, PSYCH 100 3 SH (2,1)

**Nurs 216** – Clinical Immersion II – Introduction to Concepts of Leadership ( 2) Clinical immersion course focusing on patient care and clinical seminars to develop leadership and clinical competencies. Prerequisite: Nurs 212, 2SH (0,2)

## **D. CLINICAL POLICIES**

### **Confidentiality**

All students are required to be familiar with all Standards of Nursing Conduct, which includes the following statement regarding confidentiality:

“All nurses shall safeguard the patient’s dignity, the right to privacy and the confidentiality of patient information,” (Pennsylvania Code, Title 49 Professional and Vocational Standards, 21.18).

Students will be required to sign a School of Nursing confidentiality agreement, which states that the student shall keep strictly confidential, and shall not divulge to anyone, the identity of any patient, their medical condition, or their treatment.

In addition, the U.S. Department of Health and Human Services issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The Privacy Rule establishes a set of national standards for the protection of certain health information. Students will be required by the clinical facilities to participate in HIPAA training and sign a confidentiality agreement, which carries sanctions if violated.

Students who knowingly violate patient confidentiality may fail the course. In addition, the clinical facility reserves the right to terminate any student’s clinical experience if the student does not abide by facility’s policies related to HIPAA requirements.

Approved: Undergraduate Affairs: 04/04

**The Pennsylvania State University  
School of Nursing**

**Student Confidentiality Agreement**

All students are required to be familiar with all Standards of Nursing Conduct, which includes the following statement regarding confidentiality:

“All nurses shall safeguard the patient’s dignity, the right to privacy and the confidentiality of patient information” (Pennsylvania Code, Title 49 Professional and Vocational Standards, 21.18).

Students who violate patient confidentiality may fail the course. In addition, the clinical facility reserves the right to terminate any student’s clinical experience if the student does not abide by facility’s policies related to confidentiality requirements, which would prevent the student from meeting course objectives and result in failure of the course.

I, \_\_\_\_\_, understand and agree that it is my responsibility to keep strictly confidential, and shall not divulge to anyone, the identity of any patient, their medical condition, or their treatment.

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

\_\_\_\_\_  
Date

Approved: Undergraduate Affairs: 04/04

The Pennsylvania State University  
School of Nursing

**Information Release Form**

A federal law (The Family Educational Rights and Privacy Act of 1974) prohibits The Pennsylvania State University from releasing information without your written permission. This includes your Social Security number and/or grade point average for clinical facilities, educational institutions, honor societies, and potential employers.

Some clinical sites require copies of various clearance forms as well as the student's Social Security number. We must have your signature at the bottom of this page in order to release this information. The School of Nursing is also required to provide your Social Security number to the State Board of Nursing for identification purposes for issuance of your Temporary Practice Permit.

**RELEASE**

\_\_\_\_\_ Information from my record *may be* released to clinical facilities, educational institutions, honor societies, and potential employers.

\_\_\_\_\_ Information from my record *may not be* released to clinical facilities, educational institutions, honor societies, and potential employers.

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
PSU ID Number

**NOTE: DUE NO LATER THAN JUNE 30 AS PART OF YOUR  
COMPLETED COMPLIANCE PACKET.**

## Clinical Assignment Policy

Students are assigned to clinical sites on the basis of faculty and site availability to assure that maximum learning will be accomplished for each student in the program.

A student who fails a clinical course will not automatically repeat the clinical at the same clinical site. Assignments for repeat course work will be scheduled at the clinical site based on the specific learning experience needed by the student.

### AS Program Clinical Requirements\*

All students are required to complete the following documentation after **May 1** and submit to the Records Office at their campus location by **June 30**. All requirements must be current for the entire academic year.

#### **List of requirements:**

1. Health Examination  
Entrance Exam Form  
Annual Health Exam Form
2. Malpractice Insurance (\$1,000,000/\$6,000,000)
3. Health Insurance
4. CPR (**ONLY the following is accepted**)  
American Heart Association BLS - Health Care Provider – NOTE: students may complete the BLS for healthcare providers online part 1. However, this does not constitute completion of the course. Skills certification must be done at a testing center and the completed BLS for the Health Care Provider card must be submitted.
5. Child Abuse History Clearance
6. PA Criminal Record Check
7. Federal Criminal History Clearance (fingerprinting)
8. Influenza vaccine is required of students during the fall semester when vaccines's are available. Students who choose not to be vaccinated may be denied entrance to a clinical facility for course related clinical experiences based on facility policies. Alternative clinical sites that do not have this requirement may not be available and may impact on the student's ability to complete course and program requirements.

**\*If the record's office has not received all of the above information by the due date an academic hold will be placed on the student's account and nursing courses will be dropped until the documentation is complete. Students will be notified via their PSU email of the account hold.**

## Health Examination Policy

The School of Nursing at Penn State subscribes to the Pennsylvania State Board of Nursing requirement that every undergraduate nursing student shall have an **Entrance Health Examination**. (See nursing web site: <http://www.hhdev.psu.edu/nurs/undergrad/index.html>).

**Note:** Copies of Doctor's records will not be accepted as the health examination. The SON forms must be completed and signed.

**Note:** This is the School's current Health Examination Policy. We are aware that we require more than is required by the State Board of Nursing.

### Additional Compliance Requirements

#### Influenza Vaccination Verification

Yearly mandatory influenza vaccination is required of all nursing students prior to Attendance at any clinical site utilized by the nursing program. Waivers can be granted Only if the influenza is contraindicated for a student's health. The waiver Must be written by the nursing student's physician/health care provider. All the documentation of influenza vaccination or waiver must be on file in the Academic Affairs Office (210 HHD East) in the School of Nursing prior to spring semester.

Effective: Summer 2011

THE PENNSYLVANIA STATE UNIVERSITY SCHOOL OF NURSING

ENTRANCE HEALTH EXAMINATION

**(INCOMPLETE FORMS WILL NOT BE ACCEPTED)**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_ PSU ID# \_\_\_\_\_

Date of Birth \_\_\_\_\_ Email Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

**TUBERCULIN STATUS:**

**2-Step Tuberculin Skin Test (TST)**

**Step One** Date \_\_\_\_\_ Results:  Negative  Positive

**Then, within 1-3 weeks after Step One results are read :**

**Step Two** Date \_\_\_\_\_ Results:  Negative  Positive

**If Positive TST:**

Chest X-Ray Date \_\_\_\_\_

Results \_\_\_\_\_

Isoniazid Prophylaxis:  No  Yes Dates \_\_\_\_\_

Comments: \_\_\_\_\_

**ANTIBODY TITERS:**

**NOTE: Must be completed and interpreted by the health care provider. If titers indicate not immune or equivocal---booster vaccination(s) is/are required.**

1. Measles (Rubeola) Date \_\_\_\_\_  Immune  Not Immune

**If not immune , Booster Vaccine** Dates: 1 \_\_\_\_\_ 2 \_\_\_\_\_ (two doses at least 4 weeks apart)

2. Mumps Date \_\_\_\_\_  Immune  Not Immune

**If not immune, Booster Vaccine** Dates: 1 \_\_\_\_\_ 2 \_\_\_\_\_ (two doses at least 4 weeks apart)

3. Rubella Date \_\_\_\_\_  Immune  Not Immune

**If not immune, Booster Vaccine** Dates: 1 \_\_\_\_\_ 2 \_\_\_\_\_ (two doses at least 4 weeks apart)

4. Varicella (Chicken Pox) Date \_\_\_\_\_  Immune  Not Immune

**If not immune, Booster Vaccine** Dates: 1 \_\_\_\_\_ 2 \_\_\_\_\_ (two doses at least 4 weeks apart)

**IMMUNIZATIONS:**

1. HEPATITIS B      Date #1 \_\_\_\_\_      Date #2 \_\_\_\_\_      Date #3 \_\_\_\_\_

2. POLIO VACCINE      Date #1 \_\_\_\_\_      Date #2 \_\_\_\_\_      Date #3 \_\_\_\_\_

3. TETANUS/DIPHTHERIA/PERTUSSIS VACCINE (TDaP or TD are accepted)

Date \_\_\_\_\_ (Valid only if within the last 10 years)

**TO BE COMPLETED BY HEALTH CARE PROVIDER**

I have completed a health history and physical examination.

In my opinion \_\_\_\_\_ is free of communicable disease and is able to meet the physical and mental demands associated with typical clinical nursing experiences.

is able to participate in clinical nursing experiences without restrictions.

is able to participate in clinical nursing experiences with the following restrictions:

Restrictions: \_\_\_\_\_  
\_\_\_\_\_

**Health Care Provider Information:**

Name (printed) \_\_\_\_\_ Credentials \_\_\_\_\_

Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_ License # \_\_\_\_\_ State \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

**NOTE: DUE NO LATER THAN JUNE 30 AS PART OF YOUR COMPLETED COMPLIANCE PACKET.**

Revised Fall 2010

THE PENNSYLVANIA STATE UNIVERSITY SCHOOL OF NURSING

ANNUAL HEALTH EXAMINATION

**NOTICE:** All sections must be completed and form signed.

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_ PSU ID# \_\_\_\_\_

Date of Birth \_\_\_\_\_ Email Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

**TB STATUS:**

***Tuberculin Skin Test (Required Annually)***

Date \_\_\_\_\_ Results:  Negative  Positive

**If Positive TST:**

Chest X-Ray Date \_\_\_\_\_  
Results \_\_\_\_\_

Isoniazid Prophylaxis:  No  Yes Dates \_\_\_\_\_

Are any of the following symptoms present: persistent cough, hemoptysis, night sweats, weight loss, or persistent fatigue?  
 No  Yes

Comments: \_\_\_\_\_

---

**Health Care Provider Administering & Interpreting TST Results Must Provide the Following Information:**

\_\_\_\_\_  
(Health Care Provider Printed Name) (Credentials)

Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_ License # \_\_\_\_\_ State \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

**NOTE: DUE NO LATER THAN JUNE 30 AS PART OF YOUR COMPLETED COMPLIANCE PACKET.**

Revised Fall 2010

## **Health Insurance Requirement for Students Enrolled in Clinical Courses**

Students may be asked to provide proof of current health insurance by some clinical agencies before being permitted to provide care for patients in that agency. Failure to provide proof of health insurance can result in failing to meet clinical requirements. Students have the option of enrolling in the Penn State insurance plan, maintaining a private insurance policy, or, if eligible, continuing under a parent's or spouse's coverage. Students must retain proof of health insurance so that it is available if needed. **Students are responsible for all costs related to emergency or follow-up care associated with any injury sustained while on clinical that is not covered by their health insurance.**

## **Malpractice Requirements for Students Enrolled in Clinical Courses**

All clinical facilities require that students carry current malpractice insurance. A copy of the malpractice policy must be provided to your campus Nursing Records Office. Student records are audited prior to clinical courses to assure policy currency. The minimal malpractice insurance requirement is \$1,000,000/\$6,000,000 (see nursing web site for company contact information at: [www.hhdev.psu.edu/nurs/undergrad/index.html](http://www.hhdev.psu.edu/nurs/undergrad/index.html)).

## **Cardiopulmonary Resuscitation (CPR) Requirements for Nursing Clinical Rotations**

Students in the Associate of Science in Nursing (AS) program are required to have current training in CPR prior to beginning any nursing course with a clinical component. The CPR training required must be at the Basic Life Support (BLS) level for health care providers. BLS includes CPR for the infant and child, and one-person and two-person CPR for the adult.

A copy of a card indicating satisfactory completion of CPR training at the appropriate BLS level must be kept on file in the School of Nursing Student Academic Affairs. Accredited agencies providing BLS training include:

- American Heart Association: Health Care Provider Course (2-year certification)

**Students will not** be permitted to attend any clinical rotations without the appropriate CPR training recorded in their file.

## Child Abuse History and Criminal Record Check

The Pennsylvania State University's School of Nursing maintains child abuse and criminal background clearance policies and procedures to assure the safety of the public receiving services of students and to meet requirements of the agencies where students complete clinical requirements.

Penn State Nursing students are required to have Pennsylvania Child Abuse History Clearance (Act 151) and Pennsylvania Criminal History Clearance (Act 34) and **annually** (due June 30), while the student is enrolled in clinical nursing courses. Out of state students are required to obtain clearances for their state of residence and Pennsylvania (state doing clinical). If the resident state and clinical state are the same then only one clearance is needed (e.g., Pennsylvania residents). The student is responsible for all fees associated with the clearance checks and for providing the School of Nursing with documentation that the clearance checks were completed. Appropriate documentation must be kept on file in the School of Nursing's Office of Academic Affairs. Progression in Penn State's nursing programs may be dependent upon clear child abuse and criminal background checks (see nursing web site at: <http://www.hhdev.psu.edu/nurs/undergrad/index.html>).

All program decisions related to child abuse and criminal clearance are consistent with the recommendations of the National League of Nursing, The Commonwealth of Pennsylvania, Department of State, Bureau of Professional and Occupational Affairs, and the State Board of Nursing. These include but are not limited to the following:

- 1 Students are required to provide a **Pennsylvania Child Abuse History Clearance** (Act 151) and a **Pennsylvania Criminal History Clearance** (Act 34) each year during which a clinical course is taken. CertifiedBackground.com performs all criminal history clearances and the Pennsylvania Child Abuse History Clearance forms are available at <http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/DPWchildabuse.pdf> or the School of Nursing's website at <http://www.hhdev.psu.edu/nurs/undergrad/index.html>.
- 2 Students are required to provide a **Federal Criminal Clearance** (Act 73) Required annually during which a clinical course is taken in which the student comes in contact with children.
- 3 All clinical facilities have the right and/or responsibility to preclude students who have a history of child abuse or criminal activity from the facility. If experience in such a facility is required to achieve the clinical objectives, the student will not be able to complete the required course.
- 4 Even if there are multiple course sections and the student is able to have clinical experience for the course at another agency and thus complete the program, the student should know that the State Board may deny licensure based on the applicant's child abuse or criminal history. Students also should know that if the student does become licensed, various laws may preclude the individual from employment in a wide variety of settings.

- 5 In addition, students should be aware of the following State Board of Licensure policy:

To determine whether an applicant with a criminal record will be permitted to take the examination, the Board will review the facts of the applicant's case including the type of conviction(s), the length of time that has elapsed since the conviction(s), whether or not drugs were involved, whether the crime could be classified as one involving moral turpitude, etc. Generally, the less egregious the crime, the greater the amount of time that has elapsed since the offense, the more persuasive the evidence than an individual can practice nursing with reasonable skill and safety and that there is a low likelihood of recidivism, the greater the chance of receiving approval to take the licensure examination.

- 6 In the past the Board has concluded that an *indicated* report of child abuse is evidence that an applicant is not of good moral character.

### **Unsuccessful Clearance Procedures**

#### **Child Abuse**

#### **Procedure for Unsuccessful "Child Abuse Clearance"**

If the student clearance returns "Indicated"

1. A meeting between the student and Campus Coordinator will be arranged by the Campus Coordinator.
2. At the meeting, the policy will be reviewed and a plan will be developed, which will include obtaining clinical agency permission for the student to practice in their facility and may include referral for career counseling based on the implications of the report and if the student cannot meet all course/program requirements.
3. Documentation of the meeting will be placed in the student's file.

If the student clearance returns "Founded":

1. A meeting between the student, Campus Coordinator, Associate Dean for Undergraduate Programs and Outreach, and the Dean of the School of Nursing will be arranged by the Campus Coordinator.
2. Meeting will include discussion of policy and a plan will be developed, which will include obtaining clinical agency permission for the student to practice in their facility and may include referral for career counseling if the student cannot meet all course/program requirements.
3. Documentation of the meeting will be placed in the student's file.

## **Criminal (PA or Federal)**

### **Procedure for Unsuccessful “Criminal Clearance”**

If the student clearance returns as “Summary”:

1. A meeting between the student and Nursing Program Coordinator will be arranged by the Campus Coordinator.
2. Meeting will include discussion of policy.
3. Documentation of the meeting will be placed in the student’s file.

If the student clearance returns as “Misdemeanor”:

1. A meeting between the student and Nursing Program Coordinator.
2. Meeting will include discussion of policy and a plan will be developed, which will include obtaining clinical agency permission for the student to practice in their facility and may include referral for career counseling if the student cannot meet all course/program requirements.
3. Documentation of the meeting will be placed in the student’s file.

If the student clearance returns as “Felony”:

1. A meeting between the student, Nursing Program Coordinator, Associate Dean of Undergraduate Programs and Outreach, and the Dean of the School of Nursing will be arranged by the Campus Coordinator.
2. Meeting will include discussion of policy and a plan will be developed, which will include obtaining clinical agency permission for the student to practice in their facility and may include referral for career counseling if the student cannot meet all course/program requirements.
3. Documentation of the meeting will be placed in the student’s file.

Approved: AS Council 11/02

## **Impaired Student Nurse Policy**

### **I. POLICY**

The intent of this Policy is to offer assistance to those who are in need, while sending a clear message that all students enrolled in the School of Nursing (“SON”) at The Pennsylvania State University (“The University”) are strictly prohibited from possessing or being under the influence of alcohol or illegal drugs while engaged in any Clinical Activities.

### **II. STATEMENT OF PURPOSE AND INTENTION**

- A. Students enrolled in the SON at the undergraduate and graduate level engage in clinical rotations and training on the campus of The University and at various types of health care facilities, including, but not limited to, University skills or simulation

laboratories, hospitals, private practice offices, long-term care facilities, clinics, schools and community agencies.

- B. Drug and alcohol use may adversely affect the educational process and the quality of care provided by students in the clinical setting. Drug and alcohol use may also pose serious safety and health risks to the student, patients and others.
- C. The University and the SON require all nursing students engaged in Clinical Activities be free from the influence of illegal drugs and alcohol.
- D. This Policy is enacted in accordance with a position statement on the subject of substance abuse in nursing education published by the American Association of Colleges of Nursing, and also with the standards set forth in Pennsylvania's Professional Nursing Law (63 P.S. § 224, *et. seq.*).

### III. DEFINITIONS

- A. "Alcohol" means beer, wine and all forms of distilled liquor containing ethyl alcohol.
- B. "Clinical Activities" shall refer to those duties or activities required of SON students, whether on the campus of The Pennsylvania State University or at an outside Host Facility, which involve direct patient care or interaction with a patient or research subject for purposes of medical care, treatment, or testing, and/or as part of a Clinical Program.
- C. "Clinical Program" shall refer to the assignment of SON students to health care facilities, University skills or simulation laboratories, etc., for the purpose of gaining practical experience and/or engaging in patient care, in fulfillment of degree or course requirements.
- D. "Drug" means any substance that has known mind or function-altering effects on a human subject (i.e. psychoactive substances), including, but not limited to, substances controlled by State or Federal laws.
- E. "Drug Paraphernalia" means all equipment, products, and materials of any kind, which are used for injecting, ingesting, inhaling or otherwise introducing a drug into the human body. This includes, but is not limited to, all equipment, products and materials prohibited or controlled by State or Federal laws.
- F. "Host Facility" shall mean any place other than a campus of The Pennsylvania State University where a student is engaged in Clinical Activities in fulfillment of degree or course requirements, including but not limited to health care facilities, hospitals, physician offices, long-term care facilities, clinics, schools and community agencies.
- G. "Student" is an undergraduate or graduate student enrolled in the SON.
- H. "Supervisor" is the person assigned to oversee a student while engaged in performance of a Clinical Program and/or while engaged in Clinical Activities. This person may be a

professor or instructor in the SON, or an employee of the facility at which a Clinical Program takes place.

Note: Defined terms are capitalized herein.

#### IV. DRUG AND ALCOHOL POSSESSION AND USE

A. Prohibitions. Except as provided in paragraph C below:

1. No Student engaged in Clinical Activities shall use, consume, transport, promote or sell Alcohol, Drugs or Drug Paraphernalia while on the site of a Clinical Program, or while engaged in Clinical Activities.
2. No Student may report to the premises of a Clinical Program or remain on duty, or engage in any Clinical Activities, while under the influence of or impaired by Alcohol or Drugs, to any degree. This is a **zero** tolerance policy.
3. This policy is not directly applicable to Students who are in traditional classroom / lecture situation; however, all Students of The University are prohibited from being under the influence of Alcohol or Drugs while taking part in on-campus activities and violations of this nature may be subject to sanctions under the Student Code of Conduct and/or other University or SON rules and regulations.

B. Exceptions. The following circumstances may constitute exceptions to this Policy:

1. Prescribed and over-the-counter drugs. The use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia is not prohibited by this Policy, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the Student's Clinical Activities.
2. Legitimate distribution of medications. The prohibitions set forth in this Policy does not apply to legitimate distribution of medication as may be an assigned duty in a clinical program.

C. Students who participate in Clinical Programs at outside facilities are subject to the rules and regulations of the Host Facility. This may include drug and/or alcohol testing. Testing for illegal drugs or alcohol may be required by the Host Facility prior to commencement of a clinical program, on a random basis, following an accident, or upon observation of conduct which may be indicative of drug or alcohol use. Neither The University nor the SON has control over the manner in which testing is carried out by a Host Facility. If a test indicates the presence of illegal drugs or alcohol, and if the test results are provided to the SON, this information will be utilized in the manner set forth herein.

## V. PROCEDURES

- A. Failure to cooperate with the procedures set forth herein may result in termination of a Student's clinical program, which will carry with it serious consequences for the Student's ability to complete his or her course of study in the SON.
- B. In order to assure compliance with this Policy and as a condition of continuing to participate in Clinical Activities and/or a Clinical Program, Students are required to cooperate with the procedures outlined herein, including Drug and Alcohol testing. Such tests may be administered upon a finding of reasonable suspicion that a Student has used Drugs or Alcohol while engaged in Clinical Activities. Reasonable suspicion shall be determined by the Supervisor, based upon various factors, including but not limited to observation of signs or symptoms commonly associated with intoxication, such as: impaired mental ability, inability to maintain balance, odor of alcohol, boisterous or slurred speech, drowsiness, dilated pupils, staggering, awkward movements or erratic behavior. In making a determination of reasonable suspicion, the Supervisor may take into account observations of lay persons, other staff or faculty of the SON and/or health care professionals.
- C. When a finding of reasonable suspicion is made, the following steps will be implemented by the SON.
  - 1. The Supervisor shall instruct the Student to leave the clinical area and will address the Student in private to discuss the behavior(s) observed. The Supervisor will specifically inquire about whether the Student has used Drugs or Alcohol and if so, the details of such use. The Supervisor shall consult with the Campus Nursing Program Coordinator, as practicable, and shall make a determination as to whether to refer the Student for Drug and Alcohol testing.
  - 2. If the Supervisor and/or Campus Nursing Program Coordinator decides to send the Student for testing, the Student shall be notified that he or she will be tested for the presence of Drugs and/or Alcohol. A Student who refuses to undergo testing shall be presumed to have violated this policy. Transportation to the location for testing and to the Student's home afterward will be arranged by the SON. The Student will be accompanied by a SON representative at all times throughout the testing process.
  - 3. Tests shall be accomplished via urine sample, or other reliable method. The testing process will be carried out pursuant to the testing protocols of the University's Office of Occupational Medicine. Samples shall be collected by the University's Office of Occupational Medicine, the Mount Nittany Medical Center, or other appropriate collection site. A split sample shall be collected.
  - 4. Test results will be interpreted by the University's Medical Review Officer, who shall verify documentation of appropriate chain of custody and shall make the determination of whether a test is positive for the presence of Drugs or Alcohol. A

negative result on a test will not necessitate further testing and no further action shall be taken. In the case of a positive test, the Student shall be contacted by the Medical Review Officer, who shall determine whether there is any legitimate explanation for the positive test. If no legitimate explanation can be verified by the Medical Review Officer, the Student shall be given the option of having the second sample tested, at the expense of the Student. If testing of the second sample yields a negative result, no further action shall be taken. The Medical Review Officer shall advise the Associate Dean of the SON of testing results

5. The University will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to Student Drug and Alcohol testing.
  6. The Supervisor will prepare a written report documenting the observed Student behaviors and submit same to the Campus Nursing Program Coordinator and the Associate Dean of the SON.
- D. A Student who has been sent for a Drug and Alcohol test shall be suspended from participation in Clinical Activities until the results are returned. Test results shall be provided by the Medical Review Officer to the Associate Dean of the SON. If the results are negative, the Student shall be permitted to resume his or her regular Clinical Activities immediately. If the test results are positive for the presence of Drugs or Alcohol, or if the Student refused to submit to testing, the following steps shall be followed.
1. A meeting will be held, within a reasonable period of time, with the Student, the Supervisor involved and the Campus Nursing Program Coordinator to discuss the incident, allow all parties to provide any relevant information, and to discuss sanctions and/or academic consequences related to the alleged violation. Sanctions may include suspension from all Clinical Programs, a failing grade for a given course, or for repeat offenders, dismissal from the SON.
  2. The Student will execute a written agreement to seek an initial drug and alcohol consultation at Counseling and Psychological Services (CAPS) and/or a drug and alcohol evaluation with a certified or licensed professional capable of providing this service. The Student must sign an informed consent form to allow release of the evaluation results to be provided to the Associate Dean of the SON. The Student shall be required to follow any treatment plan which may be recommended as a result of the substance abuse evaluation. Refusal to undergo substance abuse evaluation or failure to comply with any recommended treatment may result in the Student's dismissal from the SON. Following successful completion of any such treatment plan and/or upon certification by an appropriate substance abuse counselor that the Student is fit to return to Clinical Activities, the Student shall be permitted to resume full participation in the SON curriculum.
  3. The fact of a positive test result shall be conveyed by the SON to the Office of Judicial Affairs for evaluation of whether the behavior has violated the Student Code of Conduct. The Office of Judicial Affairs will investigate and process the matter in

accordance with standard University procedures and the Student Code of Conduct. The Designee or staff from the Office of Judicial Affairs will investigate the allegation and when it appears that a violation may have occurred, the Student will be subject to the University's disciplinary process. The SON will be notified of the outcome of this process.

## VI. APPEALS

- A. A Student may appeal any aspect of the application of this policy by sending a written statement of the basis for the appeal to the Associate Dean of the SON, within ten (10) days after the action which is being appealed. The Student's written appeal shall succinctly set forth the basis for the appeal, with supporting documentation, as appropriate.
- B. Within a reasonable period of time after the filing of an appeal, the Associate Dean of the SON shall convene a meeting with the Student in an attempt to amicably resolve the matter. If no resolution can be reached, the Associate Dean of the SON shall convene a hearing committee, consisting of three (3) faculty members from the SON, one of whom shall serve as committee chair. The hearing shall be convened as soon as practicable. The following rules shall apply to the hearing:
1. The purpose of the hearing is one of fact finding.
  2. The committee shall have full authority to conduct the hearing in a manner that is fair, efficient, and respectful.
  3. Formal rules of evidence do not apply, but irrelevant, immaterial or unduly repetitious evidence may be excluded at the discretion of the committee.
  4. In light of the nature and spirit of the proceeding, representation by legal counsel is prohibited.
  5. The hearing shall be closed, meaning that no one beyond the persons involved in the hearing will be admitted.
  6. Participants shall include the Student and the Supervisor who observed or was involved in the incident in question. Others with knowledge of the circumstances in question may be permitted to participate, with the permission of the chair of the committee.
  7. The Supervisor will address the committee first, followed by the Student. The committee may ask questions of the Supervisor and the Student. The Supervisor or faculty member and the Student may also ask questions of each other, in a polite and respectful manner.
  8. Requests for additional information may be made by the committee to the faculty member and the Student
  9. At the conclusion of the hearing, the committee shall dismiss the participants and deliberate in private. The committee members shall then vote on the outcome of the hearing, with each member having one vote. The chair of the committee will inform the Student of committee's decision within one business day after the hearing.
  10. The decision of the committee shall be final.

## VII. REINSTATEMENT TO CLINICAL PROGRAM / ACTIVITIES

- A. As a condition for being considered for reinstatement to a Clinical Program and/or participation in Clinical Activities, Students must consent to release to the SON the findings, reports and/or recommendations of any drug and alcohol counselors, physicians, psychiatrists, psychologists, etc. as well as the outcome of any actions undertaken by the Office of Judicial Affairs.
- B. A Student who has been removed from a Clinical Program for a violation of this Policy shall be permitted to return to upon fulfillment of the following conditions:
  - a. Expiration of any academic suspension or disciplinary suspension.
  - 2 Written documentation of successful completion of all drug and alcohol services recommended or any recommendations by the Office of Judicial Affairs.
  - 3 Agreement to voluntarily participate in random Drug or Alcohol screening, the cost of which must be paid by the Student.
- C. A Student's return to any Clinical Program at a non-Penn State Host Facility will be contingent upon re-acceptance by the Host Facility.

## VIII. ASSISTANCE TO STUDENTS WITH DRUG OR ALCOHOL PROBLEMS

Students with drug or alcohol problems, whether or not engaged in Clinical Activities, are encouraged to voluntarily seek assistance through University's Center for Counseling & Psychological Services. Professors, instructors and advisors in the SON will assist Students with referrals, as requested.

Revised Fall 2009

### Cell Phone Policy

The use of cellular telephones in the clinical setting is prohibited. Clinical settings include all environments utilized in any of the clinical courses: skills laboratory, acute care facilities, sub-acute care and rehabilitation facilities, long-term care facilities, clinics and physician offices, and community resources (*i.e. Easter Seals, Head-Start, etc.*).

Permission to carry cell phones on vibrate for emergency contacts is up to the discretion of the clinical instructor. Any student wishing to request special permission must discuss their situation with their clinical instructor prior to attending clinical.

The recommendation is that cell phones should not be stored in backpacks, coats, lockers, etc. that are not in secured areas since that increases the risk of theft of the cell phone and other personal items. The safest storage area for cell phones is locked in the student's vehicle during clinical hours.

Students violating the Cell Phone Policy will be remediated accordingly.

Approved 02/08

## **Post-Surgical Return to Clinical**

Students enrolled in clinical courses who require surgery must provide verification from a physician that return to clinical activities without restrictions will not impact their recovery. In addition, any student who has a cast or must use crutches, etc., will be required to follow the clinical institution's policy.

Approved: 10/09

## **Student Pregnancy Policy**

For the safety of the pregnant student, she should be aware of potential risks related to some learning experiences, such as, but not limited to communicable disease(s), strenuous activity, toxic substances including radiation, and the potential for bodily harm. The student should consult with her faculty member prior to the clinical experience to be made aware of any clinical agency policies related to pregnant individuals such as not entering where radiation therapy is being administered. Neither The Pennsylvania State University nor its affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or a pregnant student.

Approved 11/04

## **Infectious Disease Policy**

### **Clinical Agencies**

Clinical agencies utilized by the School for clinical practice experiences are to have written infection control plans designed to minimize or eliminate exposure to infectious disease.

The clinical agency's infection control plan shall include:

A schedule and method of implementing the infection control plan.

A schedule for reviewing and updating the plan to reflect significant changes in tasks, policies, and procedures.

A method of dealing with and documenting occupational exposure.

Clinical agencies are required to make the infection control plan available to the School's administration for examination and copying.

### **Standard Precautions and Isolation Practices**

All students will follow standard precautions and second tier isolation practices as defined by the CDC and the agency policy and procedures to minimize exposure to infectious disease.

### **Accidental Exposure Post Exposure and Follow-up**

Clinical agencies utilized by the School for clinical practice experiences are to have written post exposure plans including follow-up of the exposed faculty or student including antibody or antigen testing, testing of the source patient, counseling, illness reporting, and safe and effective post-exposure prophylaxis, according to standard CDC recommendations and Pennsylvania State Law.

In the event of significant exposure to blood or body fluid, defined by the CDC as: “a percutaneous injury (e.g., needle stick or cut with a sharp object) or contact of mucous membrane or nonintact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis) with blood, saliva, tissue, or other body fluids that are potentially infectious”, the nursing student will:

1. immediately wash or rinse(if mucous membrane) the exposed area thoroughly
2. report the incident to the clinical instructor

The clinical instructor will:

1. Report the incident immediately to the appropriate representative at the clinical facility
2. Facilitate completion of the steps for follow up as outlined by the policies and procedures at the clinical facility.

Note: All testing and or treatment after exposure will be at the student’s expense.

11/06

### **Transportation to Clinical Site Policy**

All nursing majors have clinical experiences in a variety of settings that will require travel to a clinical site. The School of Nursing requires that students assume responsibility for providing their own transportation to and from the clinical site. The use of a car and/or car pooling is a necessity.

### **“Registration Not Complete” Status Policy**

All students in “**Registration Not Complete**” status must resolve issues before the first day of clinical or the 10<sup>th</sup> day after classes begin whichever comes first. Students who do not complete registration will not be able to remain in nursing clinical courses. University policy on completing registration can be found at [http://www.registrar.psu.edu/registration/completing\\_registration.cfm](http://www.registrar.psu.edu/registration/completing_registration.cfm)

### **Clinical Section Scheduling Policy**

- Students may **not** register for more than two required clinical nursing courses **per semester**.
- Students may **not** register for more than one required clinical **per day**. Back-to-back clinical on the same day are not permitted because of the educational and safety concerns associated

with long hours.

**ATTENTION: Course times and days may be changed as late as the first day of class.**

### **Clinical Cancellation (Snow) Guidelines**

- a. Penn State's decision to delay or cancel classes is almost always because of hazardous travel conditions. Decisions are campus specific (e.g. cancellation of classes at Behrend but not University Park).
- b. If your campus cancels classes the day/night before clinical, then clinical should be cancelled.
- c. If faculty and students are at the clinical facility when the campus classes are cancelled, then the instructor should decide, based on weather/travel condition, whether clinical should be cancelled. If weather conditions are deteriorating, then travel safety should dictate your decision.
- d. If the Campus has not cancelled classes, clinical may be cancelled if hazardous travel conditions exist.

Note: Faculty should be evaluating the weather and travel situation related to their specific clinical facility/location and have a student notification process in place.

- e. Faculty should inform students to use their own best judgment in traveling when clinical is not cancelled. Faculty cannot know all weather/travel conditions if the student is traveling from outside the immediate area.
- f. Faculty may consult with their Campus Coordinator, the Associate Dean, or the Dean in making the decision for clinical cancellation.
- g. Bottom line—Safety First!

### **Student Dress Code Policy**

The School of Nursing has adopted the following dress code guidelines for students while in the clinical setting:

- Students must purchase uniforms from the School's designated uniform vendor.
- Various combinations of shirts and navy pants may be worn. **ONLY** registered nurse students may wear an all white uniform.
- Plain white or navy tee shirts may be worn under current uniform.
- Lab coats must be ordered through the School of Nursing's vendor. Lab coats have the Pennsylvania State University shield above the breast pocket. When in the hospital setting for purposes other than patient care, students must **NOT** wear PSU student uniforms.
- A name pin and PSU photo ID should be worn and visible. The student's given first name and last name with PSSN (Student Nurse) following will appear on the top line and "Penn State University" on the second line. Name pins must be purchased from a designated campus vendor.

- Shoes must be white, preferably a nurse shoe. Students are advised not to purchase clogs or crocs because they are prohibited in some institutions. However, a white leather athletic shoe may be worn. High-top athletic shoes may not be worn. The shoe of choice may not have any openings.
- White hose without patterns are to be worn by females when wearing skirts. White socks without patterns or decorations may be worn with slacks.
- Sweaters may be worn and must be cardigans, either navy or white (as ordered from the vendor).
- In the clinical area, the following is **not** acceptable: strong perfume or aftershave colognes, acrylic nails, dark colored nail polish, dangling earrings, bracelets, necklaces, and rings (other than wedding bands). Tattooing needs to be concealed. No obvious body piercings except ears (limited to one pair of earrings). Heavy makeup should be avoided. Finger nails must be short and hair must be neatly worn off the collar. Male students should be clean shaven or have neatly trimmed beards or mustaches. Large ornamental hair attachments are not considered proper when in uniform. Chewing gum during the clinical experience is not acceptable.
- Students involved in clinical courses such as family, community mental health, and at times nursing care of children shall wear appropriate street attire as defined by the faculty and/or facility. Blue jeans, sweat shirts, sweat pants, tank tops, t-shirts, halter tops, shorts, and tight or revealing clothing may not be worn. The name pin must be visible at all times.

**Note:** Additional requirements related to attire or behavior in the hospital or other clinical areas may be made by any faculty member responsible for class or clinical instruction (e.g. some religions do not allow women to wear pants). Violations of the dress code may result in the student being asked to leave the clinical area. Also, dress code violations will be reflected in the student's clinical evaluation.

Approved: Summer 2008

Revised: Summer 2009

## **Clinical Failure Policy**

At the completion of the semester, a student who receives an unsatisfactory clinical performance rating in the final clinical evaluation on any one (1) criterion measured by the *Student Clinical Performance Evaluation* tool is deemed unsafe or inadequate in the application of knowledge that is expected at the course level. This unsatisfactory rating will then denote clinical failure and subsequent course failure for the student.

A student who fails a clinical course may repeat the clinical once if they have not failed any other courses outlined in the School of Nursing Progression Policy.

## **Guidelines for Using the Clinical Evaluation Tool**

- Faculty must address every objective on the *Student Clinical Performance Evaluation* tool, none may be left blank. Faculty are to review the course objectives and consult with other faculty in the same course to be sure that they are all interpreting the evaluation objectives similarly and in relation to the course objectives. The category “not observed” is to be utilized only if the individual evaluation objectives are interpreted to lie outside of the course objectives.
- Faculty are encouraged to include both positive and negative anecdotes in the comment sections of the evaluation tool. Both comments and anecdotal are to be dated.
- Faculty members must substantiate all failing grades with anecdotal information in the comment section.
- When a student receives a failing grade in any objective, the faculty member must identify measurable behaviors the student must demonstrate in order to bring the grade up to a passing level. A remediation plan to meet these objectives will be jointly prepared by the faculty member and the student. The faculty member and student must both sign the plan and it must be attached to the evaluation form.
- In the mid-semester and final evaluation sections of the tool, the faculty member must identify the strengths and weaknesses of the student. These comments must pertain to the listed objectives. Faculty members are to identify those students who are minimally meeting the clinical objectives of the course in these written sections, both for the benefit of the students and the benefit of other faculty members who may have cause to review the evaluations in the future.
- It is not necessary to wait until the mid-semester or final evaluation to identify areas of deficiency and initiate remediation plans. Faculty are encouraged to meet with students and develop remediation plans at any point in the semester. Such interactions are to be documented on remediation plans and attached to the evaluation form.
- In the event that the existing objectives fail to address specific course and/or clinical objectives, it is acceptable for faculty to attach an addendum with a few additional objectives, organized using the categories and format of the current tool. Faculty members will distribute all additional course-specific objectives to students at the beginning of the semester.

PENNSYLVANIA STATE UNIVERSITY  
SCHOOL OF NURSING

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 111S US/IL

Name \_\_\_\_\_

**Mid-Course Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Passing\_\_ Failing\_\_

**Final Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Pass\_\_ Fail\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

***Definition of Clinical Grades:***

P = Pass

***Passing clinical performance*** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

***Failing clinical performance*** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

***Criteria for Passing Clinical:***

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

***Remediation Plans*** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 09/10

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>1. Identify the following basic concepts related to the individual: adaptation, basic development, basic needs, communication, diversity ,life span development, and relationships.</b>						
a. List developmental, psychosocial and influences on health care needs						
b. Consider client’s psychosocial needs and expectations related to health care						
c. Identify relevance of developmental level of assigned clients						
d. Assist the client/family to adapt to health alterations						
e. Identify therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>2. Identify the individuals’ unique physical and personal factors that contribute to a safe, therapeutic environment.</b>						
a. Demonstrate knowledge to provide safe care to assigned client						
b. Administer nursing care safely, accurately, and without omissions						
c. Maintain client privacy and confidentiality						
d. Maintain client dignity and self-respect						
e. Identify significance of laboratory and/or diagnostic data to nursing care						
f. Report pertinent client care information in a timely manner						

Mid-Course Comments:

Final Comments:

Revised 09/10

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>3. Describe basic concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing.</b>						
a. Provide basic nursing care based on scientific knowledge						
b. Perform nursing skills based on scientific principles						
c. Respond to clients in a professional and therapeutic manner						
d. Communicate clearly and accurately in speaking and writing						
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
f. Prepare for assigned clients						
g. Seek opportunities for learning experiences						
h. Recognize ability to administer nursing care in the health care setting to assigned client						
i. Document pertinent, objective, accurate, concise & legible data						
j. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>4. Provide basic care to clients applying the nursing process and be sensitive to different cultural values, traditions, beliefs, and customs</b>						
a. Completes a culture assessment to gather significant information to plan nursing care.						
b. Modifies the plan of care to meet the cultural and diversity need of the client						
c. Maintains client dignity and respect as it relates to the diversity of the clients' cultural values, traditions, beliefs, and customs						
d. Interprets the meaning of client behaviors, verbal and non-verbal communication to deliver culturally congruent care						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 09/10

5. Recognize research as a theoretical basis for the use of the nursing process.	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
a. Collect data to develop plan of care						
b. Identify the relevance of assessment findings to identify nursing diagnoses						
c. Identify knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						
d. Provide basic plans of care for assigned clients						
e. Select relevant nursing diagnoses appropriate to client's problems						
f. Identify desired outcomes of client care						
g. Plan nursing interventions to provide for client's basic needs						
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 09/10

**THE PENNSYLVANIA STATE UNIVERSITY**  
**Associate of Science in Nursing Program**

**REMEDICATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 111S  
US/IL.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objectives of NURS 111S  
US/IL and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

Revised 05/06

PENNSYLVANIA STATE UNIVERSITY  
SCHOOL OF NURSING

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 112

Name \_\_\_\_\_

**Mid-Course Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Passing\_ Failing\_\_

**Final Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Pass\_\_ Fail\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

**Definition of Clinical Grades:**

P = Pass

**Passing clinical performance** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

**Failing clinical performance** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

**Criteria for Passing Clinical:**

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

**Remediation Plans** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 05/06

1. Identify select, common health patterns and related alterations in function.	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
a. List developmental, psychosocial and multicultural influences on health care needs						
b. Consider client's cultural/psychosocial needs and expectations related to health care						
c. Identify developmental level of assigned clients						
d. Assist the client/family to adapt to health alterations						
e. Identify therapeutic techniques in the clinical setting						
f. Demonstrate knowledge to provide safe care to assigned client						
g. Administer nursing care safely, accurately, and without omissions						
h. Report pertinent client care information in a timely manner						
i. Maintain client privacy and confidentiality						
j. Maintain client dignity and self-respect						
k. Recognize laboratory and/or diagnostic data to nursing care						
l. Identify medication actions, side effects, interactions, and effectiveness						
m. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>2. Recognize research as a theoretical basis for the use of the nursing process.</b>						
a. Identify knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>3. Utilize the nursing process in developing a plan of care for select clients in a structured environment.</b>						
a. Collect data to develop plan of care						
b. Identify relevance of assessment findings to identify nursing diagnoses						
c. Provide basic nursing care based on scientific knowledge						
d. Perform nursing skills based on scientific principles						
e. Respond to clients in a professional and therapeutic manner						
f. Communicate clearly and accurately in speaking and writing						
g. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
h. Prepare for assigned clients						
i. Seek opportunities for learning experiences						
j. Recognize ability to administer nursing care in the health care setting to assigned client						
k. Document pertinent, objective, accurate, concise & legible data						
l. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						

m. Accept guidance, supervision and constructive criticism						
n. Provide basic plans of care for assigned clients						
o. Select relevant nursing diagnoses appropriate to client's problems						
p. Identify desired outcomes of client care						
q. Plan nursing interventions to provide for client's basic needs						
r. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
s. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Revised 5/06

**THE PENNSYLVANIA STATE UNIVERSITY**  
**Associate of Science in Nursing Program**  
**REMEDIATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 112.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objectives of NURS 112 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

Revised 05/06

**PENNSYLVANIA STATE UNIVERSITY  
SCHOOL OF NURSING**

**STUDENT CLINICAL PERFORMANCE EVALUATION**

**NURS 113**

Name \_\_\_\_\_

**Mid-Course Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Passing\_\_ Failing\_\_

**Final Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Pass\_\_ Fail\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

***Definition of Clinical Grades:***

P = Pass

***Passing clinical performance*** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

***Failing clinical performance*** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

***Criteria for Passing Clinical:***

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

***Remediation Plans*** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>1. Describe concepts related to childbearing families: life span development, basic health needs, communications, relationships, adaptation and diversity.</b>						
a. Describe developmental, psychosocial and multicultural influences on health care needs						
b. Consider client's cultural/psychosocial needs and expectations related to health care						
c. Utilize the developmental level of clients in the delivery of care						
d. Support client and family in a professional and therapeutic manner						
e. Utilize therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>2. Evaluate physical and personal factors as they contribute to a safe, therapeutic environment for childbearing families.</b>						
a. Demonstrate knowledge to provide safe care to assigned client						
b. Administer nursing care safely, accurately, and without omissions						
c. Maintain client privacy and confidentiality						
d. Maintain client dignity and self-respect						
e. Recognize relevance of laboratory and/or diagnostic data to nursing care						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
f. Identify medication actions, side effects, interactions and effectiveness						
g. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	N.O	P	F
<b>3. Describe common health patterns, and alterations in function for select childbearing families.</b>						
a. Identify client health needs to develop teaching plan						
b. List health teaching relevant to assigned client and family						
c. Implement health promotion activities for select clients						
d. Identify client's stressors and coping mechanisms						
e. Assist the client and family to adapt to health alterations						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>4. Apply concepts related to the role of the Associate of Science in Nursing as provider of care, manager of care, and member within the discipline of nursing while providing care to the childbearing family.</b>						
a. Provide nursing care based on scientific knowledge						
b. Perform nursing skills based on scientific principles						
c. Communicate clearly and accurately in speaking and writing						
d. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
e. Prepare for assigned clients						
f. Assertively seeks opportunities for learning experiences						
g. Demonstrates ability to administer nursing care in the health care setting to assigned client and family						
h. Report pertinent client care information in a timely manner						
i. Document pertinent, objective, accurate, concise & legible data						
j. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>5. Use interpreted research related to specific client situations.</b>						
a. Apply knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>6. Apply the nursing process in developing a plan of care for the childbearing family.</b>						
a. Identify data to develop plan of care						
b. Develop written plans of care for assigned client and family						
c. Select relevant nursing diagnoses appropriate to client's problems						
d. Identify desired outcomes of client care						
e. Plan nursing interventions to provide for client's basic needs						
f. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
g. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Revised 05/06

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 05/06

**THE PENNSYLVANIA STATE UNIVERSITY**  
**Associate of Science in Nursing Program**  
**REMEDIATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 113.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objective of NURS 113 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

Revised 05/06

PENNSYLVANIA STATE UNIVERSITY  
SCHOOL OF NURSING

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 114

Name \_\_\_\_\_

**Mid-Course Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Passing\_\_ Failing\_\_

**Final Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Pass\_\_ Fail\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

**Definition of Clinical Grades:**

P = Pass

**Passing clinical performance** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

**Failing clinical performance** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

**Criteria for Passing Clinical:**

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

**Remediation Plans** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>1. Evaluate physical and personal factors as they contribute to a safe, therapeutic environment for select pediatric clients and their families.</b>						
a. Describe developmental, psychosocial and multicultural influences on health care needs						
b. Consider client's cultural/psychosocial needs and expectations related to health care						
c. Utilize the developmental level of clients in the delivery of care						
d. Support client and family in a professional and therapeutic manner						
e. Utilize therapeutic communication techniques in the clinical setting						
f. Demonstrate knowledge to provide safe care to assigned client						
g. Administer nursing care safely, accurately, and without omissions						
h. Maintain client privacy and confidentiality						
i. Maintain client dignity and self-respect						
j. Recognize relevance of laboratory and/or diagnostic data to nursing care						
k. Identify medication actions, side effects, interactions and effectiveness						
l. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>2. Describe common health patterns and alterations in function for select pediatric clients and families.</b>						
a. Identify client health needs to develop teaching plan						
b. List health teaching relevant to assigned client and family						
c. Implement health promotion activities for select clients						
d. Identify client's stressors and coping mechanisms						
e. Assist the client and family to adapt to health alterations						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>3. Apply concepts related to the role of the Associate of Science in Nursing nurse as provider of care, manager of care, and member within the discipline of nursing while providing care to the childrearing family.</b>						
a. Provide nursing care based on scientific knowledge						
b. Perform nursing skills based on scientific principles						
c. Communicate clearly and accurately in speaking and writing						
d. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
e. Prepare for assigned clients						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
f. Assertively seeks opportunities for learning experiences						
g. Demonstrates ability to administer nursing care in the health care setting to assigned client and family						
h. Document pertinent, objective, accurate, concise & legible data						
i. Report pertinent client care information in a timely manner						
j. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>4. Use interpreted research related to specific pediatric client situations.</b>						
a. Apply knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>5. Apply the nursing process in developing a plan of care for select pediatric clients and families.</b>						
a. Collect data to develop plan of care						
b. Develop written plans of care for assigned client and family						
c. Select relevant nursing diagnoses appropriate to client's problems						
d. Identify desired outcomes of client care						
e. Plan nursing interventions to provide for client's basic needs						
f. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
g. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 05/06

**THE PENNSYLVANIA STATE UNIVERSITY**  
**Associate of Science in Nursing Program**  
**REMEDIATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 114.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objective of NURS 114 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

Revised 05/06

**PENNSYLVANIA STATE UNIVERSITY  
College of Health and Human Development  
SCHOOL OF NURSING**

**STUDENT CLINICAL PERFORMANCE EVALUATION**

**NURS 116**

Name \_\_\_\_\_

Mid-Course Evaluation Date \_\_\_\_\_ Instructor \_\_\_\_\_

Final Evaluation Date \_\_\_\_\_ Instructor \_\_\_\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

***Definition of Clinical Grades:***

P = Pass

***Passing clinical performance*** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

***Failing clinical performance*** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

***Criteria for Passing Clinical:***

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

***Remediation Plans*** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member suggesting resources and activities designed to assist the student to achieve the identified areas for improvement will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

**MID-COURSE**

**FINAL**

<b>1. Describe the pathophysiological processes of illness as they relate to patients cared for in the clinical/patient care environment.</b>	<b>P</b>	<b>F</b>	<b>NI</b>	<b>N.O</b>	<b>P</b>	<b>F</b>
a. Recognizes pathophysiological processes in selected patient care assignments and can relate to patients functional health care needs.						
b. Identifies developmental influences on health care requirements						
c. Identifies psychosocial issues related to health care needs						
d. Identifies cultural needs and expectations as they will impact health care needs.						
e. Demonstrates knowledge to provide safe care to assigned patient						
f. Researches pathophysiological concepts.						
g. Confirms validity of knowledge base with appropriate resources.						
h. Recognizes significance of laboratory and diagnostic tests as related to specific pathophysiological processes.						
i. Identifies medication actions, side effects, interactions and effectiveness specifically in relation to pathophysiological conditions.						
j. Functions safely and effectively in administering medications.						

Mid-Course Comments:

Final Comments:

	<b>MID-COURSE</b>				<b>FINAL</b>	
<b>2. Relate basic concepts of illness when</b>						

<b>using the nursing process and clinical judgment in the clinical/patient care environment.</b>	<b>P</b>	<b>F</b>	<b>NI</b>	<b>N.O</b>	<b>P</b>	<b>F</b>
a. Utilizes knowledge from course textbooks, resources, research, professional literature to provide basic nursing care.						
b. Identifies areas for client/family teaching/learning needs based on known pathophysiological processes and clients unique responses.						
c. Develops relevant health teaching and implements as appropriate.						
d. Enhances and reinforces health promotion activities for clients.						
e. Integrates assessment data to provide basic nursing care.						

Mid-Course Comments:

Final Comments:

	<b>MID-COURSE</b>				<b>FINAL</b>	
	<b>P</b>	<b>F</b>	<b>NI</b>	<b>N.O</b>	<b>P</b>	<b>F</b>
<b>3. Relate basic concepts of illness when providing nursing care in the</b>						

<b>clinical/patient care environment.</b>						
a. Performs nursing skills related to pathophysiological needs of client based on scientific principles.						
b. Integrates basic concepts of illness when providing nursing care.						
c. Identifies client's actual/potential stressors.						
d. Facilitates client and family adaptations to promote attainment of wellness goals.						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	N.O	P	F
<b>4. Apply the nursing process in developing a plan of care for select clients and families.</b>						
a. Collects data to develop plan of care.						
b. Prioritizes relevance of assessment data to identify nursing diagnoses.						
c. Selects relevant nursing diagnoses on which to base care.						
d. Identifies desired outcomes of care.						
e. Plans nursing interventions to achieve outcomes and meet client's needs based on evidenced based practice.						
f. Evaluates effectiveness of nursing care, and client outcome attainment.						
g. Revises as possible plan of care to achieve desired outcomes.						
h. Communicates clearly and accurately in speaking and writing.						
i. Responds to clients and families in a professional and therapeutic manner.						
j. Prepares for clinical experiences and client care.						
k. Seeks opportunities for learning experiences.						
l. Utilizes technology to enhance patient care						
m. Conducts self in a professional manner at all times (demeanor, appearance, timeliness).						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Original: December 2010

**THE PENNSYLVANIA STATE UNIVERSITY  
Associate Degree Program in Nursing**

**REMEDICATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 116.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objective of NURS 116 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

THE PENNSYLVANIA STATE UNIVERSITY  
SCHOOL OF NURSING

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 211

Name \_\_\_\_\_

**Mid-Course Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Passing\_\_ Failing\_\_

**Final Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Pass\_\_\_ Fail\_\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

**Definition of Clinical Grades:**

P = Pass

**Passing clinical performance** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

**Failing clinical performance** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

**Criteria for Passing Clinical:**

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

**Remediation Plans** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>1. Describe wellness-illness concepts of the individual, family and groups within the community related to life-span development, basic medical-surgical health needs, communications, relationship adaptation and diversity to clients with respiratory, cardiovascular, and musculoskeletal dysfunction.</b>						
a. List developmental, psychosocial and multicultural influences on health care needs						
b. Relate client's cultural/psychosocial needs and expectations related to health care						
c. Identify developmental level of assigned clients						
d. Assist the client/family to adapt to health alterations						
e. Utilize therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>2. Analyze the impact of physical, personal, social and group factors that contribute to safe, therapeutic care for select clients, families, and groups within the community who experience respiratory, cardiovascular, and musculoskeletal dysfunction.</b>						
a. Summarize developmental, psychosocial and multicultural influences on health care needs						
b. Utilize client's cultural/psychosocial needs and expectations related to health care						
c. Incorporate the developmental level of clients in the delivery of care						
d. Support client and family in a professional and therapeutic manner						
e. Identify own interpersonal skills in developing therapeutic relationships						
f. Demonstrate knowledge to provide safe care to assigned client						
g. Report pertinent client care information in a timely manner						
h. Administer nursing care safely, accurately, and without omissions						
i. Maintain client privacy and confidentiality						
j. Maintain client dignity and self-respect						
k. Interpret significance of laboratory and/or diagnostic data to nursing care of assigned client						
l. Integrate medication actions, side effects, interactions and effectiveness with plan of care						
m. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>3. Analyze health needs and the actual and potential impact of these needs on the individual, family, and groups within the community for clients with respiratory, cardiovascular, and musculoskeletal dysfunction.</b>						
a. Identify and explain client health needs to develop teaching plan						
b. Develop health teaching relevant to assigned client and family						
c. Enhance health promotion activities for select clients						
d. Identify client's stressors and promote use of positive coping mechanisms						
e. Facilitate the client and family to adapt to health alterations						
f. Perform as a patient advocate when collaborating with the health care team						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>4. Apply concepts related to the role of the Associate of Science in Nursing nurse as provider of care, manager of care, and member within the discipline of nursing for clients with respiratory, cardiovascular, and musculoskeletal dysfunction.</b>						
a. Perform nursing skills based on scientific principles						
b. Interact with clients in a professional and therapeutic manner						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
c. Communicate clearly and accurately in speaking and writing						
d. Communicate with the health care team in the development of the plan of care						
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
f. Prepare for assigned clients						
g. Assertively seeks opportunities for learning experiences to increase knowledge						
h. Recognize & discuss ability to administer nursing care in the health care setting to assigned client						
i. Document pertinent, objective, accurate, concise & legible data						
j. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>5. Demonstrate the application of interpreted research findings as a theoretical basis for the use of the nursing process in the care of the clients with respiratory, cardiovascular, and musculoskeletal dysfunction.</b>						
a. Utilize knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>6. Integrate the nursing process to provide comprehensive care for select clients, families, and groups within the community for clients with respiratory, cardiovascular, and musculoskeletal dysfunction.</b>						
a. Collect data to develop plan of care						
b. Evaluate data from assessment findings to identify nursing diagnoses, related factors and manifestations appropriate to client's problems						
c. Develop comprehensive plans of care for assigned clients						
d. Select relevant nursing diagnoses appropriate to client's problems						
e. Prioritize nursing diagnoses based on level of client						
f. Determine desired outcomes of client care						
g. Generate nursing interventions to provide for client's basic needs						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 05/06

**THE PENNSYLVANIA STATE UNIVERSITY  
Associate of Science in Nursing Program**

**REMEDIATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 211.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objective of NURS 211 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

Revised 05/06

THE PENNSYLVANIA STATE UNIVERSITY  
SCHOOL OF NURSING

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 212

Name \_\_\_\_\_

**Mid-Course Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Passing\_\_ Failing\_\_

**Final Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Pass\_\_\_ Fail\_\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

**Definition of Clinical Grades:**

P = Pass

**Passing clinical performance** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

**Failing clinical performance** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

**Criteria for Passing Clinical:**

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

**Remediation Plans** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>1. Describe wellness-illness concepts of the individual, family, and groups within the community related to life-span development, basic medical-surgical health needs, communications, relationships, adaptation and diversity to clients with nutritional, metabolic, reproductive, oncological, and immunological impairment.</b>						
a. List developmental, psychosocial and multicultural influences on health care needs						
b. Relate client's cultural/psychosocial needs and expectations related to health care						
c. Identify developmental level of assigned clients						
d. Assist the client/family to adapt to health alterations						
e. Utilize therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>2. Analyze the impact of physical, personal, social and group factors that contribute to safe, therapeutic care for select clients, families, and groups within the community who experience nutritional/metabolic reproductive, oncological, and immunological impairment.</b>						
a. Summarize developmental, psychosocial and multicultural influences on health care needs						
b. Utilize client's cultural/psychosocial needs and expectations related to health care						
c. Incorporate the developmental level of clients in the delivery of care						
d. Support client and family in a professional and therapeutic manner						
e. Identify own interpersonal skills in developing therapeutic relationships						
f. Demonstrate knowledge to provide safe care to assigned client						
g. Report pertinent client care information in a timely manner						
h. Administer nursing care safely, accurately, and without omissions						
i. Maintain client privacy and confidentiality						
j. Maintain client dignity and self-respect						
k. Interpret significance of laboratory and/or diagnostic data to nursing care of assigned client						
l. Integrate medication actions, side effects, interactions and effectiveness with plan of care						
m. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>3. Analyze health needs and the actual and potential impact of these needs on the individual, family, and groups within the community for clients with nutritional, metabolic, reproductive, oncological or immunological impairment.</b>						
a. Identify and explain client health needs to develop teaching plan						
b. Develop health teaching relevant to assigned client and family						
c. Enhance health promotion activities for select clients						
d. Identify client's stressors and promote use of positive coping mechanisms						
e. Facilitate the client and family to adapt to health alterations						
f. Perform as a patient advocate when collaborating with the health care team						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>4. Apply concepts related to the role of the Associate of Science in Nursing nurse as provider of care, manager of care, and member within the discipline of nursing for clients with nutritional, metabolic, reproductive, oncological or immunological impairment.</b>						
a. Perform nursing skills based on scientific principles						
b. Interact with clients in a professional and therapeutic manner						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
c. Communicate clearly and accurately in speaking and writing						
d. Communicate with the health care team in the development of the plan of care						
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
f. Prepare for assigned clients						
g. Assertively seeks opportunities for learning experiences to increase knowledge						
h. Recognize & discuss ability to administer nursing care in the health care setting to assigned client						
i. Document pertinent, objective, accurate, concise & legible data						
j. Submit materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>5. Demonstrate the application of interpreted research findings as a theoretical basis for the use of the nursing process in the care of clients with nutritional, metabolic, reproductive, oncological and immunological impairment.</b>						
a. Utilize knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>6. Integrate the nursing process to provide comprehensive care for select clients, families, and groups with nutritional, metabolic, reproductive, oncological or immunological impairment within the community.</b>						
a. Collect data to develop plan of care						
b. Evaluate data from assessment findings to identify nursing diagnoses, related factors and manifestations appropriate to client'						
c. Develop comprehensive written plans of care for assigned clients						
d. Select relevant nursing diagnoses appropriate to client's problems						
e. Prioritize nursing diagnoses based on level of client						
f. Determine desired outcomes of client care						
g. Generate nursing interventions to provide for client's basic needs						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**THE PENNSYLVANIA STATE UNIVERSITY**  
**Associate of Science in Nursing Program**

**REMEDICATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 212.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objective of NURS 212 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

Revised 05/06

PENNSYLVANIA STATE UNIVERSITY  
SCHOOL OF NURSING

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 213

Name \_\_\_\_\_

**Mid-Course Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Passing\_\_ Failing\_\_

**Final Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Pass\_\_\_ Fail\_\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

**Definition of Clinical Grades:**

P = Pass

**Passing clinical performance** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

**Failing clinical performance** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

**Criteria for Passing Clinical:**

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

**Remediation Plans** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>1. Evaluate the wellness-illness status of the individual, family, and groups within the community.</b>						
a. Summarize developmental, psychosocial and multicultural influences on health care needs						
b. Apply cultural/psychosocial needs and expectations of client's to the plan of care						
c. Incorporate developmental level of assigned clients into plan of care						
d. Assist the client/family to adapt to health alterations of clients with complex needs						
e. Evaluate the effectiveness of therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>2. Modify physical, personal, social and group factors that contribute to safe, therapeutic care for select clients, families, and groups within the community.</b>						
a. Incorporate the developmental level of clients in the delivery of care						
b. Support client and family in a professional and therapeutic manner						
c. Evaluate own interpersonal skills in developing therapeutic relationships						
d. Apply knowledge to provide safe care to assigned client						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
e. Administer nursing care safely, accurately, and without omissions						
f. Maintain client privacy and confidentiality						
g. Maintain client dignity and self-respect						
h. Relate relevance of laboratory and/or diagnostic data to nursing care of assigned client with complex needs						
i. Correlate medication actions, side effects, interactions and effectiveness with plan of care						
j. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>3. Support optimal levels of wellness of individuals, families, and groups within the community in relationship to sensory perceptual alterations, activity – exercise patterns, nutritional metabolic patterns, urinary patterns, and skin integrity.</b>						
a. Evaluate client health needs to develop teaching plan						
b. Implement health teaching plans to achieve desired outcomes with clients with complex needs						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
c. Enhance health promotion activities for select clients						
d. Identify client's stressors and promote use of positive coping mechanisms						
e. Facilitate the client and family to adapt to health alterations						
f. Performs as a patient advocate when collaborating with the health care team						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>4. Integrate concepts related to the role of the Associate of Science in Nursing nurse as provider of care, manager of care, and member within the discipline of nursing in relationship to sensory perceptual alterations, activity – exercise patterns, nutritional metabolic patterns, urinary patterns, and skin integrity.</b>						
a. Practice nursing care and skills based on scientific theory						
b. Interact with clients in a professional and therapeutic manner						
c. Communicate clearly and accurately in speaking and writing						
d. Communicate with the health care team in the development of the plan of care						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
f. Prepare for assigned clients with complex needs						
g. Assertively seeks opportunities for learning experiences to increase knowledge						
h. Evaluate ability to administer nursing care in the health care setting to assigned client						
i. Document pertinent, objective, accurate, concise & legible data						
j. Report pertinent client care information in a timely manner						
k. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
l. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>5. Relate interpreted research findings to nursing practice situations in relation to alterations in sensory perceptual patterns, activity – exercise patterns, nutritional metabolic patterns, urinary patterns, and skin integrity.</b>						
a. Utilize knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						
b. Incorporate relevant research into plan of care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>6. Value the nursing process as a means of providing a comprehensive plan of care for select clients, families, and groups within the community in relation to alterations in sensory perceptual patterns, activity – exercise patterns, nutritional metabolic patterns, urinary patterns, and skin integrity.</b>						
a. Synthesize data to develop plan of care						
b. Analyze assessment findings to identify nursing diagnoses, related factors and manifestations appropriate to clients problems						
c. Develop comprehensive plans of care for assigned clients with complex needs						
d. Select relevant nursing diagnoses appropriate to client's problems						
e. Prioritize nursing diagnoses based on level of client						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
f. Determine desired outcomes of client care						
g. Generate nursing interventions to provide for client's basic needs						
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 05/06

**THE PENNSYLVANIA STATE UNIVERSITY**  
**Associate of Science in Nursing Program**  
**REMEDIATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 213.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objective of NURS 213 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

Revised 05/06

PENNSYLVANIA STATE UNIVERSITY  
SCHOOL OF NURSING

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 214W

Name \_\_\_\_\_

**Mid-Course Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Passing\_\_ Failing\_\_

**Final Evaluation**

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_ Pass\_\_\_ Fail\_\_\_

Clinical Site(s) \_\_\_\_\_

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

**Definition of Clinical Grades:**

P = Pass

**Passing clinical performance** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

**Failing clinical performance** which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

\*NI – Needs Improvement  
*only may be used at mid-course evaluation*

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

\*N.O. – Not observed  
*only may be used at mid-course evaluation*

Not applicable, not seen, or unable to be assessed.

**Criteria for Passing Clinical:**

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

Final: Pass in all elements. A “Fail” (F) on any one element at final evaluation denotes clinical failure and course failure. The evaluator is expected to comment on all items rated F.

**Remediation Plans** will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member suggesting resources and activities designed to assist the student to achieve the identified areas for improvement will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>1. Evaluate the wellness-illness status of the individual, family, and groups within the community, in relationship to life-span development, complex medical-surgical and mental health needs, communications, relationships, adaptation and diversity in relation to psychiatric nursing.</b>						
a. Summarize developmental, psychosocial and multicultural influences on health care needs						
b. Apply cultural/psychosocial needs and expectations of client's to the plan of care						
c. Incorporate developmental level of assigned clients into plan of care						
d. Assist the client/family to adapt to health alterations of clients with complex needs						
e. Evaluate the effectiveness of therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>2. Modify physical, personal, social and group factors that contribute to safe, therapeutic care for select clients, families, and groups within the community in relation to psychiatric nursing.</b>						
a. Incorporate the developmental level of clients in the delivery of care						
b. Support clients and families in a professional and therapeutic manner						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	N.O.	P	F
c. Evaluate own interpersonal skills in developing therapeutic relationships						
d. Apply knowledge to provide safe care to assigned clients						
e. Administer nursing care safely, accurately, and without omissions						
f. Maintain client privacy and confidentiality						
g. Maintain clients dignity and self-respect						
h. Relate relevance of laboratory and/or diagnostic data to nursing care of assigned clients with complex needs						
i. Correlate medication actions, side effects, interactions and effectiveness with plan of care						
j. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>3. Support optimal levels of wellness of individuals, families, and groups within the community in relation to psychiatric nursing.</b>						
a. Evaluate client health needs to develop teaching plan						
b. Implement health teaching plans to achieve desired outcomes with clients with complex needs						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	N.O.	P	F
c. Enhance health promotion activities for select clients						
d. Identify client's stressors and promote use of positive coping mechanisms						
e. Facilitate the client and family to adapt to health alterations						
f. Perform as a patient advocate when collaborating with the health care team						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>4. Integrate concepts related to the role of the Associate of Science in Nursing nurse as provider of care, manager of care, and member within the discipline of nursing.</b>						
a. Practice nursing care and skills based on scientific theory						
b. Interact with clients in a professional and therapeutic manner						
c. Communicate clearly and accurately in speaking and writing						
d. Communicate with the health care team in the development of the plan of care						
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	N.O.	P	F
f. Prepare for assigned clients with complex needs						
g. Assertively seeks opportunities for learning experiences to increase knowledge						
h. Evaluate ability to administer nursing care in the health care setting to assigned client						
i. Report pertinent client care information in a timely manner						
j. Demonstrate leadership in professional nursing role						
k. Document pertinent, objective, accurate, concise & legible data						
l. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
m. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>5. Relate interpreted research findings in relation to psychiatric nursing practice situations.</b>						
a. Utilize knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						
b. Incorporate relevant research into plan of care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
<b>6. Value the nursing process as a means of providing a comprehensive plan of care for select clients, families, and groups within the community in relation to psychiatric nursing.</b>						
a. Synthesize data to develop plan of care						
b. Analyze assessment findings to identify nursing diagnoses, related factors and manifestations appropriate to client's problems						
c. Develop comprehensive plans of care for assigned clients with complex needs						
d. Select relevant nursing diagnoses appropriate to client's problems						
e. Prioritize nursing diagnoses based on level of client						
f. Determine desired outcomes of client care						
g. Generate nursing interventions to provide for client's basic needs						

Revised 05/06

	MID-COURSE				FINAL	
	P	F	NI	N.O.	P	F
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

**Mid-Course:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final:**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 05/06

**THE PENNSYLVANIA STATE UNIVERSITY**  
**Associate of Science in Nursing Program**  
**REMEDIATION PLAN**

\_\_\_\_\_ has not demonstrated passing behavior in NURS 214W.

Specific actions include the following:

In order for \_\_\_\_\_ to meet the course objective of NURS 214W and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Resolution:

Comments:

Revised 05/06

## **E. STUDENT ACTIVITIES**

### **National Student Nurses' Association Membership Benefits (Summarized)**

#### **Leadership Opportunities**

National Students Association (NSNA) members have an opportunity to maximize their leadership potential and thus enhance their career development. Leadership opportunities are available on the school, state, and national levels. The leadership management skills developed during involvement in NSNA can be transferred to the work setting as well as to professional associations upon graduation from nursing school. Potential employers seek graduate nurses who have demonstrated leadership potential. By joining NSNA and becoming involved in the association's activities, members will have a head start on their professional career.

#### **Nursing Journal Subscription Discounts**

*American Journal of Nursing*: published monthly. Special rate for NSNA members.

*Nursing*: published monthly. Special rate for NSNA members.

*RN Magazine*: published monthly. Special rate for NSNA members.

#### **Convention and Conference Discounts**

- NSNA Convention: Special rate for NSNA members
- NSNA Mid-Year Conference: Special rate for NSNA members
- NSNA Nursing Student Expo: Free to members (non-members pay).

American Nurses Association Convention: Special rate for NSNA members.

National League for Nursing: Special rate for NSNA members.

National Association of Orthopedic Nurses: Special rates are available to NSNA members for all continuing education offerings and the annual convention.

#### **Other National Organization Benefits**

- Nurses Environmental Health Watch offers NSNA members a special rate.
- American Nurses' Association offers a free copy of their publication, *Entering and Moving in the Professional Job Market: A Nurse's Resource Kit* to NSNA members who join a state nurses' association upon graduation.
-

- NSNA members receive a discount on the American Nursing Review/National League for Nursing NCLEX-RN review course. The special NSNA member rate includes the registration fee and the LNL Diagnostic Readiness Test. This 35-hour, in-class review is offered at convenient locations nationwide.

## **Imprint**

Members receive five issues of *Imprint* each year. This includes the *Imprint Career Planning Guide*, published every January.

## **Financial Services**

Through a special arrangement with Trans National Financial Services, NSNA members can obtain Visa/MasterCard and member loans for those who qualify. Members receive direct mailings about these services.

## **Scholarship Program**

Members get credit for their involvement when they apply for a scholarship through the NSNA Foundation Scholarship Program. Applications are available by sending the Foundation a self-addressed business size envelope with 45 cents postage.

## **Malpractice Insurance**

NSNA members qualify for a special, low-cost comprehensive policy.

## **Parameters for Student Attendance at SNAP (or other credit-for-clinical) Events**

The School of Nursing faculty strongly encourages attendance at SNAP events.

Permission to attend SNAP (or other) events must be granted in advance by course faculty, dependent on course grade, previous attendance in clinical, remediation in any course, etc. Faculty discretion will be used to determine if make-up is required.

The maximum credit of one 6-hour clinical day will be given for attendance at SNAP-sponsored activities or attendance-for-clinical credit events (e.g. Mentoring Day, etc.)

Credit for clinical time will be granted by the hour, with the maximum of one 6-hour clinical day (e.g.. a 3-hour SNAP event = 3 hours clinical credit).

Students may be required to do the following for the clinical instructor:

Write a short 1- to 2-page report on the activity (convention, Step-by-Step program, etc.)

Provide a brief 10-minute verbal report in post-conference.

Approved: 03/01

Revised: 02/06

## **F. RN LICENSURE INSTRUCTIONS**

The following statement is excerpted in its entirety from the Pennsylvania Professional Nursing Law:

**Section 6: Fees; Qualifications for Licensure-**No application for licensure as a registered nurse shall be considered unless accompanied by fee determined by the Board by regulation. Every applicant, to be eligible for examination for licensure as a registered nurse, shall furnish evidence satisfactory to the Board that he or she is of good moral character, has completed work equal to a standard high school course as evaluated by the Board and has satisfactorily completed an approved program of professional nursing. The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device, and Cosmetic Act," or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

- **At least ten (10) years have elapsed from the date of conviction;**
- The applicant satisfactorily demonstrates to the Board that he/she has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk or further criminal violations; and
- The applicant otherwise satisfies the qualifications contained in or authorized by this act. As used in this subsection the term "convicted" shall include a judgment, an admission of guilt, or a plea of nolo contendere. An applicant's statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.

*The Professional Nursing Law Act of May 22, 1951 (P.L. 317, No. 69), Section 6 as amended September 20, 2002.*

## NCLEX EXAMINATION INSTRUCTIONS

### *ALL STUDENTS must complete the following:*

1. Post Graduation Information Sheet:

- Students will receive this at the NCLEX information session-Spring semester of SR year.
- Complete the form with “post graduation” contact information.

2. Obtain the NCLEX Candidate Bulletin by going to the Pearson VUE web site at [www.pearsonvue.com/nclex/](http://www.pearsonvue.com/nclex/)

- Click on NCLEX Candidate Bulletin 2009 under Downloads (best to print and bring with you to the information session).
- Students must follow the directions in the Candidate Bulletin.
- Submit the NCLEX Candidate application as soon as possible (this application registers you with the testing center – Pearson Vue).
- **Your Education Program Code is 25-402.** Make sure you accurately report the code for your program.
- **NOTE:** Submit the NCLEX Candidate application prior to completing licensure application.

**NCLEX Candidate application can be completed by:**

- Online registration at [www.vue.com/nclex](http://www.vue.com/nclex); or
- Telephone registration at 866-496-2539; or
- Mail registration—application is provided in the Bulletin.
- Payment
  - Enclose payment in the correct amount in the form of a certified check, cashier’s check or money order. Credit cards cannot be used when registering by mail.
  - If registering on the web or by telephone, you must pay your registration fee by credit card. Only Visa, MasterCard, or American Express is accepted.

### STUDENTS APPLYING FOR LICENSURE

- **Obtain all licensure examination application materials** from the State Board Nursing (SBN) in the state that you plan on being licensed and follow the guidelines. The following web site provides a list of all State Boards of Nursing [www.ncsbn.org/regulation/boards\\_of\\_nursing\\_board.asp](http://www.ncsbn.org/regulation/boards_of_nursing_board.asp).
- For students applying for PA licensure/temporary practice permit, the School of Nursing will send the **Nursing Education Verification Form** to the PA State Board of Nursing as soon as all program educational requirements are complete and verified (no later than the first working day following graduation).
- **Students applying for licensure in states other than PA are responsible for requesting any information needed from the School of Nursing (e.g. a letter from Dean). The request must be received in School of Nursing Academic Affairs Office (210 HHDE) by April 15 in order to process in a timely manner. Please note in your request any specific instructions that need to be followed to meet the states licensure requirements.**

## **G. OTHER**

### **Assessment Testing Fee**

Students enrolled in the Associate of Science in Nursing program may be required to complete testing which is utilized to assess the student's achievement and identify content areas needing further study for successful completion of national exam (NCLEX-RN). Students will be responsible for all costs associated with any required testing.

### **Protocol for Students Who Seek Outside Employment**

Students seeking outside employment while enrolled in Penn State's Nursing Program should:

- Seek information and support from the University's Student Employment Office, not the School of Nursing.
- School of Nursing statement on student employment: The School of Nursing personnel are not to act as intermediaries nor are they to promise student services to outside persons or agencies. This relieves the School of Nursing of liability for contracting independent, unsupervised student services.
- Our policy related to employment of students in health agencies, in keeping with the State Board of Nursing regulations, is as follows:
  - When students are employed in health agencies, they may not be employed as registered or practical nurses unless they are currently licensed.
  - Student employment shall be on a voluntary basis and not a requirement of the institution.
  - Remuneration for such employment shall be within the range of the salary scale for the position.

Faculty or staff who received inquiries from nursing students, outside agencies, or individuals has an obligation to refer these incoming requests to the Student Employment Office at the students campus location.

### **Alumni Association**

Students who graduate from Penn State are eligible for membership in the Penn State Alumni Association. Membership in this organization automatically provides membership in the College of Health and Human Development Alumni Association which includes the School of Nursing.